HUMBLE INDEPENDENT SCHOOL DISTRICT
MIDDLE SCHOOL COURSE GUIDE, GRADES 6-8

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# TABLE OF CONTENTS

Planning for College and Career Starts Now! ................................................................. 3
Career Planning .............................................................................................................. Error! Bookmark not defined.

**We Have Choices!** ........................................................................................................ 4

**Graduation Requirements** ......................................................................................... 4
- Arts and Humanities Endorsement ................................................................................ 5
  - Arts and Humanities Endorsement Fine Arts Option ............................................. 5
  - Arts and Humanities Endorsement Languages Other Than English (LOTE) Option ... 6
  - Arts and Humanities Endorsement Social Studies Option .................................. 7
- Business and Industry Endorsement ........................................................................... 8
  - Business & Industry Endorsement .......................................................................... 8
- Student Choices of Coherent Sequence of Courses in the Business & Industry Endorsement .. 9

**Public Service Endorsement** ...................................................................................... 12
  - Public Service Endorsement .................................................................................... 12

**Student Choices of Coherent Sequence of Courses in the Public Service Endorsement** ... 12
  - Science, Technology, Engineering, and Math (STEM) Endorsement ...................... 14
    - STEM Endorsement Graduation Requirements Engineering Cluster .................... 14
    - STEM Endorsement Graduation Requirements Math Option ............................... 16
    - STEM Endorsement Graduation Requirements Science Option ............................ 17
  - Multi-Disciplinary Endorsement ............................................................................... 17
    - Multi-Disciplinary Endorsement Graduation Requirements Core Course Option .... 18
    - Multi-Disciplinary Endorsement Graduation Requirements Advanced Course Option ... 18

*What are the “additional” core subjects?* ..................................................................... 19

**ACADEMIC PROGRAMS** ............................................................................................ 20
  - Course Designations ................................................................................................. 20
  - On-Level Courses .................................................................................................. 20
  - PreAP/AP Courses .................................................................................................. 20
  - PreAP/AP Entry Guidelines .................................................................................... 20
  - PreAP/AP Exit Guidelines ....................................................................................... 21
  - THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME .......... 21
  - Gifted/Talented ...................................................................................................... 21

**INSTRUCTIONAL SUPPORTS** .................................................................................. 22
  - AVID Elective Class .................................................................................................. 22
  - Special Education .................................................................................................... 22
  - English as a Second Language (ESL) ....................................................................... 22

**GENERAL INFORMATION** ....................................................................................... 23
  - Considerations for Successful Course Selection .................................................... 23
  - New Students - Grades 6, 7, and 8 ......................................................................... 23
  - Schedule Changes ................................................................................................... 23
  - STAAR and EOC Assessments ............................................................................... 24
  - Award of Credit ....................................................................................................... 25
  - Credit by Examination for Acceleration ................................................................. 25
  - Credit by Examination for Retrieval of Credit ........................................................ 25
  - Credit for High School Courses Taken During Middle School ............................... 26
  - Summer School ....................................................................................................... 26

**POST-SECONDARY EDUCATIONAL OPPORTUNITIES** ............................................. 27
  - Top 10 Percent College Admissions ...................................................................... 27
  - TEXAS (Toward EXcellence, Access, and Success) Grant Program ....................... 27
The Middle School Course Guide has been developed to help students and their families plan for their future. Brief descriptions of all required and elective courses available to Humble Independent School District’s middle school students are included in this handbook so that students, parents, and staff may better work together in meeting the needs of each student.

- In addition, this planning guide provides information about high school graduation programs. It is very important to begin considering these options since selection of high school graduation programs impact financial aid opportunities and choices for post-secondary education. Middle school students may also be interested in taking a high school course such as foreign language or algebra while still in middle school.

- All students should select courses and graduation plans to meet future college and career options. Course selection should be based on the student’s researched and carefully selected career pathway.

- Humble ISD provides a customized online career exploration and college planning tool for students and their families. This service can be accessed at www.choices360.com.

- Professional school counselors provide information sessions and guidance at each secondary campus throughout the year. We encourage you to participate in these activities to the greatest extent possible so that you will be prepared to make informed decisions.

- The advisement process incorporates suggested recommendations for course selection, teacher input, parent consideration, and student/parent choice. Course offerings provide a solid base of academic study and also allow sufficient flexibility for students to elect some courses based solely on interest. We encourage you to participate in these activities to the greatest extent possible in order to make the most informed decisions. Please consult with campus staff for further information.

- For a student who enrolls after school begins, course selection is based on grades and other information brought by the student, suggested district recommendations for course selection, and elective choices. Reading evaluations may be used to determine placement.

- Students entering a district school from non-accredited public, private or parochial schools, or home schools, shall be placed initially by the principal at the age appropriate grade level. Final placement will be made by the principal based on teacher observation and assessment results. Providing the following information could be helpful in determining final placement:
  - Scores on achievements tests
  - Recommendation of sending school
  - Prior academic record

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.”
~Pablo Picasso
Planning for College and Career Starts Now!

- The goal of Humble ISD is to have every eighth grader create a **PGP** which is reviewed each year and can be revised as necessary. We accomplish this goal by encouraging students to work with their parents, teachers, and counselors to explore interests and careers and create a plan using Choices 360 at [www.choices360.com](http://www.choices360.com).

- Parents can play a key role in helping their child develop a PGP by becoming partners with counselors and teachers. Parents are encouraged to learn more about endorsements and career clusters by visiting both the Humble ISD and Bridges websites frequently. At the Bridges website parents can view their child’s PGP, goals, interest and values inventories and so much more!

- Humble ISD provides a customized online career exploration and college planning tool for students and their families. This service can be accessed at [www.choices360.com](http://www.choices360.com). A motivated student who chooses a pathway is a more focused, achievement-oriented student.

Portfolio name: **humble+student ID** (without any spaces, all lowercase, ie. humble123456)
Password: **student ID** (6 digits)

- The following resources may be of additional assistance:
  - Texas Higher Education Coordinating Board ........................................1-800-242-3062 or [www.thecb.state.tx.us](http://www.thecb.state.tx.us)
  - Financial Aid Hotline ............................................................................1-877-782-7322
  - SAT/PSAT: College Board ........................................................................[www.collegeboard.org](http://www.collegeboard.org)
  - Big Future ..................................................................................................[https://bigfuture.collegeboard.org/](https://bigfuture.collegeboard.org/)
  - College for Texans .....................................................................................[www.collegefortexans.com](http://www.collegefortexans.com)
  - ACT: ...........................................................................................................[www.act.org](http://www.act.org)
  - Minnie Piper Stevens Foundation Compendium of Texas Colleges and Financial Aid: ........................................................................................................[http://www.everychanceeverytexan.org/about/scholars/](http://www.everychanceeverytexan.org/about/scholars/)
  - Texas OnCourse .........................................................................................[www.texasoncourse.org](http://www.texasoncourse.org)
  - Career One Stop .........................................................................................[www.careeronestop.org](http://www.careeronestop.org)
**Graduation Requirements**

During the 83rd Texas Legislature, House Bill 5 was signed into law, changing high school graduation requirements for students who will be freshmen beginning with the 2014-2015 school year. The bill provides more flexibility for high school students to pursue a course plan specific to their individual goals for life after high school. HB 5 establishes one graduation plan called the Foundation High School Program (FHSP). In Humble ISD all students will enter high school under the new Distinguished Level of Achievement Plan with an Endorsement which will make them eligible for automatic admission into state universities if they graduate in the top 10% of their class*.

All students must choose at least one of 5 endorsement plans described on subsequent pages. These endorsements will help create a personalized learning plan in line with a student’s career interests and goals. Graduation plans may be changed at any time with parent approval by working through your campus counselor.

Students enrolled in high school prior to the 2014-2015 school year can elect to graduate under one of the new Foundation High School Program plans.

*The University of Texas has more stringent admissions requirements.

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**Hard work pays off!! You may qualify for the TEXAS Grant!**

The TEXAS Grant, in combination with other aid, will pay your tuition and fees at Texas’ public colleges and universities. Find out more information about the TEXAS Grant at www.collegefortexans.com. Are you eligible? Yes, if you...

- complete the **Recommended or Distinguished High School Program** or the **Foundation High School Program**,
- are a Texas resident,
- have not been convicted of a felony or a crime involving a controlled substance,
- complete and submit the Free Application for Federal Student Aid (FAFSA) and demonstrate financial need. Do this in January of your senior year.

---

**We Have Choices!**

Plan an education and career path at [www.choices360.com](http://www.choices360.com)

Humble ISD is pleased to provide an education and career planning tool for students. Choices 360 is an online program that helps students explore education options, discover a wide variety of occupations, prepare for the PSAT, SAT, and ACT, and make plans to achieve goals -- from school or from home!

A motivated student who chooses a pathway is a more focused, achievement-oriented student. This passion and enthusiasm can lead to better study habits, better grades and greater course involvement.

Choices 360 tools help students build effective plans quickly and easily with the Course Plan Builder in Your Portfolio. Students can save as many plans as they desire while exploring all the options and finding the right career path.

These programs provide effortless access to detailed information about more than 7,000 colleges, technical schools and graduate schools. There are even tools to help build impressive resumes, practice job search and interviewing skills, and much more.

testGear online courses are proven to improve student performance on big exams like the PSAT, SAT, and ACT. Each student receives a personalized study plan based on a brief diagnostic test. Students are guided through online instruction that strengthens skills, introduces test-taking strategies, and builds confidence.

To take advantage of everything Choices 360 has to offer:

1. Go to [www.choices360.com](http://www.choices360.com)
2. In the Student Sign In section, enter **humble** + student ID (without any spaces, all lowercase; ie. Humble123456)
3. The password is your student ID (6 digits)
**Arts and Humanities Endorsement**

**What is this?**

Regardless of whether it’s history, literature, language, or art, students who have an Arts and Humanities Endorsement will learn the best ways to figure out how to understand and relate to people. According to Georgetown Center on Education and the Workforce, one of the most high-demand, highly-compensated skills that students can possess is to be people focused.

Because the areas of study are broad, an Arts and Humanities Endorsement can prepare students for hundreds of different jobs. Careers in this area are varied including audio recording, film and television technology, journalism, broadcasting, and telecommunications. Success in these fields is limited only by the talent and, more importantly, the drive of the students who have the flexibility to see the full range of directions their talents may lead them! Students have three options for completing an Arts and Humanities Endorsement.

<table>
<thead>
<tr>
<th><strong>Arts and Humanities Endorsement Fine Arts Option</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>English I (EOC)</td>
</tr>
<tr>
<td>English II (EOC)</td>
</tr>
<tr>
<td>English III</td>
</tr>
<tr>
<td>Additional English</td>
</tr>
<tr>
<td><strong>English</strong> 4.0</td>
</tr>
</tbody>
</table>

**Distinguished Level of Achievement (DLA):** Students completing the Arts and Humanities endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation

**What Fine Arts disciplines are offered?**

Humble ISD offers the following **Fine Arts** disciplines.

- Visual Arts
- Dance
- Theater
- Choir
- Orchestra
- Band

* Some Fine Arts classes may be available as Dual Credit, AP, and/or IB. Check with your Fine Arts teacher or campus counselor to see what’s available on your campus.
Arts and Humanities Endorsement Languages Other Than English (LOTE) Option

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geo or W. Hist</td>
<td>Foreign Language 4.0 credits in 1 or 2 Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>IPC, Chemistry, or Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math - Algebra II - recommended</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>Soc Studies</td>
<td>Required</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
<td>3.0</td>
<td>6.0</td>
<td>5.0</td>
<td>26</td>
</tr>
</tbody>
</table>

**Distinguished Level of Achievement (DLA):** Students completing the Arts and Humanities endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation

What Languages Other Than English (LOTE) classes are offered?

Humble ISD offers the following LOTE courses; however, not all courses are offered on all campuses.

<table>
<thead>
<tr>
<th>French</th>
<th>German</th>
<th>Latin</th>
<th>American Sign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*LOTE classes may be available as On-level, PreAP, Dual Credit, AP, and IB. Check with your LOTE teacher or campus counselor to see what’s available on your campus.
## Arts and Humanities Endorsement Social Studies Option

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geo or W. Hist</td>
<td>Foreign Language 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>IPC, Chemistry, or Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Additional Social Studies courses to total five social studies credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4.0</td>
<td>Math 4.0</td>
<td>Science 4.0</td>
<td>Soc Studies 5.0</td>
<td>Required 4.0</td>
<td>Electives 5.0</td>
<td>26</td>
</tr>
</tbody>
</table>

**Distinguished Level of Achievement (DLA):** Students completing the Arts and Humanities endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation

**What additional Social Studies classes are offered?**

Humble ISD offers the following additional Social Studies courses; however, not all courses are offered on all campuses. Ask a Social Studies teacher or check with your campus counselor.

- IB History
- IB World Topics
- Personal Dynamics
- History of Sports in the United States
- AP European History
- AP Introductory Psychology
- Psychology
- Sociology
- History of Sports in the United States
**Business and Industry Endorsement**

**What is this?**

You can write your own ticket to success in the Business and Industry Endorsement! Business impacts everything in our world, and business is thriving in Texas! From small business owners to global corporate headquarters, there is a growing need for employees with strong financial, organizational, time-management, technical, and communication skills.

Because the Business and Industries Endorsement offers 11 different pathways for students, there is something here to interest almost everyone! An Endorsement in Business and Industry offers students the opportunity to explore their interests. Students who want to plan, organize, direct, or evaluate a successful business should consider the Business and Industries Endorsement!

### Business & Industry Endorsement

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geo or W. Hist</td>
<td>Foreign Language</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>IPC, Chemistry, or Physics</td>
<td>US History (EOC)</td>
<td>PE</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math – Algebra II recommended</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A coherent sequence of CTE courses for 4 or more credits chosen from one CTE pathways: Agriculture, Food & Natural Resources, Architecture & Construction, Arts, Audio/Visual Technology & Communications, Business Management & Administration, Finance, Hospitality & Tourism, Information Technology, Manufacturing, Marketing, Transportation, Distribution & Logistics.

