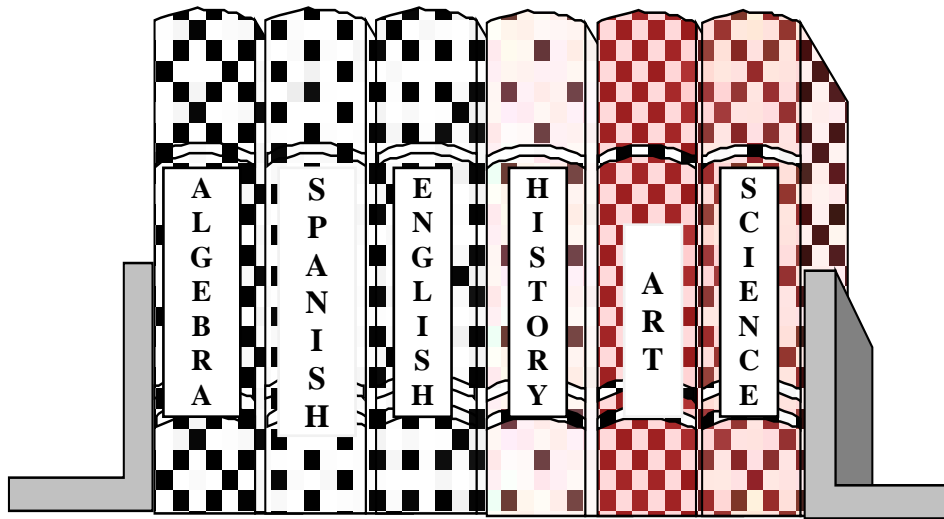


MIDDLE SCHOOL

PLANNING GUIDE
AND
COURSE DESCRIPTIONS

2015 - 2016



Aldine Independent School District

ALDINE INDEPENDENT SCHOOL DISTRICT

VISION

Produce the Nation's Best!

MISSION STATEMENT

We exist to prepare each student academically and socially to be a:

- critical thinker
- problem solver
- responsible and productive citizen

CORE BELIEFS and COMMITMENTS

1. **We believe each student can learn at or above grade level and will have equal opportunity to do so.**
We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence. We will allocate resources to ensure equity for each student to reach his/her full potential.
2. **We believe Aldine ISD can achieve higher levels of performance through clearly defined goals that set high expectations for student achievement.**
We will eliminate the achievement gaps between and within student groups.
3. **We believe in the value of parents as the first and best teachers and that the community must actively participate in the development of all children.**
We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff and students.
4. **We believe in the value of each employee, in his/her personal and professional growth, and in empowering each one to be accountable to make decisions aligned with the vision of the school district.**
We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
5. **We believe all environments should be supportive, safe, and secure.**
We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

THE BOARD OF EDUCATION

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Rose M. Avalos.....Vice President
Rick Ogden.....Secretary
Patricia Ann Bourgeois.....Assistant Secretary
Merlin Griggs.....Member
Steve Mead.....Member
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Dr. Selina Chapa.....Assistant Superintendent of
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Finance
M. Kaye DeWalt.Assistant Superintendent
and General Counsel
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Community & Governmental Relations
Dr. Todd Davis.....Area Superintendent
Mable HoltArea Superintendent
Patricia Leon-WadeArea Superintendent
Dr. Janet Ray.....Area Superintendent
Dr. Rosalinda Rodriguez.....Area Superintendent
Ann StockwellArea Superintendent

MIDDLE SCHOOL CURRICULUM STAFF

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Executive Director of Curriculum and Instruction	Carlos Barron
Executive Director of Special Education	Katherine Seals
Executive Director of Research and Evaluation	Dawn Ayers-Rodriquez
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Program Director of Secondary ESL Education	Karen Krall
Program Director of Secondary ESL Education	Christine Kujawa
Program Director of Intermediate/Middle School Language Arts	Michelle Becwar
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Program Director of Special Education	Kathy Gray
Director of ESL Education	Betsy Haisler
Director of Advanced Academics	Twiana Collier
Director of Magnet Schools	Olivia Boatner



ALDINE INDEPENDENT SCHOOL DISTRICT

14910 Aldine-Westfield Road - Houston, Texas 77032-3099 - (281) 449-1011

Dear Parent:

The following pages contain some of the most important information you will receive from Aldine ISD this school year, and I urge you to review it with your child. This edition of the Middle School Planning Guide and Course Description Book will help you and your child develop educational goals which will have a significant impact on his or her educational future and career.

Research shows that students are more likely to be successful when parents are involved in planning their education. By discussing educational goals with your child, you are emphasizing that you are interested in the subjects he or she takes, the grades that are earned, and the career path that is chosen. To assist you, your school will be happy to arrange a meeting with you, your child, and the school's counselor.

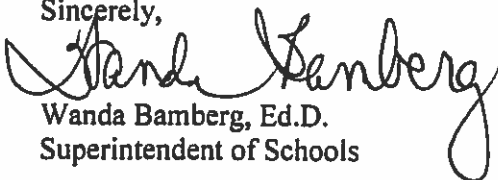
During the Texas 83rd Legislative session lawmakers passed a law, House Bill 5 that changed graduation requirements for high school students. House Bill 5 (HB 5) allows students more flexibility in selecting their high school courses to prepare them to pursue a traditional path into colleges and universities or move directly into the workforce.

House Bill 5 also created the new Foundation High School Diploma program with the opportunity for students to earn an Endorsement, graduate as "Distinguished," and earn Performance Acknowledgements on their transcripts and diplomas. Our goal in Aldine is for all of our students to graduate with an Endorsement and as "Distinguished."

In addition to changing graduation requirements, HB 5 also reduced the number of State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) assessments required to receive a high school diploma from 15 assessments to 5. The EOCs now include English I, English II, Algebra I, Biology, and US History. The English assessments combine reading and writing into one assessment for English I, and English II.

Your child's counselor can assist you in monitoring your child's classes, and credits to meet graduation requirements. It is our goal that each child enrolled in Aldine schools receives a high school diploma. It is equally important that you monitor your child's homework, grades and attendance. Your encouraging words and interest in your child's educational goals, plans, and grades may mean the difference between success and failure.

Sincerely,



Wanda Bamberg, Ed.D.
Superintendent of Schools

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MIDDLE SCHOOL

2015 - 2016

PLANNING GUIDE



Aldine Independent School District

INTRODUCTION

The planning guide and course description sections have been compiled to assist students and parents/guardians in planning course selections for grades seven and eight. This document includes the required course and elective course options as well as a description for each course.

MIDDLE SCHOOL PLANNING COURSE SELECTIONS

Parent/guardians and students may use the form below to assist in planning course selections for the seventh and eighth grades.

REQUIREMENTS Seventh Grade	
COURSES	SEMESTERS
English	2
Reading	1 (2 if below level)
Mathematics	2
Science	2
Texas History	2
Health/Physical Education/Wellness	1
Electives	4 (3 if below level)
TOTAL	14

REQUIREMENTS Eighth Grade	
COURSES	SEMESTERS
English	2
Reading	1 (2 if below level)
Mathematics	2
Science	2
U. S. History	2
Physical Education/Wellness	1
Technology Applications*	1
Exploring Careers	1
Electives	2 (1 if below level)
TOTAL	14

*Some campuses may integrate this course.

Graduation and Testing Requirements Passed by House Bill 5 - 83rd Texas Legislative Session

House Bill 5 (HB 5) is a law passed during the Texas 83rd Legislative session that changed graduation requirements for students entering 9th grade (current 8th grade students) during 2014-2015 school year. HB5 is designed to allow students more flexibility in the selection of their high school courses to prepare them to either pursue a traditional path into colleges and universities or move directly into the workforce. The new law created the new Foundation High School Diploma Plan that allows students to earn an endorsement in one of five areas:

- Science, Technology, Engineering, Mathematics (STEM),
- Business and Industry,
- Public Services,
- Arts and Humanities, and
- Multidisciplinary.

Under House Bill 5 a student entering 9th grade, 2014-15 school year, and thereafter must enroll in courses necessary to complete the requirements for the Foundation High School Program and the requirements for at least one endorsement.

The new Foundation High School Graduation Plan replaces the current Minimum, Recommended, and Distinguished Achievement Graduation Plans, but allows for current 9th, 10th, and 11th grade students to choose to graduate under their current plan or opt for the new graduation plan created by House Bill 5.

House Bill 5 also reduced the number of State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) Assessments students are required to pass for a high school diploma from 15 to 5. They are:

- English I
- English II
- Algebra I
- Biology
- U. S. History

The English exams are a combined reading and writing assessment.

WHAT IS AN ENDORSEMENT?

An endorsement is earned when a student completes a sequence of elective courses in a concentrated area of study. To earn any endorsement, a student must successfully complete the requirements for the Foundation High School Program and:

- An additional advanced mathematics course = 4 total credits in mathematics
- An additional advanced science course = 4 total credits in science
- 2 elective credits in addition to the elective credits required for the FHSP

Students may earn endorsements in the following areas:

Science, Technology, Engineering, Mathematics (STEM) - The science, technology, engineering, and mathematics (STEM) endorsement includes courses directly related to science, including environmental science, technology, computer science, engineering, and advanced mathematics.

Business and Industry - includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning

Public Services - includes courses directly related to health sciences, human services, education and training, government and public administration, and law enforcement.

Arts and Humanities - includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts.

Multidisciplinary - allows a student to complete prescribed courses from each of the four foundation subject areas, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence.

Students must earn 26 credits to graduate under the FHSP with an endorsement.

HOW ARE ENDORSEMENTS SELECTED?

Each 8th grade student completes an educational plan of study (4 year plan) based on his/her career assessment while taking the Exploring Careers course in middle school. The educational plan of study designates which endorsement the student will pursue. Students may earn more than one endorsement and are allowed to change their original endorsement selection as requested. The educational plan of study is sent home for parental input and approval.