**Distinguished Level of Achievement (DLA):** Students completing the B & I Endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation*
### Student Choices of Coherent Sequence of Courses in the Business & Industry Endorsement

#### Agricultural & Natural Resources:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Agriculture, Food, and Natural Resources</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td><strong>Wildlife Fisheries, and Ecology Management</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Horticulture Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Agricultural Mechanics &amp; Metal Tech</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Small Animal Management</td>
<td>0.5</td>
</tr>
<tr>
<td>11</td>
<td>Food Technology &amp; Safety</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Livestock Production</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Floral Design</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Agricultural Structures Design and Fabrication</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Adv. Animal Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Landscape Design &amp; Management</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Architecture and Construction:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Architecture OR Principles of Construction</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Architectural Design I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Construction Tech I</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Architectural Design II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Construction Tech II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Interior Design I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Electrical Technology I</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in Construction Tech</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Interior Design II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electrical Technology II</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Arts, Audio/Visual Technology & Communications:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Arts, AV Tech, and Communications</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Professional Communications</td>
<td>0.5</td>
</tr>
<tr>
<td>10</td>
<td>Graphic Design I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Audio Video Productions I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Animation I</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Graphic Design II AND Graphic Design II Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Audio Video Productions II AND A/V Production II Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Animation II AND Animation II Lab</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in Animation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Practicum in Graphic Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Practicum in Audio/Video Production</td>
<td>2</td>
</tr>
</tbody>
</table>

*The grade levels on these charts are meant to be used as examples of a coherent sequence of courses. Students should work with their campus counselor and/or teacher to develop a coherent sequence of courses that meets their individual needs and endorsement goals.*
### Business Management and Administration:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Hospitality &amp; Tourism</td>
<td>1</td>
</tr>
<tr>
<td>9, 10</td>
<td>Principles of Business Marketing and Finance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Touch System Data Entry</td>
<td>.5</td>
</tr>
<tr>
<td>10</td>
<td>Business Information Management I</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Energy Power and Transportation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hotel Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Restaurant Management</td>
<td>.5</td>
</tr>
<tr>
<td>12</td>
<td>Global Business</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Virtual Business</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Business Information Management II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

### Finance:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Business Marketing &amp; Finance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principles of Hospitality &amp; Tourism</td>
<td>1</td>
</tr>
<tr>
<td>9, 10</td>
<td>Business Information Management I</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Business Information Management I</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Banking and Financial Services</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Accounting I</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Accounting II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

### Hospitality and Tourism:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Hospitality &amp; Tourism</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Hotel Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction to Culinary Arts</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Hospitality Services</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Practicum at Marriott (Hotel Program)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

*The grade levels on these charts are meant to be used as examples of a coherent sequence of courses. Students should work with their campus counselor and/or teacher to develop a coherent sequence of courses that meets their individual needs and endorsement goals.*
### Information Technology:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>10, 11</td>
<td>Computer Maintenance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Computer Programming I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Digital Multimedia</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Web Tech</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Networking</td>
<td>1</td>
</tr>
<tr>
<td>11, 12</td>
<td>Computer Technician</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Computer Programming I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CISCO Internetworking Technologies I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CISCO Internetworking Technologies II</td>
<td>1</td>
</tr>
</tbody>
</table>

### Manufacturing:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Principles of Manufacturing</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Principles of Agriculture, Food, and Natural Resources</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principles of Architecture and Construction</td>
<td>1</td>
</tr>
<tr>
<td>10, 11</td>
<td>Welding I</td>
<td>2</td>
</tr>
<tr>
<td>11, 12</td>
<td>Welding II</td>
<td>2</td>
</tr>
</tbody>
</table>

### Marketing:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Business Marketing &amp; Finance</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Social Media Marketing</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Sports &amp; Entertainment Marketing</td>
<td>.5</td>
</tr>
<tr>
<td>11</td>
<td>Practicum in Marketing</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in Marketing</td>
<td>2</td>
</tr>
</tbody>
</table>

### Transportation, Distribution, and Logistics:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 10</td>
<td>Automotive Basics</td>
<td>1</td>
</tr>
<tr>
<td>10, 11</td>
<td>Collision Repair</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Automotive Tech I</td>
<td>2</td>
</tr>
<tr>
<td>11, 12</td>
<td>Automotive Tech II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Paint &amp; Refreshing</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in Transportation Systems</td>
<td>2</td>
</tr>
</tbody>
</table>

*The grade levels on these charts are meant to be used as examples of a coherent sequence of courses. Students should work with their campus counselor and/or teacher to develop a coherent sequence of courses that meets their individual needs and endorsement goals.*
## Public Service Endorsement

### What is this?

Students who desire to make a lasting contribution to society by serving their fellow man should consider the Public Service Endorsement. This endorsement offers some of the most in-demand careers in the areas of Health Science, Education, Law, and Public Service.

Humble ISD offers 5 different pathways for students interested in pursuing a Public Service Endorsement.

### Public Service Endorsement

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geo or W. Hist</td>
<td>Foreign Language 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>IPC, Chemistry, or Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4.0</td>
<td>Math 4.0</td>
<td>Science 4.0</td>
<td>Soc Studies 3.0</td>
<td>Required 8.0</td>
<td>Electives 3.0</td>
<td>26</td>
</tr>
</tbody>
</table>

**Distinguished Level of Achievement (DLA):** Students completing the Public Service endorsement must take Algebra II as one of the 4 math requirements in order to complete the DLA and be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation*
### Student Choices of Coherent Sequence of Courses in the Public Service Endorsement

#### Health Science:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Business Information Management II</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Principles of Health Science</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Health Science</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Anatomy &amp; Physiology</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Pharmacy Technician</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Certified Nursing Assistant</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Emergency Medical Technician</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Education and Training:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 10</td>
<td>Principles of Education &amp; Training</td>
<td>1</td>
</tr>
<tr>
<td>9, 10</td>
<td>Business Information Management I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Human Growth and Development</td>
<td>1</td>
</tr>
<tr>
<td>11, 12</td>
<td>Instructional Practices in Education &amp; Training</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Human Service:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 10</td>
<td>Principles of Human Services</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principles of Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Professional Communications</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Child Guidance</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Cosmetology I</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Practicum</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Cosmetology II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Law, Public Safety, Corrections, and Securities:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Law, Public Corrections, &amp; Security</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Law Enforcement I</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Court Systems &amp; Practices</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Law Enforcement II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Forensic Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

#### JROTC:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Army Pathway</th>
<th>Air Force Pathway</th>
<th>Marines Pathway</th>
<th>Navy Pathway</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>LET I</td>
<td>Aerospace Science I</td>
<td>Marine I</td>
<td>Navy Science I</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>LET II</td>
<td>Aerospace Science II</td>
<td>Marine II</td>
<td>Navy Science II</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>LET III</td>
<td>Aerospace Science III</td>
<td>Marine III</td>
<td>Navy Science III</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>LET IV</td>
<td>Aerospace Science IV</td>
<td>Marine IV</td>
<td>Navy Science IV</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aerospace Science Capstone Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aerospace Science Rocketry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11, 12</td>
<td>Aerospace Science Drill</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9-12</td>
<td>Aerospace Science Drill</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
**Science, Technology, Engineering, and Math (STEM) Endorsement**

**What is this?**

Scientists, technologists, engineers, and mathematicians are men and women on the cutting edge. They investigate everything from supernovas to tiny subatomic particles. They invent the technologies that make our lives easier and healthier, and they find solutions for the problems that threaten our very existence.

If you are curious about the world around you, want to help the planet by finding solutions to our problems, or want to pursue a profession on the cutting edge of medicine or technology, then STEM may be the endorsement for you!

Students have three options for completing a STEM Endorsement.

---

**STEM Endorsement Graduation Requirements Engineering Cluster**

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geo or W. Hist</td>
<td>Foreign Language 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>Chemistry</td>
<td>US History (EOC)</td>
<td>PE or Substitution 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Algebra II</td>
<td>Physics</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math Recommendations: Precalculus, Calculus</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
<td></td>
<td></td>
<td></td>
<td>A coherent sequence of courses for 4 or more credits chosen from the STEM cluster</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English** 4.0  
**Math** 4.0  
**Science** 4.0  
**Soc Studies** 3.0  
**Required** 8.0  
**Electives** 3.0  
26

**Distinguished Level of Achievement (DLA):** Students completing the STEM endorsement will have met the requirements for the DLA without any additional course requirements and will be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation
Coherent Sequence of Courses for the STEM Endorsement Engineering Option:

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Principles of Applied Engineering</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Engineering Design I</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Robotics I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Robotics II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principles of Physics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Aerospace</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in STEM</td>
<td>2</td>
</tr>
</tbody>
</table>

T-STEM Academy – Humble High School

ONLY

<table>
<thead>
<tr>
<th>Suggested Grade Level</th>
<th>Course</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Introduction to Engineering Design</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>T-STEM Principles of Applied Engineering</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principles of Biosciences</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Computer Integrated Manufacturing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Biotechnology I</td>
<td>1 Sci</td>
</tr>
<tr>
<td>12</td>
<td>Practicum in STEM</td>
<td>2</td>
</tr>
<tr>
<td>English I (EOC)</td>
<td>Math (EOC)</td>
<td>Science (EOC)</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>English III</td>
<td>Algebra II</td>
<td>Physics</td>
</tr>
<tr>
<td>Additional Eng</td>
<td>2 Additional Math courses for which Algebra II is a prerequisite</td>
<td>Additional Science</td>
</tr>
</tbody>
</table>

**Distinguished Level of Achievement (DLA):** Students completing the STEM endorsement will have met the requirements for the DLA without any additional course requirements and will be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation.*

**What are additional math courses for which Algebra II is a prerequisite?**

Humble ISD offers the following advanced math courses; however, not all courses are offered on all campuses. Ask a math teacher or check with your campus counselor.

- IB Math Studies
- Algebra III
- Pre-Calculus PreAP
- Dual Credit Calculus AB
- IB Mathematics

- Advanced Quantitative Reasoning
- Dual Credit College Algebra
- Dual Credit Precalculus
- Dual Credit Calculus BC
- AP Calculus BC
- AP Statistics
- AP Calculus AB
- Dual Credit Finite Math
Multi-Disciplinary Endorsement

What is this?
Students who choose a Multi-Disciplinary Endorsement will build a broad-based education. This endorsement is not geared toward any particular career but will allow students to design their own program and explore more than one area of interest. Popular programs that have a limited number of seats may not be available for students in the Multi-disciplinary Endorsement as seats are reserved first for students interested in pursuing a career in that endorsement. For example, students in the Business and Industry Endorsement are given priority in the Culinary Arts program.

Humble ISD offers two options for earning a Multi-Disciplinary Endorsement.
## Multi-Disciplinary Endorsement Graduation Requirements Core Course Option

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geography or W. History</td>
<td>Language 2.0 (LOTE or Computer Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>Chemistry, OR Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English IV</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Additional Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geography or W. History</td>
<td>Language 2.0 (LOTE or Computer Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>Chemistry, OR Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English IV</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Additional Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Distinguished Level of Achievement:
Students completing the Multi-Disciplinary endorsement will have met the requirements for the DLA without any additional course requirements and will be eligible for the Top 10%.

*EOC indicates an End of Course exam required for graduation.*

---

## Multi-Disciplinary Endorsement Graduation Requirements Advanced Course Option

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
<td>Biology (EOC)</td>
<td>W. Geography or W. History</td>
<td>Language 2.0 (LOTE or Computer Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (EOC)</td>
<td>Geometry</td>
<td>IPC, Chemistry, OR Physics</td>
<td>US History (EOC)</td>
<td>PE 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td>Gov’t/Eco</td>
<td>Fine Arts 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional English</td>
<td>Additional Math</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Required</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (EOC)</td>
<td>Algebra I (EOC)</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Additional Math</td>
<td>Additional Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Distinguished Level of Achievement:
Students completing the Multi-Disciplinary endorsement will have met the requirements for the DLA without any additional course requirements and will be eligible for the Top 10%.
**What are the “additional” core subjects?**

**What are additional English courses?**

Humble ISD offers the following additional English courses; however, not all courses are offered on all campuses. Ask your English teacher or check with your campus counselor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Literary Genres</th>
<th>Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV</td>
<td>Literary Genres</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Communication Applications</td>
<td>Debate III</td>
<td>Advanced Broadcast Journalism III</td>
</tr>
<tr>
<td>Advanced Journalism: Newspaper III</td>
<td>Advanced Journalism: Yearbook III</td>
<td>AP English Literature and Composition</td>
</tr>
<tr>
<td>Dual Credit English IV</td>
<td>College Readiness English</td>
<td>IB Language Studies A! Higher Level</td>
</tr>
</tbody>
</table>

**What are additional Math courses?**

Humble ISD offers the following additional math courses; however, not all courses are offered on all campuses. Ask a math teacher or check with your campus counselor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Algebra II</th>
<th>Precalculus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Model with Applications</td>
<td>Algebra II</td>
<td>Precalculus</td>
</tr>
<tr>
<td>Dual Credit Precalculus</td>
<td>Advanced Quantitative Reasoning</td>
<td>Algebra III</td>
</tr>
<tr>
<td>Dual Credit College Algebra</td>
<td>AP Statistics</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>Dual Credit Calculus AB</td>
<td>AP Calculus BC</td>
<td>Dual Credit Calculus BC</td>
</tr>
<tr>
<td>IB Math Studies</td>
<td>IB Mathematics</td>
<td>Statistics and Probability</td>
</tr>
</tbody>
</table>

**What are additional Science courses?**

Humble ISD offers the following additional science courses; however, not all courses are offered on all campuses, and some are part of a Career and Technology Education Pathway. Ask a science teacher or check with your campus counselor.

<table>
<thead>
<tr>
<th>Level Grade Points</th>
<th>Advanced Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Animal Science*</td>
<td>IB Chemistry</td>
</tr>
<tr>
<td>Aeroscience*</td>
<td>IB Chemistry II</td>
</tr>
<tr>
<td>Aquatic Science</td>
<td>IB Biology I</td>
</tr>
<tr>
<td>Astronomy</td>
<td>IB Biology II</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>IB Physics I</td>
</tr>
<tr>
<td>Forensic Science*</td>
<td>IB Physics II</td>
</tr>
<tr>
<td>Medical Microbiology*</td>
<td>IB Environmental Systems &amp; Societies</td>
</tr>
<tr>
<td>Pathophysiology*</td>
<td>Dual Credit Biology</td>
</tr>
<tr>
<td>Principles of Physics*</td>
<td>Dual Credit Chemistry</td>
</tr>
<tr>
<td>TSTEM Biotechnology I*</td>
<td>Dual Credit Anatomy and Physiology of Human Systems*</td>
</tr>
</tbody>
</table>

*Career and Technology Education Courses
Course Designations
Core courses in Humble ISD are offered as on-level, Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), dual credit, and International Baccalaureate (IB). A student’s course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

On-Level Courses
These core courses prepare students for college and post-secondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem solving skills as well as master core content.

Pre-AP/AP Courses
Pre-AP and AP courses are designed to challenge motivated students and prepare them for success in college level course work in high school and beyond. These advanced courses move at a faster pace, are more academically challenging, and require more independent learning than on-level courses. When selecting advanced courses, it is important to keep the following in mind:

- Humble ISD’s On-Level curriculum is a college-bound curriculum.
- While Pre-AP courses are designed to better prepare students for advanced academic coursework, Pre-AP courses are not a requirement for enrolling in most AP, IB, and dual credit courses.
- Some AP courses have course prerequisites that must be completed. Check the course catalog for prerequisites.
- Pre-AP is not “all or nothing.” Students may take one or more of their core classes as Pre-AP.
- Students develop academic readiness at different rates and may not be ready for Pre-AP at the same time as their friends or classmates.
- For most courses it is possible to move from on-level to Pre-AP sections from one year to the next. In mathematics, it is more difficult due to the acceleration and compacting of the curriculum in 6th and 7th grades. A student who moves from on-level to Pre-AP mathematics may require additional support in making the transition.

Pre-AP/AP Entry Guidelines
The purpose of the Pre-AP and AP entry guidelines is to provide information to facilitate placement of students in academically challenging courses.

1. Humble ISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced academic course credit such as AP or dual credit. Humble ISD has an inclusive enrollment model for AP and Pre-AP courses that provides support systems for student success. Students are encouraged to access the most rigorous curriculum in which they can be successful, generally defined as earning a C or better semester average.

2. Pre-AP and AP courses are designed to challenge students beyond on-level courses and prepare them for success in future advanced level coursework. Data provided by student performance in related courses and teacher input are important elements for parents and students to consider in selecting advanced coursework.

3. To participate in Pre-AP or AP courses, demonstration of mastery on course-related state-mandated performance assessments including TAKS and/or STAAR is necessary. Students should recognize the long term benefits of participation, seek assistance when needed, and be committed to staying in the course for a minimum of one semester.

Note: Due to the curricular differences between on-level and Pre-AP courses and for the benefit of students, entry into a Pre-AP course from an on-level course is discouraged after the start of the school year. It is recommended that students enter advanced courses only at the beginning of the course. Exceptions must have principal approval.
Pre-AP/AP Exit Guidelines
Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that grades earned in a Pre-AP or AP course follow the student to the on-level course and will be included in the student’s overall course average.

1. It is expected that students seek assistance when needed to be successful in the course.
2. Students are expected to remain in the Pre-AP or AP course at least one full semester.
3. Students petitioning to exit a Pre-AP or AP course should meet the following criteria:
   a. Conference with the teacher
   b. Completion of course assignments
   c. Attendance at recommended tutorials
   The decision to exit will be based on input from the teacher, student performance in the course, availability of space in other courses and timing of the request. Students experiencing success (able to maintain a C or better semester average) in the course should remain in the course for the semester.

THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME
The IB Middle Years Programme (MYP) focuses on the development of the whole child while encouraging students to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of the international community in terms of culture, politics, economics, and societal differences. Students who complete the five year MYP (6 - 10) are eligible to advance into the IB Diploma Programme (11 - 12) at Humble High School.

For more information, please contact Ross Sterling Middle School or www.ibo.org.

Gifted/Talented
Middle school students who are currently identified as Gifted and Talented have the option of registering for a wide range of classes designed to meet their unique educational needs. These Gifted and Talented courses differentiate a curriculum which emphasizes content, independent studies, and products to enrich and extend the students’ thinking process. A student will maintain his/her GT classification if enrolled in one or more of the following classes:

6th grade: Math Pre-AP, Science Pre-AP and/or Reading/English/Language Arts Pre-AP, Contemporary World Cultures Pre-AP.
7th grade: Math Pre-AP, Science Pre-AP and/or Reading/English/Language Arts Pre-AP, Texas History Pre-AP.
8th grade: Algebra I, Science Pre-AP and/or Reading/English/Language Arts Pre-AP, US History Pre-AP.

A GT student enrolled in Pre-AP classes or Algebra I should follow recommendations for successful course selection. The course description section of this book contains further details.
AVID Elective Class

AVID (Advancement Via Individual Determination) is a system designed to prepare students performing in the “academic middle” who have a willingness to learn and work hard toward four-year college eligibility. These students are capable of completing more rigorous college preparatory curricula but are falling short of their innate potential. AVID students are typically first-time college attendees and graduates in their families. Students in the seventh through twelfth grades in HISD are currently enrolled in AVID. Communication applications credit may be embedded into AVID 1 for 0.5 credit second semester at certain schools contingent upon the availability of a certified communication applications teacher at the school.

AVID students are encouraged to enroll in a school’s advanced level classes and attend an academic elective class—called AVID—taught within the school day by a trained AVID teacher. Students receive 1.0 elective credit for the course in high school. The three main components of the program are academic instruction, tutorial support, and motivational and college prep activities. The AVID curriculum is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading. Each school has an AVID Site Team with a minimum of 8 members consisting of core academic teachers, counselors, and administrators.

Tutors are essential to the success of the AVID elective class where they facilitate student success in advanced level classes. Each secondary school has multiple AVID classes in which tutors are utilized two days each week to work with small groups of students in a 7:1 ratio. University and college students are highly desirable as tutors because they serve as college role models for the AVID students. Guest speakers, college visits and participation in extracurricular and community activities are also a vital part of the course.

Special Education

Students with disabilities may be eligible for and need special education services. The Humble Independent School District offers a wide range of instructional options for students with disabilities through services designed to meet educational needs specific to each individual student. These instructional options range from placement in the general education classroom with support services to placement in highly specialized classes that may be located at a campus other than the student’s home campus. Students with disabilities may also need related services when necessary for the student to benefit from special education instruction (see Index/Special Education).

English as a Second Language (ESL)

Students who are limited in English proficiency/English language learners may be eligible and need English as a Second Language (ESL) as the English language arts program. The primary goal of this program is to enable the student who is limited in speaking English to become sufficiently competent in listening, speaking, reading, and writing for the successful mastery of requirements in all English programs.

All English as a Second Language placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of certified English as a Second Language teacher, an administrator and a parent of a language minority student.
Considerations for Successful Course Selection

All middle school students will use the Bridges program to explore, research, and choose a career pathway that is aligned with each student’s interests, abilities, and values. Each 8th grade student, in consultation with school counselors and parents, will create a four year plan for high school courses that is based on the student’s chosen pathway. All students should choose a rigorous academic program within that pathway that is aligned with and leads to college and career readiness by the end of 12th grade. Each student’s four year plan will be reviewed at least once a year with a school counselor.

Decisions about the academic level of rigor in courses are often the most difficult choices that parents face when their children are considering their high school program of study. As mentioned earlier in this guide, the core content courses are offered as on-level and advanced formats, with advanced courses including Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Dual Credit (DC), and International Baccalaureate (IB) courses. The campus can provide powerful input through teacher recommendations, communication of course expectations, and information about the indicators of student success. Campus recommendations are intended to aid students and parents in making placement decisions by providing a profile of students who typically experience success in advanced courses. Humble ISD is committed to making equitable access a guiding principle for our advanced courses program by giving all willing and academically prepared students the opportunity to participate in advanced coursework. Ultimately, the decision to enroll in advanced courses rests with the parents and students.

Note: Students in 6th grade Pre-AP math cover the 6th and part of the 7th grade TEKS. Students in 7th grade Pre-AP math cover the second part of 7th grade TEKS and all of the 8th grade TEKS. 6th grade students in On-Level math wanting to transfer to Pre-AP classes will need to take a credit-by-exam and score a 90% (TEC 28.023; TAC 74.24). Please contact campus counselors to arrange for ordering of the tests by the end of April

New Students - Grades 6, 7, and 8

New students may be administered an assessment instrument to assist in appropriate placement if sufficient information is not provided by the sending school. The counselor and principal may place a new student in a Pre-AP class immediately if records are available, and the recommendations for successful course selection have been considered.

Schedule Changes

Advisement for the next year begins in early spring and extends over several months. Two verification letters are sent home to encourage communication. In the process of course registration, it is in the best interest of the student that course choices be carefully considered.

Students requiring a change in instructional levels within a content area must have the case reviewed by committee members including a counselor, parent, and teacher. Reviews for students in the Gifted and Talented program are conducted by the Building Selection Committee. All schedule change rules and considerations apply to students with disabilities who receive Special Education services. Any schedule change that adds or drops a special education course or changes modifications for a general education class must be approved by the Admission, Review, and Dismissal (ARD) Committee.

Course or class changes may be considered in the following circumstances:

- when the student is evaluated and needs to be placed in or out of a strategy class
- when a student’s performance indicates the need for a change in level

The class changes occur only at the end of the first three weeks, the end of the first six weeks, or at the end of the semester. These changes require the written permission of the parent or guardian.

Special consideration for other course changes will be made on a case by case basis. Seat availability, the time of the change, the effect of the change on the student’s schedule, the basis for the request and other factors will be considered in these potential changes. Schedule changes will not be made solely to change the period the class is held or to change teachers.
STAAR and EOC Assessments

In spring 2012, Texas students in grades 3 through 9 began taking a new state assessment called the State of Texas Assessments of Academic Readiness or STAAR™. STAAR is a more rigorous standardized testing program that will replace the Texas Assessment of Knowledge and Skills (TAKS) for elementary, middle, and high school students. The new STAAR program emphasizes “readiness” standards, which are the knowledge and skills that are considered most important for success in the grade or subject that follows.

Middle school students will take the following STAAR exams in the following grades.

- Sixth Grade: Reading and Mathematics
- Seventh Grade: Reading, Mathematics, and Writing
- Eighth Grade: Reading, Mathematics, Science, and Social Studies

In order to meet graduation requirements, students first entering ninth grade in the 2011–2012 school year and thereafter are required to take 15 end-of-course (EOC) assessments as they complete each corresponding course.

In order to meet graduation requirements, students first entering ninth grade in the 2011–2012 school year and thereafter are required to take 5 end-of-course (EOC) assessments as they complete each corresponding course.

The 5 EOC assessments are:

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

If a student is enrolled in grade 8 or below and is taking a course for which there is a STAAR EOC assessment, that student will be required to take the applicable STAAR EOC test. For example, an eighth grade student enrolled in Algebra I for high school credit will take the STAAR Algebra I EOC, as well as the grade 8 reading, science, and social studies assessments.
**Award of Credit**

Humble Independent School District offers an option for students to advance in either specific courses or an entire grade through Credit by Examination for Acceleration. Students who have not received credit in a course for which they have had prior instruction may attempt Credit by Examination for Retrieval. The following information should be helpful to students and parents who wish to consider these two options.

**Credit by Examination for Acceleration**

The middle school credit by examination for acceleration program is for highly capable students who wish to earn credit for an entire grade level for which they have had no prior instruction. See the counselor for specific information about courses and requirements.

**Performance Criteria for Acceleration**

To accelerate an entire grade level for which no prior instruction has been provided, a grade 6-8 student is required to take a criterion-referenced test covering the State and District objectives for each semester of English/language arts, mathematics, science, and social studies - a total of eight (8) tests. The student must score an 80 or above on each test.

**Examinations**

The examinations to be administered shall be from Texas Tech University or the University of Texas Extension Division in all subjects where available.

**Procedures**

In order to receive credit in a course/grade level, a student shall:

1. Obtain an application form from the counselor.
2. Complete an application form with parent approval, as applicable.
3. Receive approval from the campus principal or designee.
4. Fulfill all departmental requirements for the course, such as laboratory exercises, research papers, or special projects normally expected in the course.

**Test Dates for Acceleration**

Examinations for acceleration will be administered in the fall, spring, and summer. The exact dates will be posted in the counseling office. A student may take a specific examination for acceleration only once each administration period. Students must register with the counselor at least one month in advance of the test day.

**Fees for Examinations for Acceleration**

The district shall not charge for examinations for acceleration.

**Credit by Examination for Retrieval of Credit**

The district has elected to permit eligible students the opportunity to earn credit in courses for which they have had prior instruction through credit by examination. The middle school credit by examination for retrieval program is for students who failed a grade level and need to pass courses to meet promotion standards.

Students are not eligible for credit by examination for retrieval of credit if they are currently enrolled in the course for which they are seeking credit. Credit by examination is not permitted for the purpose of gaining eligibility for extracurricular activities.

**Performance Criteria for Retrieval of Credit**

The district criteria for performance shall ensure that to receive credit in an academic course for which prior instruction has been provided, the grade 6-8 student attains a grade of 70 percent or above on a criterion-referenced test covering the requirements in Chapters 74 and 75 of the Texas Administrative Code and District objectives of the course.

**Examinations**

The examinations to be administered shall be from Texas Tech University or the University of Texas Extension Division in all subjects where available.

**Procedures**

In order to receive credit in a course, a student shall:
1. Obtain an application form from the counselor.
2. Complete an application form with parent approval, as applicable.
3. Receive approval from the campus principal or designee.

**Test Dates for Retrieval**

Examinations for retrieval will be administered in the fall, spring, and summer. The exact dates will be posted in the counseling office. A student may take a specific examination for acceleration only once each administration period. Students must register with the counselor at least one month in advance of the test day.

**Granting and Recording Credit**

Credit will be granted if the student scores 70 percent or more on the examination. The district shall record the examination score as the course grade on the cumulative folder. After a passing grade is received, a student may not retake for a higher grade. No entry will be made for scores of less than 70 percent on examinations.

**Fees for Examinations for Retrieval**

The student is responsible for fees for examinations for retrieval of credit. Other options for the student include summer school or retaking the course the following year, if retained.

**Credit for High School Courses Taken During Middle School**

Middle school students completing high school courses at the middle school campus shall receive credit that applies toward both state and subject area graduation requirements. Grade points for these courses shall not be awarded nor considered in determining high school class rank. A student who fails the first semester of the high school credit course should be removed from the course unless a committee consisting of the counselor, teacher, and parent determine the student should remain in the course for the year. If the two semester grades average to a passing grade for the year, one full credit will be awarded. If a student fails one semester and passes the other and the yearly average is below 70, no credit will be awarded.

Middle School students completing high school courses at the high school campus shall receive credit that applies toward both state and subject area graduation requirements. Grade points for these courses shall be awarded and considered in determining class rank.

Once credit is awarded, courses cannot be repeated during the regular school term. However, students may repeat courses during summer school for remedial purposes only.

**Summer School**

Humble Independent School District offers summer school for students who are in grades 6, 7, and 8 to provide opportunities for repeating courses failed. Summer school is taught in two five-week sessions. Tuition is charged according to the number of courses in which the student enrolls.