SAMPLE COPY OF AN EDUCATIONAL PLAN OF STUDY

Student Name _____ Parent/Guardian Signature _____

ID# _____ Current School _____ Receiving School _____

PLAN: H-1501 ENGINEERING ROBOTICS **ENDORSEMENT:** SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Foundation High School Plan **Endorsement**

Year/Grade Level	English	Math	Science	Social Studies	Required Electives	Electives
	<i>See Course Catalog for core course level opportunities.</i>					
1st Year/ 9th Grade	English 1 (EOC)	Algebra 1 (EOC)	Biology (EOC)	World Geography	(These courses may be taken at any Grade Level 9-12) Professional Comm* 0.5	Concepts of Engineering 1.0 H8604 Engineering Graphics Design and Presentation 1.0 H8657
2nd Year/ 10th Grade	English 2 (EOC)	Geometry	Chemistry	World History*	Health* 0.5 Language LOTE 2.0 Physical Ed 1.0	Mechanical Engineering Design and Presentation 1.0 H8607
3rd Year/ 11th Grade	English 3	Algebra 2**	Advanced Science	US History (EOC)	Fine Arts 1.0 Elective 1.0	Robotics and Automation 2.0 HXXXX
4th Year/ 12th Grade	Research & Technical Writing	Engineering Mathematics	Principles of Technology	Government Economics		Engineering Design and Problem Solving 1.0 H8351 Virtual Business 1.0 HXXXX
Graduation Plan Type		Recommended 8th Grade Course(s)	Languages other than English	CTE CERTIFICATION		Legend
Foundation with Endorsement		Career Portals for Technology Education M3373	Span/Span Spkrs H5601/H5602 Spanish III /H5603/H5606 French III H5630/H5633 German III (MacArthur) H5654/H5657 Am Sign Lang III H6247/H6250	Autodesk		*District requirement for Graduation **Required for DLA Plan *Recommended ***Advanced Technical Credit
Distinguished Level of Achievement		Concepts of Engineering 1.0 M3364				

Aldine Independent School District does not discriminate against persons because of race, creed, national origin, age, sex, disabilities, economic status or language disability in employment, promotion, or educational programming.

For students entering 9th Grade 2014-2015. March 2014

DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing:

- A total of four (4) credits in mathematics which must include Algebra II
- A total of four (4) credits in science, and
- The curriculum requirements for at least one (1) endorsement

PERFORMANCE ACKNOWLEDGEMENTS

House Bill 5 allows a student to earn a performance acknowledgement on his/her diploma and transcript by completing one of the following:

- 12 hours in dual credit courses with a grade of A or B,
- earning an associate degree while in high school,
- in bilingualism and biliteracy,
- an Advanced Placement (AP) test (score of 3 or higher)
- International Baccalaureate (IB) exam (score of 4 or higher),
- PSAT (National Merit/Commended Scholar),
- SAT (combined critical reading and mathematics score of 1250),
- ACT (composite score of 28), or by earning an industry-based license or certification.

There is more information about HB 5 graduation plans, endorsements and much more in the following pages. If you have any specific questions about HB 5 or graduation plans and requirements, please contact your child's designated campus counselor.

ALDINE ISD FOUNDATION HIGH SCHOOL DIPLOMA PLAN WITH ENDORSEMENT

This plan is for students entering 9th Grade 2014-2015 school year.

DISCIPLINE	CREDITS	REQUIREMENTS												
English Language Arts	4.0	<ul style="list-style-type: none"> • English I, II, III, • Advanced English Course selected from : <table border="0" style="margin-left: 20px;"> <tr> <td>English IV</td> <td>College Prep</td> </tr> <tr> <td>Literary Genres</td> <td>Humanities</td> </tr> <tr> <td>Public Speaking III</td> <td>Business English</td> </tr> <tr> <td>Oral Interp. III</td> <td>Debate III</td> </tr> <tr> <td>Research & Technical Writing</td> <td>Independent Study in Speech</td> </tr> <tr> <td>Independent Study in English</td> <td>Independent Study in Journalism</td> </tr> </table> <p style="margin-left: 20px;">Advanced Journalism: Yearbook III, Newspaper III AP English Literature and Composition International Baccalaureate (IB) Lang. Studies A 1 Higher Level Advanced Broadcast Journalism III</p> • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	English IV	College Prep	Literary Genres	Humanities	Public Speaking III	Business English	Oral Interp. III	Debate III	Research & Technical Writing	Independent Study in Speech	Independent Study in English	Independent Study in Journalism
English IV	College Prep													
Literary Genres	Humanities													
Public Speaking III	Business English													
Oral Interp. III	Debate III													
Research & Technical Writing	Independent Study in Speech													
Independent Study in English	Independent Study in Journalism													
Mathematics	4.0	<ul style="list-style-type: none"> • Algebra I • Geometry • Advanced Mathematics Course - Algebra II (recommended) • Advanced Mathematics Course selected from: <ul style="list-style-type: none"> ▪ PreCalculus ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level (Eisenhower HS) ▪ IB Mathematical Standard Level (Eisenhower HS) ▪ IB Mathematics Higher Level (Eisenhower HS) ▪ IB Further Mathematics Standard Level (Eisenhower HS) ▪ Statistics and Risk-Management - Career and Technical Education (CTE) 												
Science	4.0	<ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • **Integrated Physics and Chemistry (IPC) or an Advanced Science Course • 2 Advanced Science Courses selected from: <ul style="list-style-type: none"> Chemistry, AP Chemistry, or IB Chemistry Physics, Principles of Technology, AP Physics, or IB Physics Aquatic Science Astronomy Earth and Space Science Environmental Systems, AP Environmental Science IB Environmental Systems (Eisenhower High School) Scientific Research and Design (CTE) Anatomy and Physiology (CTE) Engineering Design and Problem Solving (CTE) Medical Microbiology (CTE) Pathophysiology (CTE) Advanced Animal Science (CTE) Advanced Plant and Soil Science (CTE) Forensic Science (CTE) <p>**Students seeking a STEM Endorsement must take an Advanced Science Course</p>												
Social Studies	3.5	<ul style="list-style-type: none"> • World Geography Studies • World History Studies (Aldine ISD Local District Requirement) • United States History Studies Since Reconstruction • U.S. Government 												
Economics with emphasis on the free enterprise system and its benefit	0.5	Economics with emphasis on the free enterprise system and its benefit												
Language Other Than English	2.0	The credits must consist of any two levels in the same language.												

ALDINE ISD FOUNDATION HIGH SCHOOL DIPLOMA PLAN WITH ENDORSEMENT...CONTINUED

Physical Education	1.0	<ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses. <ul style="list-style-type: none"> • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • Credit for any of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Athletics • JROTC • One credit for any one of the courses listed above may be earned through participation in: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading
Health Education	0.5	Health Education (Aldine ISD Local District Requirement) <ul style="list-style-type: none"> • Principles of Health Science or JROTC Level II may satisfy this requirement.
Speech	0.5	Speech - Professional Applications (Aldine ISD Local District Requirement)
Fine Arts	1.0	One credit from any of the following <ul style="list-style-type: none"> • Art Level I, II, III, or IV • Dance Level I, II, III, or IV • Music Level I, II, III, or IV • Theatre Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Endorsement/Elective Courses	5.0	<ul style="list-style-type: none"> • 4 Credits from one of the following Endorsement areas: <ul style="list-style-type: none"> • Science, Technology, Engineering, and Mathematics (STEM) - courses directly related to science, including environmental science, technology, computer science, engineering, and advanced mathematics. • Business and Industry - courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning. • Public Services - courses directly related to health sciences, human services, education and training government and public administration, and law enforcement. • Arts and Humanities - courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts. • Multidisciplinary Studies - prescribed courses from each of the four foundation subject areas, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence. • 1 Credit from list of courses approved by the State Board of Education for grades 9 – 12
TOTAL CREDITS	26	

TEXAS (Toward Excellence, Access, and Success) Grant Program

Graduates with **financial need may** qualify for the TEXAS Grant Program. This program provides funding for students to continue their education at a public college or university in Texas. It is important to note that a student **must have financial need** as determined by individual college or university in order to qualify for this funding. Students can apply for the Texas Grant by filling out the Free Application for Federal Student Aid (FAFSA) after January 1st of their senior year. Funding for this program is limited and is determined by the financial aid office at the college or university. Students must contact the financial aid office at the college or university they will attend for information about the Texas Grant.

Scholarship and Financial Aid Information

Scholarship and financial aid information can be found in the counseling office on each high school campus and/or the Aldine District website. Students are encouraged to apply for scholarships when they meet the requirements. Students can also receive scholarship and financial aid information from their college's financial aid office. Early application is encouraged and essential to qualify for scholarships.

The State of Texas Assessments of Academic Readiness (STAAR) A New Assessment Model

Beginning 2011-2012 school year, the Texas Education Agency (TEA) implemented the STAAR tests for elementary, middle, and high school. The majority of the STAAR assessments tested content students studied that year, as opposed to testing content studied over multiple years. STAAR mathematics, reading, writing, and social studies assessments in grades 3–8 address only those TEKS taught in the given subject and grade.

The science assessments for grades 5 and 8 will emphasize the 5th and 8th grade curriculum standards that best prepare students for the next grade or course; in addition, these assessments will include curriculum standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students' success on future science assessments.

By focusing on the TEKS that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school.

STAAR REQUIREMENTS (State of Texas Assessment of Academic Readiness) For Students Who Enter 9th Grade in 2011-2012 School Year

Beginning 2011-2012 school year, under the State of Texas House Bill 3, the Texas Education Agency (TEA) implemented the STAAR tests for elementary, middle, and high schools. During the Texas 83rd Legislative session lawmakers passed a law, House Bill 5 that reduced the number of State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) assessments required to receive a high school diploma from 15 assessments to 5 which include English I, English II, Algebra I, Biology, and US History. The English assessments combine reading and writing into one assessment for English I, and English II.

In order for students to participate (walk) in graduation ceremonies they must pass all necessary high school coursework and meet the qualifying scores on STAAR EOC assessments. Graduating seniors are allowed to take final exams early in order to meet graduation requirements.

COURSE REQUEST PROCESS

7th GRADE SCHEDULING

The course request (scheduling) process begins early in the second semester. Counselors meet with students and their parents/guardians to discuss required courses and elective choices for the next school year.

A course request night is usually held at each middle and ninth grade campus to acquaint parents/guardians with the scheduling process. Counselors discuss requirements for each grade level, 7 - 9. Information is also presented concerning extra-curricular participation such as band and athletics (boys and girls).

COURSE REQUEST PROCESS...CONTINUED

- Students and parents/guardians complete the required course request card on their respective campus.
- Students who have not returned their completed course request cards/sheets will then be assigned courses by the counselor.
- A course request verification letter is given to the student early in May to make any necessary changes. These changes are submitted to the counselor.
- The final verification letter is mailed home with report cards at the end of the year. After this time, schedules will be printed and **changes will be limited to emergencies and/or special situations** for balancing classes.

8TH GRADE SCHEDULING

8th grade students' course requests will be completed on an Education Plan/Course Selection Guide based on each student's career interest area. This document is a four-year educational plan that will be sent to the 9th grade campus. Students will complete the four-year plan in their 8th grade Exploring Careers classes. The Education Plan/Course Selection Guide will be sent home for parent/guardian signature.

A "Course Selection Verification Form" will be distributed for students to take home for parent/guardian verification during the spring semester. **The student must return the verification form on or before the designated deadline** and necessary changes/adjustments will be made based upon student and parent/guardian requests.

A preliminary class schedule will be mailed home with each student's report card in June. Students and parents/guardians should review this schedule for accuracy. If there is a need to make any changes and/or corrections to the preliminary schedule after the last day of school, the parent/guardian may contact a counselor during the summer for assistance.

SCHEDULE CHANGES

Course or class changes are made in these circumstances:

- When a student is evaluated and needs to be placed in or out of a class or moved to a different level.
- If a student does not continue to meet the requirements of an advanced or Encounters program. The student may be put on probation and ultimately removed from the class.
- When a student's performance indicates the need for a more challenging level. Students are encouraged to make elective choices carefully since schedules are not automatically changed after they are submitted to the computer.
- **Schedule changes will not be made solely to change teachers, teams, or the period the class is held.**

SCHEDULE CHANGES...CONTINUED

During the school year, a student needing to change instructional levels within a curriculum area must have the case reviewed by a committee including the counselor, parent/guardian, and the CORE teachers.

All schedule change rules and considerations apply to students with disabilities; however, any schedule change that adds or drops a special education class needs to be approved by the Admission, Review, and Dismissal (ARD) Committee. Please contact the diagnostician prior to making any schedule changes. The diagnostician will assist you in determining what can and cannot be done without an ARD.

GRADING AND EVALUATION

Grade Reporting

Report cards will be sent home each nine weeks. Parents/guardians must sign and return a copy to the school. Parents/guardians of students making a failing grade in any subject will be notified and offered the opportunity for a conference with the teacher issuing the failing grade. Error in notification will not necessarily constitute a change of grade.

Parents/guardians will be contacted by the teacher at any time during the reporting period that there is a clear indication the student is doing unsatisfactory work. In addition to the nine weeks report card, a progress report will be sent home each three weeks.

REMEDIATION

Students who fall below grade level or do not pass the reading, writing, and/or the mathematics portion(s) of the STAAR test shall be placed in an alternative program providing intensive remediation. Assignment to remediation classes will result in the loss of electives.

Honor Roll/Merit Roll

Each nine weeks, students in Aldine are recognized for their academic excellence by their selection to the Honor Roll or Merit Roll. The district uses the following guidelines in each school throughout the district:

Students receiving all A's to all A's and up to 2 B's will be placed on the Honor Roll.

Students receiving all A's and 3 or more B's will be placed on the Merit Roll.

Encounters (GT) Program Student Review

By April of each year, teachers and counselors will review the progress of each GT student. If any student is not performing to a level that is acceptable to remain in his GT component, the student will be referred to the GT screening committee for evaluation (Sufficient documentation of parent/guardian contact must be in the student folder). The screening committee will review, evaluate, and recommend continued placement or removal from the GT component.

PROMOTION AND FAILURE POLICY

Students must achieve an overall average of 70 or better for all courses taken in order to be promoted from one grade to another. Students must also achieve an average of 70 or better in each of the following: English, reading, math, science, and social studies.

Students may attend extended year in order to make up a failed course. It may be possible to avoid placement or retention through extended year credit. Students who have failed a portion of the STAAR assessment will lose elective courses in order to make room in the schedule for the remedial program.

Students who fail an academic course and do not attend extended year or do not pass the course in extended year are eligible for retention.

In exceptional cases, placement of a student at the appropriate grade level may occur with the approval of a campus committee.

In order for ninth grade students to be classified as tenth grade, students must earn 6 – 11.5 credits that include credits in English 1, Algebra 1, 1 credit from World Geography, World History or US History, and IPC or Biology.

EXTENDED YEAR PROGRAM

The Aldine Independent School District requires any student in the seventh or eighth grade who fails to achieve an overall average of 70 or better in each of the following (English, math, science, reading, or social studies) to attend the **Extended Year Program**. This program replaces summer school in most cases. **There will be no cost for the program and transportation will be provided.** Each student's teacher will identify those objectives and skills not mastered for the extended year teachers. Students may exit the program early, upon mastery of skills and objectives.

CREDIT FOR HIGH SCHOOL COURSES Taken In Grades Seven and Eight

Students who satisfactorily complete high school courses (Algebra I or higher, Science, French, and/or Spanish) in grades seven and eight shall receive high school credit for those courses (refer to course descriptions for more information). These credits shall apply to satisfy both state graduation requirements and unit requirements in subject areas. **(Grade points shall not be awarded for high school courses taken in grades seven and eight. These courses will not be considered in determining class rank and in designating the valedictorian and salutatorian.)**

Students who are academically ready have the opportunity to take Algebra I in the 8th grade for high school credit. If students pass these classes with meeting only minimum passing standards, they will not be successful in the subsequent high school math classes. For this reason, students taking Algebra I must maintain an 80 average to remain in the course. Students who do not maintain this average will be placed in an 8th grade math class and have the opportunity to take Algebra I in the 9th grade.

CREDIT FOR HIGH SCHOOL COURSES **Taken In Grades Seven and Eight...CONTINUED**

Students who take Algebra I for high school credit in 8th grade will be expected to continue in math through the following sequence of courses: Geometry, Algebra II, Pre-Calculus, and possibly AP Calculus.

High school courses taken in summer school between 8th and 9th grade will receive high school credit and grade points toward graduation. This applies only if the student has been successfully promoted from 8th to 9th grade.

(Please note: NCAA does not accept any high school credit for courses taken during the middle school years).

LEVELS OF COURSE WORK

Aldine Independent School District believes that students should be grouped for instruction in a way that facilitates learning. Grouping, or assignment to courses, is based primarily on student performance. This method narrows the ability range of the students with whom a teacher works, resulting in a more individualized program for the student.

The entry and exit level criteria for each level are listed on the following two pages. Teachers and counselors can assist the student in selecting the appropriate level of instruction for a course.

REGULAR

Students are considered for regular classes based upon their reading level, academic performance, and test scores.

PRE-AP PLACEMENT

Middle school core courses that are designated as advanced and/or accelerated level courses will be changed to incorporate a Pre-Advanced Placement program, and will be designated as Pre-AP courses.

Pre-AP courses shall provide activities to accelerate and expand the regular course. The Pre-AP subject courses are aligned with the AP subject courses. Students are encouraged to take Pre-AP courses in the subject they wish to take Advanced Placement courses.

Students who participate in the Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in depth learning, product development, and above grade level responses.

Students are considered for advanced classes based upon district entry criteria. Using the *Aldine Identification Matrix for the Gifted*, a student must function in the 80% to 90% range in order to be considered for advanced placement.

Students may remain in these courses as long as an 80 percent or better average is maintained each six weeks. A student making a six weeks average of less than 80 percent will be placed on probation. The teacher will provide written notification to the student and parent/guardian as well as schedule a teacher conference with the student and parent/guardian. If the semester average is less than 80 percent, the student may be placed in a regular section of the course.

LEVELS OF COURSE WORK...*CONTINUED*

ENCOUNTERS: ALDINE'S PROGRAM FOR THE GIFTED & TALENTED

In accordance with the Aldine district guidelines that reflect the Texas State Education guidelines for Encounters gifted and talented, all Aldine schools implement a selection process which includes three phases: nomination, screening, and placement.

- **Nomination**
- **Aldine's Gifted and Talented is a subject-specific academic program**
- **Each student is assessed for the appropriate area of strength**

Students may be nominated by principals, community members, counselors, librarians, teachers, or parents/guardians. In grades five or above, students may nominate themselves. In addition, students will be nominated for a program component as a result of high scores (90% or above) on an achievement test, IQ test, or a cognitive abilities test.

In addition, high school students who request to be screened for the Gifted and Talented Program must submit a self nomination form. This includes questions on student work and product development. This form may be obtained from the Gifted and Talented building Coordinator. At the middle and high school levels nomination and screening take into consideration the product development and research skills of the student seeking consideration as well as indicators of motivation and determination.

Consideration is given to assure that the following groups have not been over-looked: racial, ethnic or minority groups, culturally different, handicapped, economically disadvantaged, students who do not take advantage of options because of gender stereotyping, and students who display various types of classroom behavior such as disruptive behavior, extreme shyness, excessively high energy levels, continuous questioning, intense anxiety, and short attention spans.

Identification is ongoing to allow for students to be placed in the program at any time it is determined to be the best placement for the student and to accommodate students not enrolled during the screening process.

- **Screening**
Multiple criteria are reviewed for each student nominated for the program; these criteria must include objective and subjective assessments. Examples of measurements can include IQ tests, achievement tests, academic sub-tests, tests in creativity, grades, teacher nomination scales, cognitive abilities tests, student self-nomination, interview, peer nomination, parent/guardian nomination, product-portfolio, and leadership rating scales. Additional data may be brought in for assessment.

The identification process includes the use of a committee that reviews all data on those students who are nominated for the program. The committee will include several of the following: a school administrator, a teacher, and a counselor. The committee members must have a minimum of six hours of G/T training. The G/T Coordinator may be consulted in the screening process.

LEVELS OF COURSE WORK...*CONTINUED*

- **Placement**

The Aldine district Encounters Gifted and Talented Program provides for identification and curriculum differentiation for general intellectual ability, specific subject matter aptitude, creativity, and leadership areas of giftedness. A student meeting the screening criteria and demonstrating exceptional ability and potential in any of these areas of giftedness is afforded the opportunity for placement and services. Participation in the Encounters Gifted and Talented Program is voluntary on the part of the students and requires written permission from their parents/guardians. Students placed into the Gifted and Talented Program must engage in research and product development as well as maintain sound academic performance.

Curriculum Differentiation

The state goal for Gifted and Talented Programs is that by the time the gifted and talented students graduated from high school, the student will have produced products and/or performances at an advanced level.