Course offerings for summer sessions may include Reading/English/Language Arts, Mathematics, Social Studies, and Science, Summer school remediation programs may be offered for students who did not master Reading/English/Language Arts and Mathematics on the Texas Assessment of Knowledge and Skills. Detailed course listings and other important summer school information are available from school counselors in the spring.
Texas law requires that students complete the Recommended High School Program (RHSP) or Distinguished Academic Program (DAP) to be considered for admission to any general academic teaching institution, including those with open enrollment policies.

**Top 10 Percent College Admissions**

Students who are in the top 10 percent of their graduating class are eligible for automatic admission to any public university in Texas with the exception of the University Of Texas. Admission to a university does not guarantee acceptance into a particular college of study or department. The requirement to graduate on the recommended (RHSP) or distinguished (DAP) plan will also apply in this circumstance. Please reference the statement above.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his/her class at a public or private high school in Texas, or
- Graduate in the top 10 percent of his/her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution’s application deadline (check with university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores although these scores are not used for admissions purposes. Students must also take the THEA test, unless exempted from the test requirements. Check with the admissions office regarding THEA, SAT, and ACT requirements.

After a student is admitted, the university may review the student’s high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the first semester of college.

**TEXAS (Toward EXcellence, Access, and Success) Grant Program**

The purpose of this program is to provide a grant of money to enable well-prepared eligible students to attend public institutions of higher education in Texas. Awards to private institutions are being phased out.

**Who can compete for an initial award?** A student who meets one of the following two eligibility categories:

- is a Texas resident;
- has not been convicted of a felony or crime involving a controlled substance
- shows financial need and an expected family contribution (EFC) of less than or equal to $4,000;
- registers for the Selective Service or is exempt from this requirement;
- is a recent graduate of an accredited high school in Texas;
- completes the recommended or distinguished achievement high school curriculum or its equivalent;
- enrolls in an eligible Texas college or university within 16 months of high school graduation;
- has accumulated no more than 30 semester credit hours, excluding those earned for dual credit course or awarded for credit by examination (AP, IB, or CLEP);

OR

- has earned an associate’s degree from a public technical, state, or community college in Texas; and,
- enrolls in any public university in Texas no more than 12 months after receiving his/her associate’s degree

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 credit hours, until they receive their bachelor’s degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever occurs first.

Students entering the program based on the acquisition of an associate’s degree who continue in college and who meet program academic standards can receive awards for up to 90 semester credit hours, until they receive a bachelor’s degree, or for three years if enrolled in a 4-year degree plan or four years if enrolled in a 5-year degree plan, whichever comes first. Awards will be made through the financial aid office of the college. Persons interested in the program should contact the college financial aid office to verify deadlines and procedures.
**Student Education Benefits Program**

This program allows public colleges to reduce tuition and/or fees for eligible students. The state has programs for some students who meet one of the following:

- in foster care before age 18
- adopted prior to age 14
- valedictorians
- blind
- deaf
- early high school graduates

The state also has programs for children of:

- disabled or deceased peace officers
- deceased public servants
- deceased veterans
- POWs or MIAs
- parents receiving TANF for the student when he/she was a high school senior

Students should contact a college financial aid officer for instructions.

**Other Texas Financial Aid Programs**

Other scholarships, grants, and financial aid, including tuition exemption, loans, and work-study are available. Further information is available from the following sources.

- **Texas Financial Aid Information Center**
  
  Toll free 877-782-7322
  1-888-311-8881 to get financial aid questions answered

- **Texas Higher Education Coordinating Board**
  
  [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

- **Texas Guaranteed Student Loan Corporation**
  
  [www.AdventuresinEducation.org](http://www.AdventuresinEducation.org)

- **Exemption Information**
  
  1-800-242-3062 ext. 6387 (unmanned)

- **Tract sheet and links to other sources**
  
  [www.collegefortexans.com](http://www.collegefortexans.com)
**MIDDLE SCHOOL COURSE REQUIREMENTS**

### 6TH GRADE REQUIREMENTS AND COURSE DESCRIPTIONS

#### REQUIREMENTS

- **Reading/English/Language Arts (RELA)** and/or English as a Second Language
- Mathematics
- Science
- Contemporary World Cultures
- Physical Education
- Fine Arts (Students may choose from the following):
  - Band
  - Choir
  - Orchestra
  - Theatre Arts/Beginning Art

Humble ISD integrates the Texas Essential Knowledge and Skills for Technology Application (formerly Computer Literacy) into the four core curriculum areas. These core curriculum areas of math, science, social studies and language arts will include within their instruction the four strands of technology applications curriculum: foundations, information acquisition, work in solving problems and communication.

Students may choose electives from the following list. **NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/English</td>
<td>2 periods/ full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Science</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Social Studies</td>
<td>full year - Contemporary World Cultures</td>
<td>full year - Texas History</td>
<td>full year - US History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>full year</td>
<td>2 semesters total in 7th &amp; 8th grade</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>full year</td>
<td></td>
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<tr>
<td>Health</td>
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<td></td>
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</tr>
<tr>
<td>Electives</td>
<td></td>
<td>enough to complete full schedule</td>
<td>enough to complete full schedule</td>
</tr>
</tbody>
</table>

#### FEES

The Humble Independent School District provides a budget for basic learning experiences for each course. For certain courses, students will be charged the cost of materials for products that are retained or consumed. These costs may not exceed the district-approved limit. Specific costs are defined in the course descriptions outlined in this handbook. If the students or parents wish to furnish the materials themselves rather than purchase through the school, they may do so.
COURSE DESCRIPTIONS FOR SIXTH GRADE

READING/ENGLISH/LANGUAGE ARTS (6th)

Reading/English Language Arts (RELA) (6112)

Students complete coursework in a block of English Language Arts class for two periods of the instructional day. These students study the content specified in the grade 6 English Language Arts-Reading TEKS. Sixth-grade students master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions.

Reading/English Language Arts (RELA) Pre-AP (6111)

The purpose of this Pre-Advanced Placement course is to compact curriculum in order to prepare students for advanced placement level work in high school. Students are required to prioritize and commit the necessary time to read analytically, think critically, and produce independently both during and outside class. To succeed in this course, students should be self-motivated, independent learners with strong reading and writing skills.

English as a Second Language (9520-9523)

Students who are limited in English proficiency/English language learners may be eligible and need English as a Second Language (ESL) as the English language arts program. The primary goal of this program is to enable the student who is limited in English language proficiency to be competent in comprehending, speaking, reading, and writing to master the requirements of an all-English curriculum.

All English as a Second Language placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified English as a Second Language teacher, an administrator and a parent of a language minority student.

- Preliterate and Beginning English Proficiency - Two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.
- Intermediate English Proficiency - Based on individual needs, one to two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.
- Advanced/Advanced High English Proficiency - One period of English as a Second Language instruction with certain linguistic accommodations in content areas as determined by the LPAC committee.

Reading Strategies (6115)

Reading Strategies is a research-based reading intervention program that directly addresses the individual needs of students who need intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.

Placement into the Reading Strategies class is determined by an analysis of available data including the following:

- Reading comprehension and word identification levels based on standardized testing and informal reading inventories
- Reading performance on STAAR/TELPAS Reading
- Performance on classroom reading assessments
- Skill level and utilization of reading strategies across content areas
- Teacher recommendation

Dyslexia Intervention Program (6178)

Note: Student must be placed by CORE Team, 504 Committee or ARD Committee.

Humble ISD provides the Dyslexia Intervention Program for students identified as dyslexic. It is a multisensory curriculum. The program teaches reading, writing, spelling, and handwriting by engaging the visual, auditory, and kinesthetic modalities simultaneously.
COURSE DESCRIPTIONS FOR SIXTH GRADE
MATHEMATICS (6th)

Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are:

- Using operations with integers and positive rational numbers to solve problems
- Understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships
- Using expressions and equations to represent relationships in a variety of contexts
- Understanding data representation
- Developing an economic way of thinking as a knowledgeable consumer and investor

Problem solving, language and communication, connections within and outside mathematics, formal and informal reasoning, and algebraic thinking underlie all content areas in sixth grade mathematics.

Mathematics On-level (6124)
Sixth grade on-level classes cover the 6th grade Texas Essential Knowledge and Skills. Students work with all concept strands of mathematics, with a focus on numeration and operations with positive rational numbers and integers, proportionality including additive and multiplicative relationships, expressions and equations, measurement and data, and personal financial literacy.

Mathematics Pre-AP (6120)
This class covers 6th grade, about one-half of 7th grade, and a few of 8th grade Texas Essential Knowledge and Skills. Students’ progress rapidly through a review of operations with fractions and decimals and concentrate on problem solving with rational numbers, equations, integers, ratio, proportion, percents, and personal financial literacy. The other strands are also investigated. Students in this program should be those desiring to complete at least five years of high school mathematics, including calculus. Mathematics Pre-AP is the designated GT math for the 6th grade.

Math Strategies (6128)
This course provides conceptual learning that teaches students how to use mathematical strategies and tools such as problem solving, communication, reasoning, multiple representation, manipulatives, and technology. Placement in Math Strategies class is determined by an analysis of available data including the following:

- Mathematics performance on STAAR
- Performance on classroom curriculum-based assessments
- Grades
- Teacher recommendation

SOCIAL STUDIES (6th)

Contemporary World Cultures (6144)
Sixth grade Social Studies uses a regional approach to study people and places of the contemporary world. Attention is given to regional factors of historical influence on contemporary events and the relationship between people and geography.

Contemporary World Cultures Pre-AP (6146)
Students will study cultures through the theme of influences and discover their impact upon present and future societies. Real world application to students’ lives and connections to the global community through technology will be emphasized through higher order thinking skills and individual independent research.
COURSE DESCRIPTIONS FOR SIXTH GRADE

SCIENCE (6th)

Science On-level (6134)
This science course is an integrated science course that involves topics from life, earth, and physical science, with special emphasis on physical science. It is designed to stimulate students’ curiosity in an atmosphere that encourages them to generate questions concerning their environment and how their world works. Laboratory investigations emphasize accurate observations, collection of data, data analysis, and the safe manipulation of laboratory apparatus and materials. Library research and special projects may also be required. Problem solving and critical thinking are emphasized.

Science Pre-AP (6131)
This course is designed for the student who has a special interest in science. The same general course is followed as in regular science; however, the scope is broader and deeper, allowing students to develop and fine-tune laboratory skills and techniques. Extensive laboratory work is used throughout the year to facilitate the students’ understanding of the science concepts presented in the course. Higher level thinking skills are taught and the students are encouraged to use them in creative problem-solving projects. Emphasis is on hands-on learning activities for reinforcement of science concepts.

PHYSICAL EDUCATION (6th)

Physical Education (6661-6664)
The goal of the physical education/wellness program is to provide students with the “best practices” toward developmentally appropriate instruction related to physical activity and health. Students are provided age-appropriate knowledge and skills which promote an active, healthy lifestyle including physical fitness to improve the quality of life; motor skills development to foster positive body image and confidence; rhythmic activities to develop coordination, self-expression, creativity, and endurance; and skills related to games and sports. New units of study include dance, Yoga, soft stick Lacrosse, DrumFIT, and golf. The fee for uniforms is approximately $15.00.

For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. Students must verify at least 5 hours of training per week, Monday through Friday, and may not be dismissed from any part of the regular school day (TEC 28.002). We also offer Category 1 exemptions which require a minimum of 15 hours per week of “Olympic style” training. If a student is approved for Category 1 exemption, they must leave campus one period prior to the end of the day or not check in to school until the second period of the day. There will be no supervised areas for these students to stay on campus for the unassigned class period thus resulting in immediate dismissal of the OCPE Program. Applications can be found on the district website under the Physical Education department. Approval is granted at the district level based on the training situation. Application should be made prior to June 1 for the upcoming school year in order to allow scheduling options for an additional elective. Applications received after the first three weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact Helen Wagner, Coordinator of PE/Health.

FINE ARTS (6th)

Students may elect to take Band, Choir, or Orchestra for a full year or the Theatre Arts/Visual Arts Block consisting of one semester each of Theatre Arts and Beginning Art. These introductory courses give students insight as to which Fine Arts course they will pursue at the high school level as required in the state Recommended High School Program (RHSP) for graduation.

Beginning Band (6500-6506)
Beginning Band is a full year course designed as a student’s introduction in learning to play a wind or percussion instrument. Middle School band directors provide students and parents with assistance in instrument selection and availability. Beginning woodwind instrument selection is flute, clarinet, and alto saxophone with only a select number of students qualifying for the oboe and bassoon. Beginning brass instrument selection is cornet/trumpet or tenor trombone with only a select number of students qualifying for French horn, baritone, and tuba. Beginning percussion instruments include a variety of mallet/keyboard and percussion instruments. Flutes, clarinets, alto saxophones,
COURSE DESCRIPTIONS FOR SIXTH GRADE

cornets/trumpets, tenor trombones, basic percussion equipment, and supplies are to be provided by the student/parent. Larger, more expensive instruments are provided by the district on a limited basis.

Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to damage of school owned equipment. Specific costs may be obtained from the band director at your school.

FINE ARTS (6th) cont’d

Beginning Choir (6163)
Beginning Choir is a full year course designed to introduce students to the technical activities and studies needed for individual and group vocal production. Vocal techniques, vocal development, sight-reading, music terminology, and the development of individual and group musical self-expression are emphasized. Students are involved in rehearsal settings in preparation for performing in individual as well as small and large group settings. All choral ensemble members are expected to perform at various concerts, community events, competitions, and select festivals throughout the school year that require some scheduled rehearsals and performances after school hours. Attendance is required at all scheduled after-school rehearsals and performances as part of the graded curricula.

Additional costs for this course include the purchase of some uniform accessories for performance and supply expenses. Specific costs may be obtained from the middle school choir director.

Beginning Orchestra (6507, 6508, 6509)
Beginning Orchestra is a full year course designed as a student’s introduction in learning to play a string orchestra instrument. Middle school orchestra directors provide students and parents with assistance in instrument selection and availability. Beginning string instrument selection is violin, viola, and cello, with only a select number of students qualifying for the double bass. Violins, violas, and cellos for home use are to be provided by the student/parent, with the larger instruments (double bass for home and school use and cellos for school use) provided by the District on a limited basis.

Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to damage of school owned equipment. Specific costs may be obtained from the orchestra director at your school.

Theatre Arts (6151)
This semester course is designed to introduce students to dramatic skills independently and collectively. Students will learn basic techniques in pantomime, puppetry, improvisation, and acting. Emphasis is placed on the enhancement of self-expression through individual, small group and large group activities.