The appropriate program delivery for the gifted student is a well articulated scope and sequence of content process and product that embodies a combination of complex, abstract, accelerated, and in-depth approaches to learning experiences. Curriculum for the gifted involves the use of course content, methodology, and materials beyond those essential for other students at the same age and grade level.

Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation.

All courses for G/T students require learning experiences based on the principles of differentiation. These specific principles for the differentiation of curriculum for the gifted and talented have been identified through extensive research by the Curriculum Council of the National/State Leadership Training Institute on the Gifted and Talented. These principles of differentiation provide the basis of the learning environment for the G/T student.

Students who participate in services for G/T students will 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. These products and performances are advanced in relation to students of similar age, or experience and environment.

Middle school G/T program services prepare the students to successfully accomplish the Texas Education Agency's state goal for gifted and talented program high school graduates. These students who have participated in services for gifted students are expected to have produced products and performances of professional quality as part of their program services. These efforts continue into high school. In addition to college level courses, gifted and talented students are expected to engage in in-depth learning and advanced level product development. At the beginning of ninth grade G/T students are placed on the Distinguished Achievement High School Plan.

LEVELS OF COURSE WORK...*CONTINUED*

Removal

The final committee decision regarding the exit of a student from the Encounters program is to be made after consultation with the parents/guardians. Just as multiple criteria are used to select students to participate in program services, multiple indicators are used to remove identified students.

While no single factor such as poor grades or poor behavior should serve as the basis for exiting a student the district and program do not want the student to fail a subject or fail a grade. If a student is struggling academically, removal may be recommended. Educational, psychological, and personal reasons are taken into consideration as well.

A Gifted and Talented student for personal, not academic, reasons may be furloughed for one semester to help the student through a difficult time. For additional information, refer to the Texas Education Agency Evaluation Plan for G/T, the Encounters Handbook, and Aldine's School Board Policy.

SPECIAL EDUCATION

Students with disabilities whose special needs cannot be met in the general education classroom may be eligible for special education services. Aldine Independent School District offers a wide range of instructional options for students with disabilities in programs designed to meet unique educational needs. These instructional options range from special accommodations for the student included within the general education classroom to placement in highly specialized classes located at designated centralized campuses.

Students with disabilities may also be eligible for certain related services, which may be necessary for the student to benefit from the special education program.

All special education programming decisions are made for individual students by an Admission, Review, and Dismissal (ARD) Committee. This committee includes parents/guardians, administrators, counselors, teachers, special education personnel and students as appropriate.

OTHER EDUCATIONAL OPPORTUNITIES

INTERNATIONAL BACCALAUREATE (IB) CANDIDATE DIPLOMA PROGRAMME

The IB Diploma Programme is designed for highly motivated students who take courses specifically intended to prepare them for international examinations at the end of their junior and senior years. Students who successfully complete the prestigious IB Diploma Programme can meet the academic challenges of the best domestic and foreign colleges and universities. The IB Diploma Programme will be offered to students who apply and meet admission requirements.

G. W. CARVER HIGH SCHOOL FOR APPLIED TECHNOLOGY, ENGINEERING AND THE ARTS

Carver High School is a Magnet School with special programs in applied technology, engineering and the arts. There is an application requirement for enrollment at Carver for students who are not zoned to attend Carver.

VICTORY EARLY COLLEGE HIGH SCHOOL

Victory Early College High School in collaboration with Lone Star College System - Carver Center provides students with the opportunity to pursue a high school diploma and an Associate's Degree or two years of college credit towards a Baccalaureate Degree. This concept blends high school and college into a coherent educational program. There is an application requirement for enrollment at Victory Early College High School.

W. T. HALL CENTER FOR EDUCATION

W. T. Hall Center for Education is a high school designed to meet the needs of at-risk students by preparing them for graduation from high school with skills that will provide them the opportunity to be employed or obtain employment after receiving their high school diploma. Students interested in attending Hall Center for Education must complete an application, and meet program requirements. For more information, see your school counselor.

VIRTUAL SCHOOL

Aldine's Virtual School is an online learning opportunity for students who; want to enhance their high school experience, want to graduate at an accelerated pace, are experiencing scheduling difficulties on their home campus, or need to recover credits for graduation. Virtual School provides flexibility and connectivity to meet student's individual needs. Go to Aldine's official website under the *Parents/Students* tab, or contact your home campus counselor for more information about Virtual School.

ACCELERATED ENGLISH ACADEMY

The Accelerated English Academy (AEA) is a special language program designed to assist non-English speaking students between grades 7-12. The academy consists of the following:

- Recent arrivals in grades 7-12 who score NES (Non-English-Speaking) on the OLPT (Oral Language Proficiency Test) and/or students identified as pre-literate attend the institute one full year if necessary.
- The program is staffed with an English as a Second Language (ESL) teacher (7-12).
- Middle and High school students who qualify for the institute spend a minimum of 150 minutes to 180 minutes in the AEA class which provides an English immersion setting. Students participate in hands-on activities, cooperative learning strategies, and ESL methodology that promote English language development.
- AEA students spend the rest of their school day in sheltered mainstream math, science and electives with the incorporation of sheltered instructional strategies and accommodations whenever necessary.

SHELTERED INSTRUCTION

Sheltered Instruction is an instructional approach incorporating a variety of instructional strategies (ESL methodology, cooperative learning, AEA accommodations and individualized instruction) to make core academic instruction in English more comprehensible and meaningful to limited English proficient students and/or mainstreamed students needing more hands-on instruction. The curriculum for the content-area courses included in the program, and/or offered in sheltered settings, will be based upon appropriate local course objectives and subject area state essential knowledge and skills and will incorporate ESL methodology. Such courses will have two primary aims:

- Develop concepts, skills, and attitudes relevant to a particular subject area.
- Develop academic language skills needed to understand and demonstrate knowledge of a particular subject area.

Instruction will reflect use of appropriate language development strategies and the use of accommodations in pacing, assessment, and/or materials.

ELIGIBILITY FOR EXTRACURRICULAR CONTESTS AND ACTIVITIES ON OR OFF CAMPUS

1. Students who are retained for academic deficiencies are not eligible the first six weeks of the following school year. If students are academically promoted due to extended year/summer school courses, they regain eligibility for the first six weeks of the school year.
2. A student shall be suspended from participation after a grade evaluation period in which the student received a grade lower than 70 on a scale of 100 in **any** academic class other than an identified honors or advanced class. A suspension continues for at least three weeks.

ELIGIBILITY FOR EXTRACURRICULAR CONTESTS AND ACTIVITIES ON OR OFF CAMPUS...CONTINUED

3. A student's grades are reviewed at the end of each three-week period following the date on which the suspension began. At the time of a review, the suspension is removed if the student's grade in each class (*other than an identified honors or advanced class*) is equal to or greater than the equivalent of 70 on a scale of 100. The principal and each of the student's teachers shall make the determination concerning the student's grades.
4. A suspended student may practice or rehearse with other students for an extracurricular activity but may not participate in a competition or other public performance.
5. A student cannot miss any course in which he/she is failing in order to participate in an extra-curricular contest or activity.

PHYSICAL EDUCATION WAIVERS

A student, who is enrolled in a state and district approved private or commercially sponsored physical activity program whose primary purpose is to train students in Olympic-level sports, may receive physical education credit for off-campus participation.

The following guidelines apply for Category I and Category II waivers:

CATEGORY I:

- ❶ Students applying for CATEGORY I waivers (**15+** hours of practice time per week) may be dismissed from school one period (not to exceed 1 hour) per day for participation.
- ❷ Students dismissed must not be permitted to miss any academic class (other than physical education).

CATEGORY II:

- ❶ Students applying for CATEGORY II waivers (**5+** hours of practice time per week) may not be dismissed from any part of the regular school day.

Waiver applications are available from the school counselors or the Director of Athletic Services:

- Students must **re-apply each year** for physical education waivers.
- Physical education waivers **do not carry over** from year to year.
- Spring waiver applications are due by December 1.
- Fall waiver applications are due by July 1.
- All applications should be returned to the school counselor.

FITNESS WEAR “DRESSING OUT” POLICY

A student-athlete must pay an athletic participation fee once he/she makes the respective team. If he/she does not pay, they can not participate. The athletic fee is as follows:

- If the athletic fee is not paid, the student can not participate.

Middle School Student-Athlete

- \$30.00 for the first middle school student attending in the family
- \$25.00 for each additional middle school student athlete in the same family

All secondary students are required to dress in purchased or issued Aldine fitness wear. The fitness wear is black and ash gray and is generic to the district.

- Students may purchase the uniform (shirt and pants) for approximately \$20.00; the price may vary each year.
- Tennis shoes are required for all physical education classes.

CREDIT BY EXAMINATION

Credit by Examination provides an alternative process for grade placement and for granting course credit.

(Not all subjects or courses are eligible for Credit by Examination testing.)

A. ELIGIBILITY REQUIREMENTS

Students in grades 6-12 who wish to place out of a subject or course (provided they have never previously taken the course) must meet the following requirements:

1. The student must meet state and district requirements for enrollment in Aldine Independent School District.
2. The student’s parent/guardian **must apply in writing to the school principal.**
3. The student must not have previously taken the district test in the subject for that grade level.
4. The application must be approved by the principal or assistant principal and a counselor.
5. The student must score 80% or above on a board approved criterion reference test for the course the student wishes to test out of.

B. RECORDING CREDIT(S)

If the student passes the examination and is awarded course credit, the examination score is entered on the permanent record or the academic achievement record in the appropriate semester grade column. If the student does not receive course credit on the examination, no entry is made on the transcript.

CREDIT BY EXAMINATION...CONTINUED

C. USE OF CREDIT

The credit by exam may not be used for Pre-AP or advanced credit. Passing of the credit by examination does convey credit in a course or subject but will not be used in determining class rank.

No section of this policy shall be construed as in conflict with the normal testing and placement options exercised by the district. For more information please contact the office of Research and Evaluation.

HOME SCHOOLED or NON-ACCREDITED SCHOOLS

CERTIFICATION OF CREDIT FOR COURSES TAKEN AT NON-ACCREDITED SCHOOLS

Aldine ISD certifies as valid any credits earned for courses equivalent to those listed in the Texas Administrative Code if the courses were taken at institutions accredited by the Texas Education Agency. Credits earned from non-accredited schools, foreign schools, or credits earned through home schooling are not automatically certified.