Beginning Art (6181)
This semester course is a basic introduction to the elements and principles of art and is designed to offer students enriching experiences in the creative process. Students will produce projects which cover line exercises, contour drawings, basic shapes, basic pottery making, shading, value studies, basic color theory, collage, lettering, sculpture and introduction to art history. Students will be required to keep a portfolio and/or journal. The fee for this one-semester course is $25.00.

ADDITIONAL COURSES (6th)
NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

AVID 6 (6650)
The AVID 6 Elective class accelerates students into rigorous courses with the ultimate goal of four year college enrollment. Students are enrolled in a minimum of one advanced level course and are challenged to move beyond previous levels of achievement. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. During the AVID class, students are coached by college tutors, and work in collaborative groups using a curriculum focused on writing and inquiry.
COURSE DESCRIPTIONS FOR SIXTH GRADE
Other days are devoted to learning AVID reading, writing, and math methodologies that will help students prepare for and participate in a rigorous college preparatory curriculum. Special college readiness skills, note-taking techniques and notebook organization are required. Students receive motivational presentations by guest speakers, and field trips to colleges and universities are provided. Enrollment is contingent upon acceptance into the program. Students advanced in math are encouraged to apply.

**Individual Passions (6580)**
This course is a teacher facilitated experience in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge based on student choice. Students will enhance reading, writing, communication, and research skills by applying them throughout the course work and final product.

**Intro Computer Tech (6575)**
This course is designed to provide an opportunity for students to develop technology skills. Technology has become important to everyday life and the students will get the opportunity to learn basic computer concepts and skills that are necessary to function in today’s world.

**Intro Graphic Design (6578)**
Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Art, Audio/Video Technology, and Communications career cluster, students will develop an understanding of the industry and careers in visual arts and design, photography, and multimedia.

**Intro Keyboarding (6393)**
Intro Keyboarding is a course designed to teach the touch-type method of keyboarding and beginning level computer skills to students. The course is intended to increase student keyboarding skills through drill practice and reinforcement of correct techniques.

**Intro Tech Systems (6576)**
This course will introduce students to the engineering design process while looking at its impacts on society. Students will gain an understanding of the role that technology plays and will continue to play throughout their lives. Through this course the students will be developing the skills that they will need to be successful in high school, college and beyond. With the use of hands on activities the students will obtain technological literacy, basic skills, and increase their self-awareness.

**Intro Technical Theatre (6525)**
Intro Technical Theatre is designed for students who are interested in the technical theatre production concepts and skills. This course will introduce students to craftsmanship skills such as carpentry, electrical design and setup, painting, research, and various design techniques for each of the technical elements. Students may be involved in classroom instruction and laboratory-type settings.

**Leadership (657000)**
In this course students are introduced to the characteristics, attributes, and skills that encompass good leadership. This course provides students with the tools and essential knowledge to become successful leaders. During this leadership journey, the class will explore leadership within their communities, families, and peers.

**Skills for Success (6581)**
Students will receive instruction in note taking, interaction with notes, goal setting, decision-making, organization, test-taking skills, and time management, to strengthen executive functioning skills so students can independently apply learned strategies to their academic content.
COURSE DESCRIPTIONS FOR SEVENTH GRADE
MIDDLE SCHOOL COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/English Language Arts</td>
<td>2 periods/ full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Science</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
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<td>-</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>full year</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>1 semester total in 7th or 8th grade</td>
<td>-</td>
</tr>
<tr>
<td>Electives</td>
<td>-</td>
<td>enough to complete full schedule</td>
<td>enough to complete full schedule</td>
</tr>
</tbody>
</table>

7TH GRADE REQUIREMENTS AND COURSE DESCRIPTIONS

REQUIREMENTS
- Reading/English Language Arts (RELA) and/or English as a Second Language
- Mathematics
- Science
- Texas History
- Health
- Physical Education
- Electives

Humble ISD integrates the Texas Essential Knowledge and Skills for Technology Application into the four core curriculum areas. These core curriculum areas of math, science, social studies and language arts will include within their instruction the four strands of technology applications curriculum: foundations, information acquisition, work in solving problems and communication.

At the end of the sixth grade, students will be evaluated in reading and mathematics. Multiple-data sources will be used to determine whether a student requires additional reading and mathematics support.

Students may choose electives from the following list. NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

Beginning Art
Intermediate Art
Applied Art I, II
Arts and Crafts
Athletics
AVID
Band
Broadcasting I
Cheer Training
Choir
Debate I
Exploratory Languages
Foods for Today
Introduction to Engineering & Technology
Introduction to Programming
Introduction to STEM
Introduction to Spanish
Investigating Careers
Journalism I
Journalism II
Orchestra
Physical Education Elective
*Principles of Hospitality
Speech
Study Hall
Study Skills
Leadership
Theatre Arts I
Touch System Data Entry

35
COURSE DESCRIPTIONS FOR SEVENTH GRADE

READING/ENGLISH LANGUAGE ARTS (7th)

Reading/English Language Arts (RELA) (7714)
Seventh grade students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh-grade students continue to read widely in classic and contemporary selections and informational texts.

Reading/English Language Arts (RELA) Pre-AP (7711)
The purpose of this Pre-Advanced Placement course is to compact curriculum in order to prepare students for advanced placement level work in high school. Students are required to prioritize and commit the necessary time to read analytically, think critically, and produce independently both during and outside class. To succeed in this course, students should be self-motivated, independent learners with strong reading and writing skills.

English as a Second Language (9520-9523)
Students who are limited in English proficiency/English language learners may be eligible and need English as a Second Language (ESL) as the English language arts program. The primary goal of this program is to enable the student who is limited in English language proficiency to be competent in comprehending, speaking, reading, and writing to master the requirements of an all-English curriculum.

All English as a Second Language placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified English as a Second Language teacher, an administrator and a parent of a language minority student.

- Preliterate and Beginning English Proficiency - Two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.
- Intermediate English Proficiency - Based on individual needs, one to two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.
- Advanced/Advanced High English Proficiency - One period of English as a Second Language instruction with certain linguistic accommodations in content areas as determined by the LPAC committee.

Reading Strategies (7776)
Reading Strategies is a research-based reading intervention program that directly addresses the individual needs of students who need intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.

Placement into the Reading Strategies class is determined by an analysis of available data including the following:

- Reading comprehension and word identification levels based on standardized testing and informal reading inventories
- Reading performances on TAKS/TELPAS Reading
- Performance on classroom reading assessments
- Skill level and utilization of reading strategies across content areas
- Teacher recommendation

FEES
The Humble Independent School District provides a budget for basic learning experiences for each course. For certain courses, students will be charged the cost of materials for products that are retained or consumed. These costs may not exceed the district-approved limit. Specific costs are defined in the course descriptions outlined in this handbook. If the students or parents wish to furnish the materials themselves rather than purchase through the school, they may do so.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

Dyslexia Intervention Program (7778)

Note: Student must be placed by CORE Team, 504 Committee or ARD Committee.

Humble ISD provides the Dyslexia Intervention Program for students identified as dyslexic. It is a multisensory curriculum. The program teaches reading, writing, spelling, and handwriting by engaging the visual, auditory, and kinesthetic modalities simultaneously.
COURSE DESCRIPTIONS FOR SEVENTH GRADE
MATHEMATICS (7th)

Within a well-balanced mathematics curriculum, the primary focal points at Grade 7 are:
- Developing fluency with rational numbers and operations to solve problems in a variety of contexts
- Representing and applying proportional relationships including probability
- Using expressions and equations to describe relationships in a variety of contexts, including geometric problems
- Comparing sets of data
- Developing an economic way of thinking as a knowledgeable consumer and investor

Problem solving, language and communication, connections within and outside mathematics, formal and informal reasoning, and algebraic thinking underlie all content areas in seventh grade mathematics.

Mathematics On-level (7724)

Seventh grade on-level classes cover the 7th grade Texas Essential Knowledge and Skills. Students work with all concept strands of mathematics, with a special emphasis on the fluency in numeration and operations of rational numbers, proportional relationships, and represent linear and geometric relationships verbally, tabularly, graphically, and with equations, and solving problems in varied contexts.

Mathematics Pre-AP (7720)

This class covers the remaining 7th grade and 8th grade Texas Essential Knowledge and Skills. This course is designed for the student who has already mastered the first part of the seventh grade objectives and is ready for the subsequent grade level’s topics and objectives. The seventh grade accelerated class completes all middle school mathematics topics and investigates pre-algebra topics, such as foundations of functions, in greater depth. Students in the Pre-AP program should be those desiring to complete at least five years of high school mathematics including calculus. Mathematics Pre-AP is the designated GT math for the 7th grade.

Math Strategies (7128)

This course provides conceptual learning that teaches students how to use mathematical strategies and tools such as problem solving, communication, reasoning, multiple representation, manipulatives, and technology.
Placement into the Math Strategies class is determined by an analysis of available data including the following:
- Mathematics performance on STAAR
- Performance on classroom curriculum-based assessments
- Grades
- Teacher recommendation

SOCIAL STUDIES (7th)

Texas History (7744)

This course provides an overview of the history of Texas from early times to the present.

Texas History Pre-AP (7746)

This course provides an overview of the history of Texas from early times to the present. This challenging curriculum is differentiated to encourage student involvement through the utilization of critical skills, research skills that explore topics in greater depth and complexity, writing skills, independent studies and the development of relevant products.

SCIENCE (7th)

Science On-level (7734)

This science course is an integrated science course that involves topics from life, earth, and physical science, with special emphasis on life science. The course involves students in laboratory and field investigations focusing on the behaviors of living organisms and natural phenomena as well as making accurate observations, collecting and analyzing data, and manipulating laboratory apparatus and materials in a safe and economical way. Laboratory activities also include animal dissections and extensive microscope observations. Special collections, library research, and short and long projects may also be required.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

Science Pre-AP (7731)

This course is designed for the student who has a special interest in science. The same general course is followed as in regular science; however, the scope is broader and deeper, allowing students to probe areas of special interest. Extensive laboratory and field investigations, including dissection and microscope work, are used throughout the year to facilitate the students’ understanding of the concepts presented in the course. Higher level thinking skills are taught and the students are encouraged to use them in creative problem-solving projects. Incorporated into the curriculum in appropriate places are activities involving collections and extended individual research projects. Activities involving collections and extended individual research projects are incorporated throughout the curriculum.

HEALTH (7th)

Health (7754)

Seventh grade health is a one semester course with a focus on practical health skills that young people can use to develop and promote good health and wellness habits from adolescence to adulthood. The course begins with an intense development and review of character building, self-esteem, coping skills, decision-making and goal setting. Decision making and refusal skill techniques are emphasized and practiced throughout all units. Students will study self-responsibility related to drugs, alcohol, and tobacco including E-Cigarettes and Vaping; first aid and CPR; human growth and development; disease prevention; proper nutrition; and life stress skills. Abstinence will be reinforced throughout the course as the only healthy choice concerning drug abuse/misuse, alcohol, tobacco, or sexual activity.

Prior to the healthy sexuality unit, a parent orientation will be held by the seventh grade health education teacher and a letter is sent home with the student. This orientation is held every semester and is optional.

Parent signature for student class attendance in the healthy sexuality unit is mandatory.

PHYSICAL EDUCATION (7th)

Physical Education (7761-7766)

The Humble Independent School District requires physical education. The student may elect to substitute athletic participation for the HISD physical education requirement (see Index/Athletics).

The seventh grade physical education student will be provided opportunities to increase knowledge and motor skills basic to efficient movement; experience rules, knowledge, and basic skills in beginning or intermediate participation in individual, dual, and team sports; understand the relationship of motivation and development of a high level of personal and physical fitness and the ability to maintain this level; and develop knowledge and skills for leisure and lifetime sports activities. New units of study include dance, Yoga, soft stick Lacrosse, DrumFIT, and golf. The fee for uniforms is approximately $20.00.

For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. Students must verify at least 5 hours of training per week, Monday through Friday, and may not be dismissed from any part of the regular school day (TEC 28.002). We also offer Category 1 exemptions which require a minimum of 15 hours per week of “Olympic style” training. If a student is approved for Category 1 exemption, they must leave campus one period prior to the end of the day or not check in to school until the second period of the day. There will be no supervised areas for these students to stay on campus for the unassigned class period thus resulting in immediate dismissal of the OCPE Program. Applications can be found on the district website under the Physical Education department. Approval is granted at the district level based on the training situation. *Application should be made prior to June 1 for the upcoming school year in order to allow scheduling options for an additional elective. Applications received after the first three weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact Helen Wagner, Coordinator of PE/Health.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

ELECTIVES (7th)

NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

**Beginning Art** (9381, 6181)
This one semester course is offered for students who were unable to take Beginning Art in the 6th grade and is a basic introduction to the elements and principles of art designed to offer students enriched experiences in the creative process. Students will produce projects which cover line exercises, contour drawings, basic shapes, basic pottery making, shading, value studies, basic color theory, collage, lettering, sculpture and introduction to art history. Students will be required to keep a portfolio and/or journal. The fee for this one-semester course is $25.00.

**Intermediate Art** (9382)
Prerequisite: Beginning Art
This one semester course is designed for creative art students to build on the concepts and skills learned in Beginning Art, and is the prerequisite for middle school Advanced Art. Students will produce projects which cover drawing, shading, one and two point perspectives, commercial art, watercolor, clay sculpture, and design. Students will learn different styles and techniques used throughout selected periods of art history. The fee for this one-semester course is $25.00.

**Applied Art I** (9384)
Prerequisite: Beginning Art
This one semester course is designed for students with creative abilities and interest in arts and crafts. Students produce projects which may include pottery making, stitchery, papier-mâché, metal relief, jewelry making, printmaking, and small leather projects. The fee for this one-semester course is $25.00.

**Arts & Crafts** (9386)
Prerequisite: Beginning Art
This one semester course offers students the opportunity to design arts and crafts projects using leather, printmaking, textile, papier-mâché, and simple jewelry along with the cultural studies and art history of the media used in each project. The fee for the one-semester course is $25.00.

**Athletics** (7780-7786)
The program in athletics, consisting of specific skill training, agility drills, weight training and cardiovascular endurance, is designed primarily to prepare the student for the specific competitive sport(s) in which he/she participates. Athletics classes are available for football, volleyball, basketball, and track. Classes meet during the regular school day; however, during competitive weeks, extended time for practice will be required and will be scheduled before or after the school day. Competition will take place outside the school day. Enrollment replaces the one semester of required physical education. On some campuses, additional semesters of enrollment take the place of an elective. When at all possible a student should be enrolled in two semesters, which gives the student the opportunity to participate in an off-season program. The philosophy of the off-season athletics class in Humble ISD is to provide each participant an opportunity to be involved in an activity which will improve physical development and fitness level, provide encouragement, and give the opportunity to develop and improve athletic skills which will help in competition.

Students representing the Humble Independent School District and the University Interscholastic League in Athletics will also have athletic policies to which they must adhere. The fee for uniforms is approximately $20.00.

**AVID 7** (7750)
The AVID 7 Elective class accelerates students into more rigorous courses with the ultimate goal of four year college enrollment. Students are enrolled in a minimum of one advanced level course and are challenged to move beyond previous levels of achievement. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. During the AVID class, students are coached by college tutors, and work in collaborative groups using a curriculum focused on writing and inquiry.

Other days are devoted to learning AVID reading, writing and math methodologies that will help students prepare for and participate in a rigorous college preparatory curriculum. Special college readiness skills, note-taking techniques and notebook organization are required. Students receive motivational presentations by guest speakers, and field trips.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

to colleges and universities are provided. Enrollment is contingent upon acceptance into the program. Students advanced in math are encouraged to apply.

**Band (9301, 9302, 9303, 9401)**
Prerequisite: Beginning Band

In this full year course, students will demonstrate independently and in ensembles: accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing easy to moderately difficult literature. Students will make informed judgments regarding the quality and effectiveness of musical performances and interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances. Students will also read and perform music that incorporates rhythmic patterns in simple, compound, and asymmetric meters, and use standard music terminology to define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performance. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble instrumentation limitations. Placement is not related to the number of years in band.

All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula. Flutes, clarinets, alto saxophones, cornets/trumpets, tenor trombones, basic percussion equipment, and supplies are to be provided by the student/parent. Larger, more expensive instruments are provided by the District on a limited basis. Students who have not previously taken band must interview with the band director for possible enrollment in a beginning band class.

Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the band director at your school.

**Broadcasting I (9394)**
Prerequisite: Journalism I

In this one semester class, students will be part of a “news” production team. They will learn the basics of writing, producing, and directing a news broadcast. They will be responsible for anchoring a newscast, developing their interviewing skills and learning how to use a camera and editing equipment. Keyboarding and computer skills are critical.

**Dance Training (9499)**

This one semester course is designed primarily for those individuals interested in the activities of the Dance Team. Each campus may determine eligibility requirements. This class meets during the day and consists of conditioning activities, skill development and specific preparation for performance.

**Investigating Careers (CT2000)**

This is a semester course. “What do you want to be when you grow up? Are you tired of being asked that question and not knowing the answer?” Career Portals is a fun, creative course that introduces students to various career opportunities and identifies the pathways within one or more careers using technology in a cooperative, hands-on environment. Explore and set realistic goals for a personal program of study for high school and your future career.

**Cheer Training (9498)**

This one semester course is designed primarily for those individuals interested in the activities of the cheerleading squad. Each campus may determine eligibility requirements for those interested individuals. This class meets during the day and consists of conditioning activities, skill development in several cheerleading and gymnastic techniques, and specific preparation for game performances.

**Choir (9361, 9362, 9363, 9364, 9461, 9462)**

In this full year course, choir students will explore fundamental aspects of choral performance through rudimentary theoretical vocal applications, demonstrate appropriate performance etiquette, understand creative connections to historical/cultural awareness, as well as acquisition of basic skills needed to analyze and evaluate individual and group performances. Group and individual technical skills, both vocal and artistic, will be learned through the rehearsal and practice of appropriate literature and vocal exercises. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical and vocal proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble membership limitations. Placement is not related to the number of years in choir. All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula.
COURSE DESCRIPTIONS FOR SEVENTH GRADE
Additional costs for this course may include the purchase of some uniform accessories for performances and supply expenses. Specific costs may be obtained from the general music/choir director at your school.

**Debate I** (9353)
Prerequisite: None
This one semester course allows students to explore the fundamental aspects of debate. Contemporary debate topics issued by the National Forensic League will be researched and debated on both sides. Students are required to do research and preparation outside of class. Students are encouraged to prepare for and compete in area competition tournaments.

**Exploratory Languages** (9318)
This one semester course is designed to prepare a student for the study of a foreign language. It will explore information concerning culture, customs, and simple conversational skills. This study will expose the student to the languages of Latin, Spanish, French, and German. This course provides an introductory program that makes language acquisition a natural, positive, and rewarding experience. The Exploratory Language course allows the student the opportunity to make an informed decision about future language selection.

**Foods for Today** (CT2020)
The fee for this course is $20.00.
Students will learn the basics of food preparation and nutrition in this one semester course including quick breads and breakfast foods. Snack foods, pastries, cookies, fruits, pasta, yeast breads, and beverages will also be explored. Students will discover new and interesting ways of preparing food.

**Introduction to Engineering & Technology** (CT2005)
The fee for this course is $20.00.
This one semester course focuses on engineering, manufacturing and other skilled career concepts. Students will use computers and conventional hand tools to design and produce individual and group projects. Students learn and apply the basic concepts of measurement, design, and production. Safe use of selected tools and equipment will be covered. Students have the opportunity to produce individual products to take home.

**Introduction to Programming** (CT2010)
In this course students are introduced to the magic behind the websites and computer programs that are used in everyday life. They will learn how to program drawings, animations, and games using Java Script & Processing JS and/or learn how to create web-pages with HTML & CSS. Students will learn the basics of programming and how to draw shapes and then bring them to life using variables and values. Students will utilize functions and logic statements to teach their programs to make decisions.

**Introduction to S.T.E.M.** (CT2015)
The fee for this course is $10.00.
This course will introduce students to the vast concepts of Science, Technology, Engineering, and Mathematics through hands-on, discovery-based modules across a variety of STEM industry fields and careers. The course promotes critical thinking and fosters collaboration among students. The class also encourages students to be scientifically cognizant of their surroundings, to engage in exploration, and understand the world around them through the eyes of STEM. Exposure opportunities may include robotics and automation, design, nano-technology, energy, medical technology, forensics, and information technology. Students have the opportunity to produce individual products to take home.

**Introduction to Spanish** (9311)
Prerequisite: None This course is for students enrolled in grades 6th to 8th.
Instruction in this one semester course includes basic conversational skills and a vocabulary study of topics such as greetings, introductions, colors, numbers, days, months, classroom objects, food, clothing, feelings, weather, family, telling time, and selective grammar points. The course emphasizes the development of oral communication skills as well as cultural information about Spanish-speaking countries.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

**Journalism I (9391)**
Instruction in this one semester class will focus on basic techniques of good journalistic style. Students will learn to write news stories, features, sports stories, and headlines. To be successful in this class, the students should have excellent writing skills. This course serves as the prerequisite course to Yearbook, Broadcast, and Newspaper.

**Journalism II: Yearbook, Newspaper (9392)**
Prerequisite: Journalism I
This one semester course provides practical journalism skills: interviewing, reporting, writing, layout, and design. Instruction in this course will include production of the school newspaper and/or yearbook.

**Touch System Data Entry (CT403J)**
Prerequisite: None
½ Credit
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. Students develop professional skills such as word processing and document formatting.

**One Voice, Many Countries: Spanish Around the World (655600)**
Prerequisite: No less than 5 years of participation in a Spanish Immersion.
One Voice, Many Countries: Spanish Around the World is a full year course that is taught in Spanish. This course will focus on developing the Interpersonal, Presentational and Interpretive modes of Spanish communication of students who participated in Spanish Immersion, Bilingual (Spanish) or similar language programs. Through this course, students will gain knowledge and understanding of the historical development, geographical, cultural, and linguistic aspects of selected regions and countries in Latin America. In addition, this course will enable students to develop a deeper appreciation of Latin America culture and values.

**Orchestra (9307, 9308, 9407, 9408)**
Prerequisite: Beginning Orchestra
In this full year course, students will demonstrate independently and in ensembles: accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderate to difficult literature. Students will make informed judgments regarding the quality and effectiveness of musical performances; interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances. Students will also read and perform music that incorporates rhythmic patterns in simple, compound, and asymmetric meters, and use standard music terminology to define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performance. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble instrumentation limitations. Placement is not related to the number of years in orchestra. All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula.

Violins, violas, and cellos for home use are to be provided by the student/parent, with larger instruments (double bass for home and school use and cellos for school use) provided by the District on a limited basis. Students who have not previously taken orchestra must interview with the orchestra director for possible enrollment in a beginning orchestra class. Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the orchestra director at your school.

**Physical Education Elective (7761 - 7766)**
This course provides the physically active student the opportunity to participate in one additional semester of physical education.

**Principles of Hospitality and Tourism (CT800J)**
1 Credit
Recommended Prerequisite: Foods for Today
The fee for this course is $5.00.
The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.
COURSE DESCRIPTIONS FOR SEVENTH GRADE

**Spanish I** (5631J)  
1 Credit  
Prerequisite: Spanish Intro, Intro Spanish 6 or Exploratory Languages is recommended for students who have never been exposed to the Spanish Language. Students enrolled in grades 7th or 8th may take this course.

This course is designed to prepare students on the path to take college credit courses through the four Spanish Language skills of listening, reading, and writing. Songs, games, films, and class projects are used to improve Spanish language skills and to introduce the cultures of Spanish speaking countries. This course exposes students to essential pieces of literature. In this class students are expected to conduct research through inquiry projects and the use of media. Intercultural understanding and respect is promoted to foster a sense of globalization as part of life in the 21st century. This class is taught in Spanish with support in English. This course is identical to the Spanish I course taught in high school. A cumulative exam will be a part of the course for each semester.

This full year course includes a thorough study of grammar and its application, as well as an emphasis on oral communication with a study of Hispanic culture. This course is identical to the Spanish I course taught in high school. A cumulative exam will be a part of the course for each semester.

Upon passing this course with a yearly average of 70 or above, the student receives high school credit.

**Beginning Spanish I and II for Spanish Speakers** (5641J)  
2 Credits  
Prerequisite: Meet the Humble ISD Placement Test criteria. Students enrolled in grades 6th to 8th may take this course.

The rigor and pacing of this course is designed to prepare students on the path to take college credit courses. In this class students will learn advanced concepts of Spanish grammar, vocabulary, and complex conversational skills. Students will practice their written and oral proficiencies and vocabulary building through the use of text readings, conversations, and drills. Students are expected to be able to communicate with a native speaker of Spanish in a grammatically correct manner about non-technical, familiar topics. Culture is integrated through the text, from the introduction of vocabulary, to the photographic contribution of images that represent the entire Spanish-speaking world as part of life in the 21st century. This class is taught in Spanish; no English support is provided. **Course Requirements/Expectations:** Students will complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times). **Students who have completed Spanish I are not eligible for this course.**

Upon passing this course with a yearly average of 70 or above, the student received high school credits. At the end of the year, in middle school, in the event a student has passed the first semester and not the second, the student may receive credit for Spanish I.

**Spanish II Pre-AP** (5634J)  
1 Credit  
Prerequisite: Spanish I Students enrolled in 7th or 8th grades may take this course.

This course is designed to prepare students on the path to take college credit courses. In this class, students will practice written and oral proficiencies as well as grammar and building vocabulary through the use of text readings, and conversations in the target language. In this class students are expected to be able to communicate with a Spanish native speaker, in a grammatically correct manner about familiar topics. Culture is integrated through the text, from the introduction of vocabulary to the photographic contribution of images representative of the entire Spanish-speaking world. This class is taught with minimal English support. **Pre-AP Course Requirements/Expectations:** Students complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times). **Upon passing this course with a yearly average of 70 or above, the student receives high school credit.**

**Spanish III/IV for Spanish Speakers** (5642J)  
2 Credits  
Prerequisite: Spanish II Pre-AP, Spanish I/II or Spanish Speakers, or meet the Humble ISD Placement Test Part A and B criteria. Students enrolled in grades 7th or 8th may take this course.

The rigor of this course is designed to prepare students on the path to take college credit courses. In this class students will develop higher-levels of proficiency in Spanish in the areas of listening, speaking, reading and writing through the study, and analysis of selected works of literature. In addition, students will read, and participate in innovative academic activities in the target language. They will also study advanced grammatical concepts as well as the culture of Spanish speaking countries. Culture is strongly integrated through the text, from the introduction of vocabulary, to the photographic contribution of images that represent the entire Spanish-speaking world. This class is delivered following research-based methodologies to enable students to understand and apply the Spanish language to reach the goals of the AP Language standards, or other college courses. This class is taught in Spanish with no English support. **Upon receiving teacher recommendation, students will have the option of taking the AP Spanish Language and Culture exam. Students who have completed Spanish II are not eligible for this course.** At the end of the year, in the event a student has passed the first semester and not the second, the student may receive credit for Spanish III. Upon passing this course with a yearly average of 70 or above, the student receives high school credit. **Course**
COURSE DESCRIPTIONS FOR SEVENTH GRADE

**Requirements/Expectations:** Students are expected to complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times).

**Speech (9355)**
This one semester course introduces students to the basics of speech organization and presentation. This course emphasizes planning and organizing speeches while applying library research skills to incorporate research-based sources into speech development and performance.

**Study Hall (9327, 9328)**
This one semester class is designed for the student who can independently study for a sustained period of time. The student would be expected to have class work on which to concentrate for the entire period. Excellent conduct is expected to maintain quiet for the study period.

**Study Skills (9325)**
In this one semester course, students will receive instruction in goal-setting, decision-making, organization, test-taking skills, memory devices, and activities that lead to strategic reading in content areas. In addition, exercises to enhance students’ self-esteem and feelings of social membership are included on a daily basis.

**Leadership 7 (1165)**
Teen Leadership is a leadership development curriculum designed to provide young people with essential life skills. A safe environment is created in which a basic socialization system is developed and growth in public speaking is nurtured. Principles of self-respect, perseverance, honesty, respect of others, integrity, loyalty, and responsibility are included in this course.

**Technical Theatre (7525)**
Technical Theatre is designed for students who are interested in the technical theatre concepts and skills. This course will teach students about craftsmanship skills such as carpentry and set up, painting, research, and various design techniques for each of the technical elements. Students will receive instruction in both a classroom setting and a laboratory-type setting.