⇒ A committee (administrator, counselor, subject area teacher, etc.) will use a variety of methods to determine certification of credit on an individual basis. These methods may include standardized tests, course final exams, student portfolios, etc.

⇒ A student may receive certification of credits for **high school** courses taken under any of the above situations if the following conditions are met:

- The *student must request certification* for courses earned at the sending institution or through home schooling;
- The courses for which the student is requesting credit certification must be equivalent to courses listed in Texas Administrative Code.
- The student must furnish official documentation (e.g. a transcript) from the institution showing that credit was earned for the courses for which certification is being requested.
- A committee (administrator, counselor, subject area teacher, etc.) will use a variety of methods to determine certification of credit on an individual basis. These methods may include standardized test, course final exams, student portfolios, etc.

District curriculum personnel should be contacted to assist with any concerns.

MIDDLE SCHOOL PLANNING COURSE SELECTIONS

Parents/guardians and students may use the form below to assist in planning course selections for the seventh and eighth grades.

GRADE 7	
COURSE	Semesters
English	2
Reading	1 (2 if below grade level)
Mathematics	2
Science	2
Texas History	2
Physical Ed.	1
Electives	4 (3 if below grade level)
TOTAL	14

GRADE 8	
COURSE	Semesters
English	2
Reading	1 (2 if below grade level)
Mathematics	2
Science	2
U. S. History	2
Physical Ed.	1
Technology Applications*	1
Exploring Careers	1
Electives	2 (1 if below grade level)
TOTAL	14

*Some campuses may integrate this course.

SEVENTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES

ENGLISH 7
2 Semesters

7

The curriculum for middle school language arts engages students in an integrated program of reading, writing, listening, speaking, and media literacy. The instructional strategies and resources that are utilized assist students in becoming increasingly more effective in their understanding, and use of language. Students are provided direct instruction, modeling, practice, and application of reading and writing concepts and processes as they grow in their ability to understand, apply, and analyze these connected forms of literacy.

ENGLISH 7 ACCELERATED
2 Semesters

7

This course will provide students with a more in-depth study and participation of the writing process. In addition to fundamental skills acquisition, students will be introduced to the foundation skills for High School Advanced Placement courses. This Pre-AP designed course will prepare accelerated students to produce examples of original and advanced literary work.

ENGLISH 7 G/T
2 Semesters

7

This course will provide identified gifted and talented students with an opportunity for more in-depth study and participation in the writing process. In addition to fundamental skills acquisition, students will be introduced to the foundation skills for High School Advanced Placement courses. Included in the curriculum are opportunities for students to experience independent research and conduct self-directed original and advanced literary work. Teachers of this course must have a minimum of 30 hours G/T training.

READING 7
1 or 2 Semesters

7

Students read a variety of materials including current adolescent fiction, nonfiction, and classic literature. Students will learn reading, vocabulary, and response strategies through the process of reading. **One semester of reading is required in addition to English 7 for students who are reading on or above grade level based on standardized assessments. One-semester classes move at an accelerated pace and include vocabulary study and higher level reading selections. Two semesters of reading are required for students who are below grade level based standardized assessments.**

READING 7 ACCELERATED
1 or 2 Semesters

7

This course provides accelerated students with a more in-depth approach to the reading process. The students will read selections from different genres of literature. In addition to fundamental skill building and development, accelerated students will be introduced to the foundation skills for High School Advanced Placement courses. This Pre-AP designed course will prepare students to explore themes and/or topics through the works of a variety of authors. **One semester of reading is required in addition to English 7 Accelerated for students who are reading on or above grade level based on standardized assessments.**

READING 7G/T
1 or 2 Semesters

7

This course provides the identified gifted and talented students with a more in-depth study and participation in the literary process. In addition to fundamental skills development, students will be introduced to the foundation skills for High School Advanced Placement courses. Included in the curriculum are opportunities for students to experience independent research and exploration of themes and topics from the multiple perspectives of different authors. **One semester of reading is required in addition to English 7 GT for students who are reading on or above grade level based on standardized assessments.**

SEVENTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...*CONTINUED*

7th TAKS READING/WRITING
1 or 2 Semesters

7

Reading Lab addresses the needs of students who have failed either the reading or language portion of the TAKS test and are working below their potential. Students are pretested to determine specific strengths and weaknesses. Individual skill weaknesses are strengthened through a variety of teaching strategies and media including individualized instruction, whole class instruction, authentic project assignments, and computer-aided instruction. Post-tests are administered to measure growth.

ACCELERATED ENGLISH ACADEMY (AEA)
2 Semesters

7

PREREQUISITE
Placement by ESL LPAC Committee

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Students will be given numerous opportunities to develop and practice oral language skills in English. Students will be introduced to phonics, vocabulary development, basic reading skills, and basic writing skills in English appropriate to their level of English proficiency. Exit from class is based on students progress and reading ability. After 9 weeks, the LPAC committee may place the student in English as a Second Language if the student is prepared to move on. Students should receive instruction in the AEA classroom a minimum of 150 to 180 minutes a day. Only students in their first year in U. S. schools are eligible for AEA.

ENGLISH AS A SECOND LANGUAGE (ESL)
2 Semesters

7

PREREQUISITE
Placement by ESL LPAC Committee

This course includes essential knowledge and skills in listening, speaking, reading, and writing. Students are exposed to listening activities that allow them to distinguish between various English sounds, analyze a speaker's semantic intention, and improve their vocabulary. Students are taught the TEKS for Language Arts at the student's level of proficiency in English. Students are introduced to reading and writing skills at their appropriate level of English proficiency. The instructional strategies and resources used assist students in becoming increasingly more effective in their understanding, and use of language. Students are provided direct instruction, modeling, practice, and application of reading and writing concepts and processes as they grow in their ability to understand, apply, and analyze these connected forms of literacy. Students should be scheduled based on language proficiency levels. Beginning and Intermediate students may be combined in one class. Advanced and Advanced High students may be combined in one class. There are two levels of ESL served in this course. These levels permit students to progress according to the different stages of proficiency based on students' cognitive and academic abilities. This course includes the same TEKS as regular English 7.

READING 7 ESL
2 Semesters

7

Students read a variety of materials including current adolescent fiction, nonfiction, and classic literature. Students will learn reading, vocabulary, and response strategies through the process of reading. Two semesters of reading is required for ESL students.

MATHEMATICS 7
2 Semesters

7

In seventh grade mathematics, through the mathematical strands of number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy students will continue to build their problem solving skills and understanding of a variety of mathematical concepts and relationships.

SEVENTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...*CONTINUED*

MATHEMATICS 7 PRE-AP G/T
2 Semesters

7

This one-year course is designed for GT students to continue to build on the concepts of proportionality; expressions, equations, relationships, and foundations of functions; measurement and data; and personal financial literacy. Students will also continue to expand their problem solving skills as they study these concepts with the implementation of graphing technology. The purpose of this course is to prepare middle school students to study Algebra I in 8th grade. The teacher of this course must have a minimum of 30 hours of G/T training in Pre-AP strategies.

MATHEMATICS 7 PRE-AP
2 Semesters

7

This one-year course is designed for accelerated students to continue to build on the concepts of proportionality; expressions, equations, relationships, and foundations of functions; measurement and data; and personal financial literacy. Students will also continue to expand their problem solving skills as they study these concepts with the implementation of graphing technology. The purpose of this course is to prepare middle school students to study Algebra I in 8th grade. These students are served by a teacher with Pre-AP training.

SCIENCE 7
2 Semesters

7

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Students will explore and investigate various strands using scientific investigation and reasoning, Matter and energy, Force, motion and energy, Earth and space. In grade 7, the study of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem-solving, and tools to collect, record, and analyze information, including life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment.

SCIENCE (Accelerated)
2 Semesters

7

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Students will explore and investigate various strands using scientific investigation and reasoning, Matter and energy, Force, motion and energy, Earth and space. In grade 7, the study of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem-solving, and tools to collect, record, and analyze information, including life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment.

Student investigations will emphasize advanced principles of experimental designs and data analysis. Also, students will use computers and information technology tools to support scientific investigations. Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of themes and/or topics to develop products of an advanced level.

SEVENTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...*CONTINUED*

SCIENCE (G/T)
2 Semesters

7

Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Students will explore and investigate various strands using scientific investigation and reasoning, matter and energy, force, motion and energy, earth and space. In grade 7, the study of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem-solving, and tools to collect, record, and analyze information, including life science models, hand lens, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks, and other equipment.

Student investigations will emphasize advanced principles of experimental designs and data analysis. Also, students will use computers and information technology tools to support scientific investigations. Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of themes and/or topics. Interdisciplinary curriculum in scope, this course will provide students with opportunities for independent research and self-directed learning. During this course, these students develop products of an advanced level. Teachers of this course must have a minimum of 30 hours G/T training. This course is for identified gifted and talented students.

This course incorporates Pre-AP strategies. Student investigations will emphasize advanced principles of experimental designs and data analysis. Also, students will use computers and information technology tools to support scientific investigations. Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of themes and/or topics. Interdisciplinary curriculum in scope, this course will provide students with opportunities for independent research and self-directed learning. During this course, these students develop products of an advanced level. Teachers of this course must have a minimum of 30 hours G/T training. This course is for identified gifted and talented students.

TEXAS HISTORY AND GEOGRAPHY
2 Semesters

7

In this course students study the history of Texas from early times to the present. Texas History includes the following: cultures of Native Americans, exploration and colonization of Texas; achievement of Texas independence; republic and statehood; 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. The political and social history of Texas as well as the geography and economic growth of Texas through the 21st century is studied.

TEXAS HISTORY AND GEOGRAPHY (Accelerated)
2 Semesters

7

Building on the regular curriculum, this course will provide these accelerated students with a more in-depth study of a variety of historical themes and/or topics. This course will assist students to develop products of an advanced level.

TEXAS HISTORY AND GEOGRAPHY G/T
2 Semesters

7

Building on the regular curriculum, this course will provide gifted and talented students with a more in-depth study of a variety of historical themes and/or topics. Pre-AP strategies are used. This course will provide students with opportunities for independent research and self-directed learning. During this course, students develop products of an advanced level. The teacher who provides this course must have a minimum of 30 hours of G/T training. This course is for identified gifted and talented students.