**Theatre Arts I (9351)**
This one semester course serves as a general introduction of fundamental production aspects of the theatre and the exploration of acting techniques. Students are afforded opportunities in duet acting, pantomime, oral interpretation, and other dramatic and humorous acting assignments which require written assignments, and memorization of script material. Selected students may be afforded the opportunity to participate in the one-act play festival which will require frequent before and/or after-school rehearsals and performances.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

MIDDLE SCHOOL COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/English Language Arts</td>
<td>2 periods/ full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
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<tr>
<td>Science</td>
<td>full year</td>
<td>full year</td>
<td>full year</td>
</tr>
<tr>
<td>Social Studies</td>
<td>full year - Contemporary World Cultures</td>
<td>full year - Texas History</td>
<td>full year - US History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>full year</td>
<td>2 semesters total in 7th &amp; 8th grade</td>
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</tr>
<tr>
<td>Fine Arts</td>
<td>full year</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>1 semester total in 7th or 8th grade</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>-</td>
<td>enough to complete full schedule</td>
<td>enough to complete full schedule</td>
</tr>
</tbody>
</table>

8TH GRADE REQUIREMENTS AND COURSE DESCRIPTIONS

REQUIREMENTS

Reading/English Language Arts (RELA) and/or English as a Second Language
Mathematics
Science
United States History
Physical Education
Electives

Humble ISD integrates the Texas Essential Knowledge and Skills for Technology Application into the four core curriculum areas. These core curriculum areas of math, science, social studies and language arts will include within their instruction the four strands of technology applications curriculum: foundations, information acquisition, work in solving problems and communication.

At the end of the seventh grade, students will be evaluated in reading and mathematics. Multiple-data sources will be used to determine whether a student requires additional reading and math support.

Students may choose electives from the following list. NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

Aide
Beginning Art
Intermediate Art
Advanced Art
Applied Art I, II
Arts and Crafts
Athletics Elective
AVID 8
Band
Broadcasting I, II
*Business Information
Management
Career Portals
Choir
Debate I, II
Engineering & Technology,
Introduction to
Exploratory Languages
*Introduction to Culinary Arts
Introduction to Programming
Introduction to STEM
Journalism I, II
Orchestra
*Principles of Hospitality and Tourism
*Principles of Manufacturing

Physical Education Elective
Spanish, Introduction to
*Spanish I
*Spanish for Spanish Speakers I, II
Speech
Study Hall
Study Skills
Leadership 8
Theatre Arts I, II
*Touch System Data Entry

* Electives Offered for High School Credit

FEES

The Humble Independent School District provides a budget for basic learning experiences for each course. For certain courses, students will be charged the cost of materials for products that are retained or consumed. These costs may not exceed the district-approved limit. Specific costs are defined in the course descriptions outlined in this handbook. If the students or parents wish to furnish the materials themselves rather than purchase through the school, they may do so.
COURSE DESCRIPTIONS FOR EIGHTH GRADE
READING/ENGLISH LANGUAGE ARTS (8TH)

Reading/English Language Arts (RELA) (8814)
Eighth grade students refine and master previously learned knowledge and skills. Students continue to read widely in classic and contemporary selections and informational texts. Students produce multi-paragraph compositions with varied sentence structure and final, error-free pieces on a regular basis.

Reading/English Language Arts (RELA) Pre-AP (8811)
The purpose of this Pre-Advanced Placement course is to compact curriculum in order to prepare students for advanced placement level work in high school. In addition to mastering the content of the grade-level classes, this challenging class requires the study of additional literary works, including independent reading of one or more novels, as well as an intensive study of vocabulary. To succeed in this course, students should be self-motivated, independent learners with strong reading and writing skills. Summer reading is required.

English as a Second Language (9520-9523)
Students who are limited in English proficiency/English language learners may be eligible and need English as a Second Language (ESL) as the English language arts program. The primary goal of this program is to enable the student who is limited in English language proficiency to be competent in comprehending, speaking, reading, and writing to master the requirements of an all-English curriculum.

All English as a Second Language placement decisions are made for individual students by the Language Proficiency Assessment Committee (LPAC). The LPAC is composed of a certified English as a Second Language teacher, an administrator and a parent of a language minority student.

Preliterate and Beginning English Proficiency - Two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.

Intermediate English Proficiency - Based on individual needs, one to two periods of English as a Second Language instruction/reading with linguistically accommodated instructional design in content areas as determined by the LPAC committee.

Advanced/Advanced High English Proficiency - One period of English as a Second Language instruction with certain linguistic accommodations in content areas as determined by the LPAC committee.

Reading Strategies (8876)
Reading Strategies is a research-based reading intervention program that directly addresses the individual needs of students who need intensive support in order to meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension.

Placement into the Reading Strategies class is determined by an analysis of available data including the following:

- Reading comprehension and word identification levels based on standardized testing and informal reading inventories
- Reading performance on STAAR/TELPAS Reading
- Performance on classroom reading assessments
- Skill level and utilization of reading strategies across content areas
- Teacher recommendation
Dyslexia Intervention Program (8878)

Note: Students must be placed by Core Team, 504 Committee, or ARD Committee.

Humble ISD provides the Dyslexia Intervention Program for students identified as dyslexic. It is a multisensory curriculum which teaches phonics and the structure of the English language. The program teaches reading, writing, spelling, and handwriting by engaging the visual, auditory, and kinesthetic modalities simultaneously.

MATHEMATICS (8th)

Within a well-balanced mathematics curriculum, the primary focal points at Grade 8 are:

- Representing, applying, and analyzing proportional relationships
- Using expressions and equations to describe relationships, including the Pythagorean Theorem
- Making inferences from data
- Developing an economic way of thinking as a knowledgeable consumer and investor

Problem solving, language and communication, connections within and outside mathematics, formal and informal reasoning, and algebraic thinking underlie all content areas in eighth grade mathematics.

Mathematics On-level (8824)

Eighth grade on-level classes cover the 8th grade Texas Essential Knowledge and Skills. This course provides instruction in all mathematics strands with heavy emphasis on all aspects of real number operation, problem solving, and pre-algebra skills, such as foundations of functions.

Math Strategies (8128)

This course provides conceptual learning that teaches students how to use mathematical strategies and tools such as problem solving, communication, reasoning, multiple representations, manipulatives, and technology. Placement in Math Strategies class is determined by an analysis of available data including the following:

- Mathematics performance on STAAR
- Performance on classroom curriculum-based assessments
- Grades
- Teacher recommendation

Algebra I (2202J)

Eighth grade accelerated classes cover the Algebra I Texas Essential Knowledge and Skills and follow the high school curriculum for Algebra I. The student in the eighth grade accelerated program completes high school Algebra I, receives one unit of high school credit but no high school grade points for this course, and is ready to move to Pre-AP Geometry as the ninth grade mathematics course (see Index/Award of Credit for High School Courses). Upon passing this course with a yearly average of 70 or above, the student receives high school credit and the course cannot be repeated. Students in the accelerated program should be those desiring to complete at least five years of high school mathematics including calculus. Algebra I is the designated GT math class for 8th grade.

SOCIAL STUDIES (8th)

United States History (8844)

This course surveys the history of the United States from exploration through Reconstruction. Students will study exploration and colonization, the struggle for independence, the creation of the new nation based on the Constitution, the Age of Jefferson, the Age of Jackson, westward expansion, early industrialization, the Civil War, and Reconstruction.

United States History Pre-AP (8846)

In this course students explore United States history from exploration through Reconstruction analyzing concepts in economics, politics, culture, geography, and interdependence. This challenging curriculum is differentiated to encourage student involvement through the utilization of critical thinking skills, research skills that explore topics in greater depth and complexity, writing skills, independent studies and the development of relevant products.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

SCIENCE (8th)

Science On-level (8834)
This science course is an integrated science course that involves topics from life, earth, and physical science, with special emphasis on earth science. Laboratory and field investigations are designed to promote an understanding of basic concepts and theories through investigations and experimentation. Students make observations of interactions among systems and acquire data using scientific tools and their senses. The investigations performed emphasize accurate observations, collection of data, data analysis, and the safe manipulations of laboratory apparatus and materials in the field and in the laboratory. In addition, special collections, library research, and short-term projects may be required. Long term projects are required.

Science Pre-AP (8831)
This advanced science course is designed for the student who has a special interest in science in general and in earth phenomena in particular. While the same textbook and course sequence is followed as in on-level science, the student is expected to probe more deeply and broadly into the subject matter using higher level thinking skills in creative problem solving. Laboratory and field investigations, projects, and research will be assigned at a level appropriate to the students’ abilities. Students will develop an awareness of the relationship of science course work to situations facing the world in the present and the future through current events, reports, media presentations, speakers, and class discussions.

PHYSICAL EDUCATION (8th)

Physical Education (8861-8866)
The Humble Independent School District requires physical education. The student may elect to substitute athletic participation for the HISD physical education requirement (see Index/Athletics).

The eighth grade physical education student will be provided opportunities to demonstrate the application of wellness concepts and principles to his/her daily life; to exhibit healthy decision-making abilities and developmentally appropriate levels of health-related fitness; and to demonstrate skills/competencies in a wide range of physical activities. Activities will include movement skills included in sports, stunts, and other activities; intermediate level participation in individual, dual, and team sports; participation in daily vigorous activities for periods of increasing duration; and participation in varied physical recreational activities that could be continued throughout life. New units of study include dance, Yoga, soft stick Lacrosse, DrumFIT, and golf. The fee for uniforms is approximately $15.00.

For those students participating in a quality physical activity program that is supervised by a certified instructor outside of school, the district allows an off-campus physical education program to substitute for regular physical education. Students must verify at least 5 hours of training per week, Monday through Friday, and may not be dismissed from any part of the regular school day (TEC 28.002). We also offer Category 1 exemptions which require a minimum of 15 hours per week of “Olympic style” training. If a student is approved for Category 1 exemption, they must leave campus one period prior to the end of the day or not check in to school until the second period of the day. There will be no supervised areas for these students to stay on campus for the unassigned class period thus resulting in immediate dismissal of the OCPE Program. Applications can be found on the district website under the Physical Education department. Approval is granted at the district level based on the training situation. Application should be made prior to June 1 for the upcoming school year in order to allow scheduling options for an additional elective. Applications received after the first three weeks in a semester will only be considered for the following semester. For additional information and application forms, please contact Helen Wagner, Coordinator of PE/Health.

ELECTIVES (8th)

NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

Aide (9500-9519)
Aide positions are available for one semester only. A student must be willing to work in any area of the school. Aides are graded, and the grade reflects how well the student has handled assigned responsibilities. Students are subject to approval for this position. Students may be an aide for one semester only.

Beginning Art (9381, 6181)
This one semester course is offered for students who were unable to take Beginning Art in the 6th or 7th grade and is a basic introduction to the elements and principles of art designed to offer students enriched experiences in the creative process. Students will create projects which cover line exercises, contour drawings, basic shapes, basic pottery making,
COURSE DESCRIPTIONS FOR EIGHTH GRADE

shading, value studies, basic color theory, collage, lettering, sculpture and introduction to art history. Students will be required to keep a portfolio and/or journal. The fee for this one-semester course is $25.00.

Intermediate Art (9382)
Prerequisite: Beginning Art

This one semester course is designed for creative art students to build on the concepts and skills learned in Beginning Art, and is the prerequisite for middle school Advanced Art. Students will produce projects which cover drawing, shading, one and two point perspectives, commercial art, water-color, clay sculpture, and design. Students will learn different styles and techniques used throughout selected periods of art history. The fee for this one-semester course is $25.00.

Advanced Art (9483)
Prerequisite: Intermediate Art

This full year course is designed for students who have a high interest and above average ability in art. Students will produce advanced level projects involving drawings with pen and pencil; painting in watercolor and acrylics; sculpting in various media; advanced pottery. Students will develop a deeper understanding and working knowledge of art and design. Students will analyze, interpret, and evaluate their own art work, as well as, that of well-known artists, comparing the different styles and techniques used throughout the various periods of art history. Upon completion of this course, students will receive a portfolio review from a high school art teacher providing students with the opportunity to qualify for Advanced Art I at the high school level. The fee for this full-year course is $60.00 for a full year, $30.00 per semester.

Applied Art I (9384)
Prerequisite: Beginning Art

This one semester course is designed for students with creative abilities and interest in arts and crafts. Students produce projects which may include pottery making, stitchery, papier-mâché, metal relief, jewelry making, printmaking, and small leather projects. The fee for this one-semester course is $25.00.

Arts & Crafts (9386)
Prerequisite: Beginning Art

This one semester course offers students the opportunity to design arts and crafts projects using leather, printmaking, textile, papier-mâché, and simple jewelry along with the cultural studies and art history of the media used in each project. The fee for the one-semester course is 25.00.

Athletics (8880-8886)

The program in athletics, consisting of specific skill training, agility drills, weight training and cardiovascular endurance, is designed primarily to prepare the student for the specific competitive sport(s) in which he/she participates. Athletics classes are available for football, volleyball, basketball, and track.

Classes meet during the regular school day; however, during competitive weeks, extended time for practice will be required and will be scheduled before or after the school day. Competition will take place outside the school day. Enrollment replaces the one semester of required physical education. On some campuses, additional semesters of enrollment take the place of an elective. When at all possible, a student should be enrolled in two semesters which gives the student the opportunity to participate in an off-season program. The philosophy of the off-season athletics class in Humble ISD is to provide each participant an opportunity to be involved in an activity which will improve physical development and fitness level, provide encouragement, and give the opportunity to develop and improve athletic skills which will help in competition.

Students representing the Humble Independent School District and the University Interscholastic League in Athletics will also have athletic policies to which they must adhere. The fee for uniforms is approximately $20.00.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**AVID 8** (8850)
Prerequisite: AVID 7 recommended

The AVID 8 Elective class accelerates students into more rigorous courses with the ultimate goal of four year college enrollment. Students are enrolled in the Recommended Graduation sequence for high school graduation with a minimum of one advanced level course and are challenged to move beyond previous levels of achievement. Students are strongly encouraged to enroll in Algebra 1 in the 8th grade. In the elective section of AVID, students receive the academic and motivational support to succeed by a trained AVID teacher. During the AVID class, students are coached by college tutors, and work in collaborative groups using a curriculum focused on writing and inquiry.

Other days are devoted to learning AVID reading, writing and math methodologies that will help students prepare for and participate in a rigorous college preparatory curriculum. Special college readiness skills, note-taking techniques and notebook organization are required. Students receive motivational presentations by guest speakers and field trips to colleges and universities are provided. Enrollment is contingent upon acceptance into the program.

Communication applications credit may be embedded into AVID 8 for 0.5 high school credit at certain schools contingent upon the availability of a certified communication applications teacher at the school and enrollment in the course for the full year.