<p style="text-align: center;">SEVENTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...CONTINUED</p>

TECHNOLOGY APPLICATIONS	7
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1 Semester

Technology Applications refers to a set of knowledge and skills at the middle school that can be taught in a class setting or integrated throughout the curriculum areas. Students demonstrate keyboarding proficiency in technique and posture while building speed. They acquire information in a variety of ways. They develop skills in word processing, databases, spreadsheets, multimedia, desktop publishing, graphics, and telecommunications. They communicate in a variety of formats and evaluate their results.

PHYSICAL EDUCATION & WELLNESS	7
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1 Semester

The physical education (middle school) curriculum emphasizes developmental appropriate lifetime and health-related fitness programs. Students participate in activities that enhance cardio-respiratory endurance, strength, flexibility, body mechanics, balance, and coordination. Adaptive physical education is provided for all students with temporary or permanent physical limitations.

Health topics are also integrated into the physical education classes. Wellness curriculum focuses on topics including: nutrition, physical fitness and wellness, mental-emotional health, growth and development, human disease prevention, personal health, consumer and environmental health, self-responsibility related to alcohol, drug abuse, smoking, safety /accident prevention, and first aid. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.

EIGHTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES

ENGLISH 8
2 Semesters

8

The curriculum for middle school language arts engages students in an integrated program of reading, writing, listening, speaking, research, and media literacy. The instructional strategies and resources that are utilized assist students in becoming increasingly more effective in their understanding, and use of language. Students are provided direct instruction, modeling, practice, and application of reading and writing concepts and processes as they grow in their ability to understand, apply, and analyze these connected forms of literacy.

ENGLISH PRE-AP
2 Semesters

8

This course builds on the seventh grade curriculum. The students will begin to analyze the writing styles of a variety of authors. These students will also analyze and develop their individual styles of writing. The students will continue to develop their foundation skills and the Pre-AP literary skills. This Pre-AP designed course will prepare these accelerated students to produce examples of original and advanced literary work. These students are served by a teacher with Pre-AP training.

ENGLISH PRE-AP G/T
2 Semesters

8

This course is a continuation of the seventh-grade curriculum. The students will begin to analyze the writing styles of a variety of authors. These students will also analyze and develop their individual styles of writing. The students will continue to develop their foundation skills and Pre-AP literary/writing skills. The identified gifted and talented students will incorporate independent research and self-directed learning to produce original and advanced literary work. The teacher of this course must have a minimum of 30 hours of G/T training in Pre-AP strategies.

READING 8
2 Semesters

8

Students read a variety of materials including current adolescent fiction, nonfiction, and classic literature. Students will learn reading, vocabulary, and response strategies through the process of reading. **One semester of reading is required in addition to English 8 for students who are reading on or above grade level based on standardized assessments. Two semesters of reading is required for students who are below grade level based on standardized assessments.**

READING PRE-AP
1 or 2 Semesters

8

This course builds on the seventh-grade curriculum and continues to provide the accelerated students with a more in-depth approach to the reading process. The curriculum includes fundamental skill building and pre-Advanced Placement preparation. Exploration of themes and/or topics through the works of a variety of authors is continued. Students are instructed in the development of literary analysis papers. These students are served by a teacher with Pre-AP training.

EIGHTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...CONTINUED

READING PRE-AP G/T	8	
1 or 2 Semesters		

This course builds on the seventh grade curriculum. The course continues to provide the identified gifted and talented students with a more in-depth study and participation in the literary process. The eighth grade curriculum will continue to build fundamental skills and Pre-AP skills. The curriculum continues to provide the students with opportunities to experience independent research and exploration of themes and topics through the perspectives of different authors. More interdisciplinary and international in approach, students are expected to develop literary analysis skills by producing and presenting literary analysis papers. The teacher of this course must have a minimum of 30 hours of G/T training and training in Pre-AP strategies.

8th STAAR READING/WRITING	8	
1 or 2 Semesters		

Reading Lab addresses the needs of students who have failed either the reading or language portion of the STAAR test and are-working below their potential. Students are pretested to determine specific strengths and weaknesses. Individual skill weaknesses are strengthened through a variety of teaching strategies and media including individualized instruction, whole class instruction, authentic project assignments, and computer-aided instruction. Post-tests are administered to measure growth

ACCELERATED ENGLISH ACADEMY (AEA)	8	PREREQUISITE
2 Semesters		Placement of ESL LPAC Committee

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Students will be given numerous opportunities to develop and practice oral language skills in English. Students will be introduced to phonics, vocabulary development, basic reading skills, and basic writing skills in English appropriate to their level of English proficiency. Exit from class is based on students progress and reading ability. After 9 weeks, the LPAC committee may place the student in English as a Second Language if the student is prepared to move on. Students should receive instruction in the AEA classroom a minimum of 150 to 180 minutes a day. Only students in their first year in U.S. schools are eligible for AEA.

ENGLISH AS A SECOND LANGUAGE (ESL)	8	PREREQUISITE
1 or 2 Semesters		Placement of ESL LPAC Committee

This course includes essential knowledge and skills in listening, speaking, reading, and writing. Students are exposed to listening activities that allow them to distinguish between various English sounds, analyze a speaker's semantic intention, and improve their vocabulary. Students are taught the TEKS for Language Arts at the student's level of proficiency in English. Students are introduced to reading and writing skills at their appropriate level of English proficiency. The instructional strategies and resources used assist students in becoming increasingly more effective in their understanding, and use of language. Students are provided direct instruction, modeling, practice, and application of reading and writing concepts and processes as they grow in their ability to understand, apply, and analyze these connected forms of literacy. Students should be scheduled based on language proficiency levels. Beginning and Intermediate students may be combined in one class. Advanced and Advanced High students may be combined in one class. There are two levels of ESL served in this course. These levels permit students to progress according to the different stages of proficiency based on each student's cognitive and academic abilities. This course includes the same TEKS as regular English 8.

READING 8 (ESL)	8	PREREQUISITE
2 Semesters		Placement of ESL LPAC Committee

Students read a variety of materials including current adolescent fiction, nonfiction, and classic literature. Students will learn reading, vocabulary, and response strategies through the process of reading. Two semesters of reading is required for ESL students.

EIGHTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...*CONTINUED*

MATHEMATICS 8
2 Semesters

8

This one-year course is designed for accelerated students to continue to build on the concepts of proportionality; expressions, equations, relationships, and foundations of functions; measurement and data; and personal financial literacy. Students will also continue to expand their problem solving skills as they study these concepts with the implementation of graphing technology. The purpose of the Mathematics 8 course is to prepare middle school students to study Algebra I in high school.

ALGEBRA I PRE-AP
2 Semesters

8

This one-year course is designed for accelerated students who have completed the TEKS for 8th grade mathematics. Algebra I extends the algebraic concepts developed in grades K-8, covering: algebraic representation of problem situations, graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational equations; and square roots. Upon completion of this course, students will earn on high school credit. These students are served by a teacher with Pre-AP training. Students are required to maintain a minimum six weeks grade of 80.

ALGEBRA I PRE-AP G/T
2 Semesters

8

This one-year course is designed for accelerated students who have completed the TEKS for 8th grade mathematics. Algebra I extends the algebraic concepts developed in grades K-8, covering: algebraic representation of problem situations, graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational equations; and square roots. Upon completion of this course, students will earn one high school credit. The teacher of this course must have a minimum of 30 hours of G/T training and training in Pre-AP strategies. Students are required to maintain a minimum six weeks grade of 80.

SCIENCE 8
2 Semesters

8

Grade 8 science interdisciplinary in nature, however, much of the content focus is on earth and space science. The strands for Grade 8 includes: Scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, or organisms and environments. In grade 8, the stud of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem solving, and tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment. Also, students will use computers and information technology tools to support scientific investigations.

EIGHTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...CONTINUED

SCIENCE PRE-AP	8
2 Semesters	

Grade 8 science interdisciplinary in nature, however, much of the content focus is on earth and space science. The strands for Grade 8 includes: Scientific investigations and reasoning, matter and energy, force, motion, and energy, earth and space, or organisms and environments. In grade 8, the stud of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem solving, and tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment. Also, students will use computers and information technology tools to support scientific investigations.

Student investigations will emphasize advanced principles of experimental designs and data analysis. Also, students will use computers and information technology tools to support scientific investigations. Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of themes and/or topics. Interdisciplinary curriculum in scope, this course will provide students with opportunities for independent research and self-directed learning. During this course, these students develop products of an advanced level. Teachers of this course must have a minimum of 30 hours G/T training. This course is for identified gifted and talented students.

SCIENCE PRE-AP G/T	8
2 Semesters	

Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. The strands for Grade 8 includes: Scientific investigation and reasoning, matter and energy. force, motion, and energy, earth and space, organisms and environments. In grade 8, the study of science includes conducting 40% field and laboratory investigations using inquiry, critical-thinking, problem-solving, and tools to collect, record, and analyze information, including lab journals/notebooks, beakers, meter sticks, graduated cylinders, anemometers, psychrometers, hot plates, test tubes, spring scales, balances, microscopes, thermometers, calculators, computers, spectrosopes, timing devices, and other equipment.

Also, students will use computers and information technology tools to support scientific investigations. Using Pre-AP strategies, the student will explore and investigate topics related to the course strand. . Student investigations will emphasize advanced principles of experimental designs and data analysis. Also, students will use computers and information technology tools to support scientific investigations. Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth student a variety of themes, issues and/or topics. Interdisciplinary curriculum in scope, this course will provide students with opportunities for independent research and self-directed learning. The teacher of this course must have a minimum of 30 hours of G/T training and training in Pre-AP strategies.

U.S. HISTORY AND CITIZENSHIP	8
2 Semesters	

United States History and Citizenship will include the following: United States' development as an independent nation, geographic influences on the historical development of the United States, economic development and growth of the United States, social and cultural developments of the United States, and political developments in the United States through Reconstruction.

U.S. HISTORY AND CITIZENSHIP PRE-AP	8
2 Semesters	

Building on the regular curriculum, this course will provide these accelerated students with a more in-depth study of a variety of historical themes and/or topics. Pre-AP strategies are used. This course will assist students to develop products of an advanced level. These students are served by a teacher with Pre-AP training.

EIGHTH GRADE COURSE DESCRIPTIONS REQUIRED COURSES...*CONTINUED*

U.S. HISTORY AND CITIZENSHIP PRE-AP G/T	8
2 Semesters	

Building on the regular curriculum, this course will provide gifted and talented students with a more in-depth study of a variety of historical themes and/or topics. Pre-AP strategies are used. This course will provide students with opportunities for independent research and self-directed learning. During this course, students develop products of an advanced level. The teacher who provides this course must have a minimum of 30 hours of G/T training. This course is for identified gifted and talented students.

TECHNOLOGY APPLICATIONS	8
1 Semester	

Technology Applications refers to a set of knowledge and skills at the middle school that can be taught in a class setting or integrated throughout the curriculum areas. Students demonstrate keyboarding proficiency in technique and posture while building speed. They acquire information in a variety of ways. They develop skills in word processing, databases, spreadsheets, multimedia, desktop publishing, graphics, and telecommunications. They communicate in a variety of formats and evaluate their results

***Technology Applications is required by the completion of the eighth grade.**

PHYSICAL EDUCATION AND WELLNESS	8
1 Semester	

The physical education (middle school) curriculum emphasizes developmentally appropriate lifetime and health-related fitness programs. Students participate in activities that enhance cardio-respiratory endurance, strength, flexibility, body mechanics, balance, and coordination. Adaptive physical education is provided for all students with temporary or permanent physical limitations.

Health topics are also integrated into the physical education classes. Wellness curriculum focuses on topics including: nutrition, physical fitness and wellness, mental-emotional health, growth and development, human disease prevention, personal health, consumer and environmental health, self-responsibility related to alcohol, drug abuse, smoking, safety/ accident prevention, and first aid. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS		
ELECTIVE COURSES		

7th STAAR MATHEMATICS	7	
1 or 2 Semesters		

Math Lab addresses the needs of students who are at risk of failing the mathematics portion of the STAAR test for the current year. Pre-tests are administered to determine skill strengths and weaknesses. Student weaknesses are strengthened through a hands-on approach with individual and whole class instruction. Students use a variety of manipulatives and computer software to gain understanding of mathematical concepts and problem solving strategies.

8th STAAR MATHEMATICS	8	
1 or 2 Semesters		

Math Lab addresses the needs of students who are at risk of failing the mathematics portion of the STAAR test for the current year. Pre-tests are administered to determine skill strengths and weaknesses. Student weaknesses are strengthened through a hands-on approach with individual and whole class instruction. Students use a variety of manipulatives and computer software to gain understanding of mathematical concepts and problem solving strategies.

ADVANCED STRINGS 1	7	
2 Semesters		

Advanced Strings I is offered at Drew Academy for 7th grade students who play violin, viola, cello, and bass at a more advanced level. Emphasis is placed on performance while continuing to develop technique. Shifting into different positions and learning vibrato will be part of the techniques developed at this stage. Students will be expected to attend all after school rehearsals, participate in all performances and are encouraged to participate in U.I.L. events, performing more challenging literature.

ADVANCED STRINGS 2	8	PREREQUISITE
2 Semesters		

Advanced Strings 2 is offered at Drew Academy for 8th grade students who play violin, viola, cello, and bass at an advanced level. Emphasis is placed on performance while continuing to develop technique. Shifting into more difficult hand positions and continuing to improve vibrato is included in the techniques developed. Students will be expected to attend all after school rehearsals, participate in all performances and in U. L. L. events, performing more challenging literature.

ART 1	7, 8	PREREQUISITE
1 or 2 Semesters		7th grade or 8th grade students must take Art 1 in sequence

Art 1 is the introductory course to seventh and eighth grade art which provides a foundation for all middle school art courses which follow. Art 1 explores the meaning of art, art in the environment, the elements and principles of design, art careers, our cultural heritage, the work of the artist today, why artists create, and a variety of ways to create in drawing, painting, printmaking, sculpture, graphic design, and crafts. **An art materials charge is required.**

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES...CONTINUED		
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ART 1 ADVANCED 1 or 2 Semesters	7, 8 7 th or 8 th grade students must take Art 1 in sequence	PREREQUISITE
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Art 1 Advanced is the introductory course to seventh and eighth grade advanced art. This course is especially designed for those students who have excelled in art in previous years and who have been recommended by their art teacher. Art 1 Advanced emphasizes the fundamentals of drawing, painting and design in two-dimensions, with additional opportunities to explore printmaking, sculpture, ceramics, and fibers. Art awareness, appreciation, history, aesthetics, and criticism are an integral part of most art experiences. The course is more challenging with additional opportunities for creative expression. **An art materials charge is required.**

ART 2 1 or 2 semesters	8	PREREQUISITE Art 1 or Art 1 Advanced; Students must take Art 2 in sequence
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Art 2 is designed to build on those drawing, painting, printmaking, sculpture, ceramics, fibers, and other two and three-dimensional art experiences explored in Art 1 or Art 1 Advanced. Art awareness, appreciation, history, aesthetics, and criticism are taught as an integral part of art experiences. **An Art materials charge is required.**

ART 2 ADVANCED 1 or 2 Semesters	8	PREREQUISITE Art 1 or Art 1 Advanced; Students must take Art 2 in sequence
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Art 2 Advanced is designed to build on those drawing, painting, printmaking, sculpture, ceramics, fibers, and other two and three-dimensional art experiences explored in Art 1 or Art 1 Advanced. This course is especially designed for those students who have excelled in art in previous years and who have been recommended by their art teacher. Art awareness, appreciation, history, aesthetics, and criticism are taught as an integral part of art experiences. The course is more challenging with additional opportunities for creative expression. **An Art materials charge is required.**

ATHLETICS 1 Semester	7	
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This course offers the opportunity to participate in University Interscholastic League competition in football, basketball, track, soccer, and tennis.

ATHLETICS 1 Semester	8	
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This course offers the opportunity to participate in University Interscholastic League competition in football, basketball, track, soccer, and tennis.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES...CONTINUED

BAND 2 Semesters	7	PREREQUISITE 6 th grade band
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Instruction is designed to build upon the performance skills and knowledge already acquired in grade six, beginning band. Intonation, quality tone production, articulation, phrasing, as well as blend and balance is stressed. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are given the opportunity to participate in TMEA Region Band auditions, district Solo and Ensemble contest, University Interscholastic League Concert and Sight-reading contest, as well as a variety of concerts throughout the year.

BAND 2 Semesters	8	PREREQUISITE 7 th grade band
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Instruction is designed to further develop skills and knowledge acquired in grade seven. Emphasis is placed upon the fine points of music performance, such as blend, balance, intonation, phrasing, and articulation, and technique. The curriculum focuses on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are expected to participate in TMEA Region Band auditions, district Solo and Ensemble Contest, and University Interscholastic League Concert and Sight-reading contest, as well as perform in a variety of concerts throughout the year.

BEGINNING STRINGS 1 2 Semesters	7	
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This course is available at Drew Academy for students in the 7th grade who are learning to play the violin, cello, or bass and whose skills are not yet at the intermediate level. Emphasis is placed on the fundamentals of reading music, proper hand and finger positions, bowing, and playing with other students. Students will participate in after school rehearsals and performances as determined by the instructor.

BEGINNING STRINGS 2 2 Semesters	8	
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This course is available at Drew Academy for students in the 8th grade who are learning to play the violin, cello, or bass and whose skills are not yet at the intermediate level. Emphasis is placed on reading music, proper hand and finger positions, bowing and playing with other students. Students will participate in after school rehearsals and performances if they meet the requirements.

CHOIR 2 Semesters	7	PREREQUISITE 6 th grade choir
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This course continues to develop sight-reading skills and vocalization techniques presented in sixth grade choir. The students become involved in the more intricate points of vocal ensemble work, such as blend, balance, intonation, and phrasing. They are challenged with many styles of music, as well as music in a variety of foreign languages. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are given the opportunity to participate in district Solo and Ensemble Contest and University Interscholastic League Concert and Sight-reading contest, as well as perform in a variety of concerts throughout the year.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES.... CONTINUED		
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CHOIR 2 Semesters	8	PREREQUISITE 7 th grade choir
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This course continues to develop sight-reading skills and vocalization techniques presented in seventh grade choir. The students become involved in the more intricate points of vocal ensemble work, such as blend, balance, intonation, and phrasing. They are challenged with many styles of music, as well as music in a variety of foreign languages. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are given the opportunity to participate in district Solo and Ensemble Contest and University Interscholastic League Concert and Sight-reading contest, as well as perform in a variety of concerts throughout the year.

EXPLORING CAREERS 1 Semester	8	
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#3340

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 explore valid, reliable educational and career information to learn more about themselves and their interests and abilities to determine college and career planning.

PRINCIPLES OF BUSINESS, MARKETING & FINANCE 1 Semester (1/2 Credit)	8	
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#3346

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

CONCEPTS OF ENGINEERING 2 Semesters (1 Credit)	8	PREREQUISITE Career Portals in Technology Education
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#3364
#3365, 3366

Concepts of Engineering, provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES.... *CONTINUED*

CAREER PORTALS FOR TECHNOLOGY ED	7, 8
1 Semester	

#3373

Students will explore the following career clusters; Architecture and Construction, Information Technology, STEM (Science, Technology, Mathematics, and Science). Students will utilize software and hands on project to get a better understanding of each career cluster listed above.

GENERAL MUSIC	7, 8
1 Semester	

This course consists of an overall appreciation of music, including music history, study of composers, the identification of various musical instruments, and music theory. General music may be taken only one semester in the middle school.

INTERMEDIATE STRINGS 1	7
2 Semesters	

Offered at Drew Academy, this course is for students in the 7th grade who play violin, viola, cello, or bass at an intermediate level. Emphasis is on refining left and right hand techniques, developing skills in sight-reading, pitch accuracy, tuning, playing with an ensemble, and performing medium level literature. Students will participate in after school rehearsals and performances if they meet requirements.

INTERMEDIATE STRINGS 2	8
2 Semesters	

Offered at Drew Academy, this course is for students in the 8th grade who play violin, viola, cello, or bass at an intermediate level. Emphasis is on continuing to develop left and right hand technique, skills in sight-reading, pitch accuracy, tuning, playing with an ensemble, and performing medium level literature. Students will participate in after school rehearsals and performances if they meet the requirements.

JOURNALISM	7
1 or 2 Semesters	

This course introduces students to basic journalistic and reporting concepts. Students will study journalistic writing, characteristics of newspaper pages, format, design, layout, and the printing process while they produce a school newspaper.

JOURNALISM	8
1 or 2 Semesters	

This course introduces students to basic journalistic and reporting concepts. Students will study journalistic writing, characteristics of newspaper pages, format, design, layout, and the printing process while they produce a school newspaper.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS		
ELECTIVE COURSES.... CONTINUED		

LOT 1	7	
2 Semesters		

This course is designed to instill a sense of responsibility and discipline in first year students. This will help make students productive and dependable citizens within the school, community, and the home. It provides a disciplined atmosphere that explores military drill and ceremonies, the history of our flag and anthem, leadership, citizenship, and first-aid. Students will learn problem solving techniques and the skills necessary to develop goals and self-esteem.

LOT 2	8	PREREQUISITE
2 Semesters		LOT 1

This course is designed to instill a sense of leadership in second year students and to assist them in transition from middle school to high school. It provides a disciplined atmosphere that allows students to supervise other students in military drill and ceremonies. Students will learn techniques and skills necessary to prepare and present a 5-7 minute briefing, lecture, or class presentation. The LOT 2 student must have completed the entire LOT 1 program in order to prepare him or her for a position of leadership.

PHYSICAL EDUCATION	7, 8	
OFF-CAMPUS WAIVER		

A student who is enrolled in a state and district approved private or commercially sponsored physical activity program whose primary purpose is to train students in olympic-level sports, may receive physical education credit for off-campus participation.

The following guidelines apply:

1. Students applying for CATEGORY I waivers (15+ hours of practice time per week) may be dismissed from school one period (approximately 1 hour) per day for participation. Students dismissed must not be permitted to miss any academic class other than physical education.
2. Students applying for CATEGORY 11 waivers (5+ hours of practice time per week) may not be dismissed from any part of the regular school day. The student’s counselor will assign an additional elective course.
3. Course credit upon receipt and approval of all documentation.

Waiver applications are available from the school counselors or the Program Director of Wellness.

Waivers must be approved by July 1st for the fall semester and December 1st for the spring semester.

FRENCH 1A	7	PREREQUISITE
2 Semesters		Reading at or above grade level

NOTE: Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

Seventh grade French is the study of basic sounds, structures, and vocabulary necessary for developing fundamental comprehension and conversation skills. Students successfully completing this course receive one-half high school credit.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES...*CONTINUED*

FRENCH 1B 2 Semesters	8	PREREQUISITE 7 th grade French
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NOTE: Eighth grade French is the continuation of seventh grade French. Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

Eighth grade French is the continuation of seventh grade French, in which students study basic sounds, structures, and vocabulary necessary for developing fundamental comprehension and conversation skills. Students successfully completing this course receive one-half high school credit

SPANISH 1A 2 Semesters	7	PREREQUISITE Reading at or above grade level
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NOTE: Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

Seventh grade Spanish is the study of basic sounds, structures, and vocabulary necessary for developing fundamental comprehension and conversation skills. Students successfully completing this course receive one-half high school credit.

SPANISH 1B 2 Semesters	8	PREREQUISITE 7 th grade Spanish
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NOTE: Eighth grade Spanish is the continuation of seventh grade Spanish. Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

Eighth grade Spanish is the continuation of seventh grade Spanish in which students study basic sounds, structures, and vocabulary necessary for developing fundamental comprehension and conversation skills. Students successfully completing this course receive one-half high school credit.

SPANISH AP 2 Semesters	8	PREREQUISITE Placement exam
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This course provides an extensive study of all skills: listening, speaking, reading and writing with the ultimate purpose of gaining college credit by passing the AP language exam. Students will be expected to perform at a high level of proficiency to prepare for this exam. Cultural topics will be an integral part of this course. Students successfully completing this course and passing the AP language exam will receive four high school credits.

***Students enrolled in this course are expected to take the A.P. exam.**

***This course is offered at Stovall Middle and Hambrick Middle School. Students must maintain an 80 grade point average to remain in course. Specific entry and optional eligibility criteria exist for this course.**

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES.... *CONTINUED*

SPANISH FOR SPANISH SPEAKERS 1 2 Semesters	7	PREREQUISITE Spanish Placement Test Reading at or above grade level
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NOTE: Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

This course is designed for the native Spanish-speaking student who is conversant in the Spanish language, but who needs improvement in the grammatical and writing skills. Emphasis will be placed on reading, writing, and higher order thinking skills. Course work will be done at an accelerated pace. Students successfully completing this course receive one high school credit.

***Testing is required before placement in this class.**

SPANISH FOR SPANISH SPEAKERS 2 2 Semesters	8	PREREQUISITE 7 th grade Spanish for Spanish Speakers 1 and 2
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NOTE- Foreign language is a two year commitment and students should be reading at or above grade level as a prerequisite to this course of study.

This is a continuation of seventh grade Spanish for Spanish Speakers 1-2. This course is designed for the native Spanish-speaking student who is conversant in the Spanish language, but who needs improvement in the grammatical and writing skills. Emphasis will be placed on reading, writing, and higher order thinking skills. Course work will be done at an accelerated pace. Students successfully completing this course will receive one high school credit

SPEECH 1 Semester	7	
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The students will explore the basic elements of speech and communication. They will examine themselves in relationship to others using speech activities. Emphasis will be placed on vocal expression, imagination, self-discipline, and interpretation of the written word. The curriculum includes improvisation, pantomime, story theatre, Reader's Theatre.

SPEECH 1 Semester	8	
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This course is designed to expand students' public speaking abilities. The emphasis will be on developing a performance style. The students will have many opportunities to perform outside the classroom. The curriculum includes improvisation, oral interpretation, and Readers Theatre. This course provides opportunities for students to participate in extra-curricular speech or theatre activities.

SPEECH/PERFORMING 1 or 2 Semesters	7	PREREQUISITE One semester regular speech
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The emphasis in this course is tournament participation and play production. This course requires involvement in extra-curricular activities. Emphasis will be placed on vocal expression, imagination, self-discipline, and interpretation of the written word. The curriculum includes improvisation, pantomime, story theatre, Reader's Theatre, poetry, humorous and dramatic scenes, and oral interpretation. Depending on the semester, it will include play analysis, play production, and character analysis. Since tournament and other extracurricular activities are required, students taking this course already have the basics and are improving as actors.

SEVENTH AND EIGHTH GRADE COURSE DESCRIPTIONS ELECTIVE COURSES...CONTINUED		
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SPEECH/PERFORMING	8	PREREQUISITE
1 or 2 Semesters		One semester regular speech

The emphasis in this course is on tournament participation and play production. Emphasis will be placed on vocal expression, imagination, self-discipline, and interpretation of the written word. The curriculum includes improvisation, pantomime, story theatre, Reader's Theatre, poetry, humorous and dramatic scenes, and oral interpretation. Depending on the semester, it will include play analysis, play production, and character analysis. This course requires involvement in extra-curricular activities associated with this course.

THEATRE ARTS	7	
1 or 2 Semesters		

This course is designed to expand the students' knowledge of theatre arts. Emphasis will be placed on vocal and physical expression, character analysis, group and individual work, imagination, and self-discipline. The curriculum includes improvisation, duet acting, and Reader's Theater. This course provides opportunities for involvement in extra-curricular speech or theatre activities, such as the District One Act Play Contest.

THEATRE ARTS	8	
1 or 2 Semesters		

This course is designed to expand the student's knowledge of theater arts. Emphasis will be placed on vocal and physical expression, character analysis, group and individual work, imagination, and self-discipline. The curriculum includes improvisation, individual and duet acting, script writing, set design, directing, research, analyzing and evaluating, and Reader's Theater. This course provides opportunities for students to participate in, but is not limited to, extra-curricular speech or theatre activities such as the District One Act Play Contest.

TOUCH SYSTEM DATA ENTRY	7, 8	PREREQUISITE
1 Semester (½ Credit)		

#3349

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

MIDDLE SCHOOLS

Grades 7 – 8

<p align="center">Aldine Middle School 14908 Aldine-Westfield Road, Houston, TX 77032-3097 Principal: Marcus Pruitt Area Superintendent: Patricia Leon-Wade</p>	<p>(281) 985-6580 (281) 985-6692</p>
<p align="center">Drew Academy 1910 West Little York, Houston, TX 77091-1914 Principal: Earnest Washington, Jr. Area Superintendent: Todd Davis</p>	<p>(281) 985-8360 (281) 985-6430</p>
<p align="center">Grantham Academy 13300 Chrisman Road, Houston, TX 77039-4124 Principal: Rebecca Brown Area Superintendent: Ann Stockwell</p>	<p>(281) 985-6590 (281) 985-6430</p>
<p align="center">Hambrick Middle School 4600 Aldine Mail Route, Houston, TX 77039-5998 Principal: Rebecca Hoyt Area Superintendent: Ann Stockwell</p>	<p>(281) 985-6570 (281) 985-6692</p>
<p align="center">Hoffman Middle School 6101 West Little York, Houston, TX 77091-1198 Principal: Rosalyn Sweat Area Superintendent: Todd Davis</p>	<p>(713) 613-7670 (281) 985-6690</p>
<p align="center">Lewis Middle School 21255 W. Hardy Road, Houston, TX 77073 Principal: Cassandra Bell Area Superintendent: Patricia Leon-Wade</p>	<p>(281) 209-8257 (281) 985-6431</p>
<p align="center">Plummer Middle School 11429 Spears Road, Houston, TX 77067 Principal: Andrea Cain Area Superintendent: Patricia Leon-Wade</p>	<p>(281) 539-4000 (281) 985-6431</p>
<p align="center">Shotwell Middle School 6515 Trail Valley Way, Houston, TX 77086-2024 Principal: Shirley Seals Area Superintendent: Todd Davis</p>	<p>(281) 878-0960 (281) 985-6690</p>
<p align="center">Stovall Middle School 11202 Airline Drive, Houston, TX 77037-1182 Principal: Elsa Wright Area Superintendent: Dr. Rosalinda Rodriguez</p>	<p>(281) 878-0670 (281) 985-6430</p>
<p align="center">Teague Middle School 21700 Rayford Road, Humble, TX 77338-1027 Principal: Sonya Hicks Area Superintendent: Patricia Leon-Wade</p>	<p>(281) 233-4310 281) 985-6431</p>

It is the policy of Aldine ISD not to discriminate or engage in harassment on the basis of race, color, national origin, sex, religion, age, disability, or any other legally protected status in its educational and vocational programs, services or activities or matters related to employment as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Age Discrimination in Employment Act; Americans with Disabilities Act, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.