**Band** (9301, 9302, 9303, 9401)
Prerequisite: Beginning Band

In this full year course, students will demonstrate independently and in ensembles: accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing easy to moderately difficult literature. Students will make informed judgments regarding the quality and effectiveness of musical performances; interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances. Students will also read and perform music that incorporates rhythmic patterns in simple, compound, and asymmetric meters, and use standard music terminology to define concepts of intervals, music notation, chord structure, rhythm/meter and musical performance. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble instrumentation limitations. Placement is not related to the number of years in band.

All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula. Flutes, clarinets, alto saxophones, cornets/trumpets, tenor trombones, basic percussion equipment, and supplies are to be provided by the student/parent. Larger, more expensive instruments are provided by the District on a limited basis. Students who have not previously taken band must interview with the band director for possible enrollment in a beginning band class.

Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the band director at your school.

**Broadcasting I** (9394)
Prerequisite: Journalism I

In this one semester course, students will be part of a “news” production team. They will learn the basics of writing, producing, and directing a news broadcast. They will be responsible for anchoring a newscast, developing their interviewing skills, and learning how to use a camera and editing equipment. Keyboarding and computer skills are critical.

**Broadcasting II** (9494)
Prerequisite: Broadcasting I

This one semester course allows students to sharpen journalistic skills learned in Broadcasting I.

**Investigating Careers** (CT2000)

This course is an introductory level game design course that will engage students with project-based learning and get them excited about technology. Students will learn the basics of programming to create objects and then bring them to life using variables and values. Students will utilize effective programming functions and logic statements to teach their programs to make decisions. Additionally, this course covers the basic math & physics concepts used in game development and how the engineering design cycle is used to design games and as a problem solving method.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

Choir (9361, 9362, 9363, 9364, 9461, 9462)

In this full year course, choir students will explore fundamental aspects of choral performance through rudimentary theoretical vocal applications, demonstrate appropriate performance etiquette, understand creative connections to historical/cultural awareness, as well as acquisition of basic skills needed to analyze and evaluate individual and group performances. Group and individual technical skills, both vocal and artistic, will be learned through the rehearsal and practice of appropriate literature and vocal exercises. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical and vocal proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble membership limitations. Placement is not related to the number of years in choir. All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula.

Additional costs for this course may include the purchase of some uniform accessories for performances and supply expenses. Specific costs may be obtained from the general music/choir director at your school.

Dance Training (9499)

This one semester course is designed primarily for those individuals interested in the activities of the Dance Team. Each campus may determine eligibility requirements. This class meets during the day and consists of conditioning activities, skill development and specific preparation for performance.

Debate I (9353)

This one semester course allows students to explore the fundamental aspects of debate. Contemporary debate topics issued by the National Forensic League will be researched and debated on both sides. Students are encouraged to prepare for and compete in area competition tournaments.

Debate II (9454)
Prerequisite: Debate I

This one semester course extends the skills and concepts developed in Debate I. Students will learn more advanced debate skills in logical and critical thinking, research, construction, and presentation. Students are required to prepare for and compete in at least one area competition.

Introduction to Engineering & Technology (C952)

The fee for this course is $20.00.
This one semester course focuses on engineering, manufacturing and other skilled career concepts. Students will use computers and conventional hand tools to design and produce individual and group projects. Students learn and apply the basic concepts of measurement, design, and production. Safe use of selected tools and equipment will be covered. Students have the opportunity to produce individual products to take home.

Introduction to Programming (CT2010)

This course is an introductory level game design course that will engage students with project-based learning and get them excited about technology. Students will learn the basics of programming to create objects and then bring them to life using variables and values. Students will utilize effective programming functions and logic statements to teach their programs to make decisions. Additionally, this course covers the basic math & physics concepts used in game development and how the engineering design cycle is used to design games and as a problem solving method.

Introduction to S.T.E.M. (CT2015)

The fee for this course is $10.00.
This course will introduce students to the vast concepts of Science, Technology, Engineering, and Mathematics through hands-on, discovery-based modules across a variety of STEM industry fields and careers. The course promotes critical thinking and fosters collaboration among students. The class also encourages students to be scientifically cognizant of their surroundings, to engage in exploration, and understand the world around them through the eyes of STEM. Exposure opportunities may include robotics and automation, design, nano-technology, energy, medical technology, forensics, and information technology. Students have the opportunity to produce individual products to take home.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

Exploratory Languages (9318)
This one semester course is designed to prepare a student for the study of a foreign language. It will explore information concerning culture, customs, and simple conversational skills in the languages of Latin, Spanish, French, and German. The Exploratory Language course allows the student the opportunity to make an informed decision about future language selection.

Journalism I (9391)
Instruction in this one semester class will focus on basic techniques of good journalistic style. Students will learn to write news stories, features, sports stories, and headlines. To be successful in this class, the students should have excellent writing skills. This course serves as the prerequisite course for Yearbook, Broadcast, and Newspaper.

Journalism II: Yearbook, Newspaper (9491)
Prerequisite: Journalism I
This one semester course provides practical journalism skills: interviewing, reporting, writing, layout, and design. Instruction in this course will include production of the school newspaper and/or yearbook.

One Voice, Many Countries: Spanish Around the World (655600)
Prerequisite: No less than 5 years of participation in a Spanish Immersion.
One Voice, Many Countries: Spanish Around the World is a full year course that is taught in Spanish. This course will focus on developing the Interpersonal, Presentational and Interpretive modes of Spanish communication of students who participated in Spanish Immersion, Bilingual (Spanish) or similar language programs. Through this course, students will gain knowledge and understanding of the historical development, geographical, cultural, and linguistic aspects of selected regions and countries in Latin America. In addition, this course will enable students to develop a deeper appreciation of Latin America culture and values.

Orchestra (9307, 9308, 9407, 9408)
Prerequisite: Beginning Orchestra
In this full year course, students will demonstrate independently and in ensembles: accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderate to difficult literature. Students will make informed judgments regarding the quality and effectiveness of musical performances; interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances. Students will also read and perform music that incorporates rhythmic patterns in simple, compound, and asymmetric meters, and use standard music terminology to define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performance. Placement in one of several performing ensembles is determined through an audition process which includes a student’s technical proficiency, demonstrated leadership skills, personal commitment and reliability to ensemble requirements, and ensemble instrumentation limitations. Placement is not related to the number of years in orchestra. All ensembles perform at various concerts, community events, competitions, and select festivals which require frequent before and/or after-school rehearsals and performances. Attendance is required at all before and/or after-school rehearsals and performances as part of the graded curricula. Violins, violas, and cellos for home use are to be provided by the student/parent, with larger instruments (double bass for home and school use and cellos for school use) provided by the District on a limited basis. Students who have not previously taken orchestra must interview with the orchestra director for possible enrollment in a beginning orchestra class. Additional costs for this course include the purchase of some uniform accessories, instrument cleaning, maintenance, and supply expenses, as well as possible expenses relating to loss or damage of school owned equipment. Specific costs may be obtained from the orchestra director at your school.

Physical Education Elective (8861 - 8866)
This course provides the physically active student the opportunity to participate in one additional semester of physical education.

Introduction to Spanish (9311)
Prerequisite: None This course is for student enrolled in grades 6th to 8th. Instruction in this one semester course includes basic conversational skills and a vocabulary study of greetings, introductions, colors, numbers, days, months, classroom objects, food, clothing, feelings, weather, family, telling time, and selective grammar points. This course emphasizes the development of oral communication skills as well as cultural information about Spanish-speaking countries.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**Speech** (9355)
This one semester course introduces students to the basics of speech organization and presentation. Students will learn the basics of informative and persuasive speaking, radio broadcasting, and oral interpretation of literary works.

**Study Skills** (9325)
In this one semester course, students will receive instruction in goal-setting, decision-making, organization, test-taking skills, memory devices, and activities that lead to strategic reading in content areas. In addition, exercises to enhance students’ self-esteem and feelings of social membership are included on a daily basis.

**Leadership 8** (1165J)
Teen Leadership is a leadership development curriculum designed to provide young people with essential life skills. A safe environment is created in which a basic socialization system is developed and growth in public speaking is nurtured. Principles of self-respect, perseverance, honesty, respect of others, integrity, loyalty, and responsibility are included in this course.

**Technical Theatre** (8525)
Technical Theatre is designed for students who are interested in the technical theatre concepts and skills. This course will teach students about craftsmanship skills such as carpentry and set up, painting, research, and various design techniques for each of the technical elements. Students will receive instruction in both a classroom setting and a laboratory-type setting.

**Theatre Arts I** (9351)
This one semester course serves as a general introduction of fundamental production aspects of the theatre and the exploration of acting techniques. Students are afforded opportunities in duet acting, pantomime, oral interpretation, and other dramatic and humorous acting assignments which require written assignments and memorization of script material. Selected students may be afforded the opportunity to participate in the one-act play festival which will require frequent before and/or after-school rehearsals and performances.

**Theatre Arts II** (9452)
Prerequisite: Theatre Arts I
This full year course is an advanced performance-based course designed for the motivated theatre student. Lessons will include individual research and group study, group discussion and intense scene work which requires lengthy memorization. Students will be responsible for all aspects of theatre which includes set design, costuming, lighting, make-up, choreography, and performing arts. Students will also learn duet acting and improvisation. Selected students will participate in the one-act play festival, a major theatrical production, and competition tournaments which will require frequent before and/or after-school rehearsals and performances.

ELECTIVES OFFERED FOR HIGH SCHOOL CREDIT
NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

**Business Information Management** (CT406J) 1 Credit
Prerequisite: Introduction to Keyboarding
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

**Introduction to Culinary Arts** (CT803) 1 Credit
Prerequisite: Recommended, Foods for Today
The fee for this course is $20.00.
Instruction in this year long course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills,
various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

**Principles of Hospitality and Tourism (CT800J)**

Recommended Prerequisite: Foods for Today

The fee for this course is $5.00. The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

**Principles of Manufacturing (CT1200J)**

Recommended Prerequisite: Introduction to Engineering & Technology

The fee for this course is $20.00. Are you the kind of person that likes to build things? In this course students will learn how to take ideas and turn them into physical products such as constructing rockets, building CO2 cars, designing their own house and prototyping solutions. Students will learn why rockets fly, they will build CO2 cars, they will learn how to design their own house, and apply technology as they organize enterprise. Hand tools and power equipment are used by students after successful completion of safety training and testing. Students have the opportunity to produce individual products to take home.

**Spanish I (5631J)**

Prerequisite: Spanish Intro, Intro Spanish 6 or Exploratory Languages is recommended for students who have never been exposed to the Spanish Language. Students enrolled in grades 7th or 8th may take this course.

This course is designed to prepare students on the path to take college credit courses through the four Spanish Language skills of listening, reading, and writing. Songs, games, films, and class projects are used to improve Spanish language skills and to introduce the cultures of Spanish speaking countries. This course exposes students to essential pieces of literature. In this class students are expected to conduct research through inquiry projects and the use of media. Intercultural understanding and respect is promoted to foster a sense of globalization as part of life in the 21st century. This class is taught in Spanish with support in English. This course is identical to the Spanish I course taught in high school. A cumulative exam will be a part of the course for each semester.

This full year course includes a thorough study of grammar and its application, as well as an emphasis on oral communication with a study of Hispanic culture. This course is identical to the Spanish I course taught in high school. A cumulative exam will be a part of the course for each semester.

**Upon passing this course with a yearly average of 70 or above, the student receives high school credit.**

**Beginning Spanish I and II for Spanish Speakers (5641J)**

Prerequisite: Meet the Humble ISD Placement Test criteria. Students enrolled in grades 6th to 8th may take this course.

The rigor and pacing of this course is designed to prepare students on the path to take college credit courses. In this class students will learn advanced concepts of Spanish grammar, vocabulary, and complex conversational skills. Students will practice their written and oral proficiencies and vocabulary building through the use of text readings, conversations, and drills. Students are expected to be able to communicate with a native speaker of Spanish in a grammatically correct manner about non-technical, familiar topics. Culture is integrated through the text, from the introduction of vocabulary, to the photographic contribution of images that represent the entire Spanish-speaking world as part of life in the 21st century. This class is taught in Spanish; no English support is provided. **Course Requirements/Expectations:** Students will complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times). **Students who have completed Spanish I are not eligible for this course.**

**Upon passing this course with a yearly average of 70 or above, the student received high school credits.** At the end of the year, in middle school, in the event a student has passed the first semester and not the second, the student may receive credit for Spanish I.

**Spanish II Pre-AP (5634J)**

Prerequisite: Spanish I Students enrolled in 7th or 8th grades may take this course.

This course is designed to prepare students on the path to take college credit courses. In this class, students will practice written and oral proficiencies as well as grammar and building vocabulary through the use of text readings, and conversations in the target language. In this class students are expected to be able to communicate with a Spanish
COURSE DESCRIPTIONS FOR EIGHTH GRADE

native speaker, in a grammatically correct manner about familiar topics. Culture is integrated through the text, from the introduction of vocabulary to the photographic contribution of images representative of the entire Spanish-speaking world. This class is taught with minimal English support. Pre-AP Course Requirements/Expectations: Students complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times). Upon passing this course with a yearly average of 70 or above, the student receives high school credit.

Spanish III/IV for Spanish Speakers (5642J) 2 Credits
Prerequisite: Spanish II Pre-AP, Spanish I/II or Spanish Speakers, or meet the Humble ISD Placement Test Part A and B criteria. Students enrolled in grades 7th or 8th may take this course.

The rigor of this course is designed to prepare students on the path to take college credit courses. In this class students will develop higher-levels of proficiency in Spanish in the areas of listening, speaking, reading and writing through the study, and analysis of selected works of literature. In addition, students will read, and participate in innovative academic activities in the target language. They will also study advanced grammatical concepts as well as the culture of Spanish speaking countries. Culture is strongly integrated through the text, from the introduction of vocabulary, to the photographic contribution of images that represent the entire Spanish-speaking world. This class is delivered following research-based methodologies to enable students to understand and apply the Spanish language to reach the goals of the AP Language standards, or other college courses. This class is taught in Spanish with no English support.

Upon receiving teacher recommendation, students will have the option of taking the AP Spanish Language and Culture exam. Students who have completed Spanish II are not eligible for this course. At the end of the year, in the event a student has passed the first semester and not the second, the student may receive credit for Spanish III. Upon passing this course with a yearly average of 70 or above, the student receives high school credit. Course Requirements/Expectations: Students are expected to complete independent research/projects, PBL or group projects; access to internet/computer (can use library during available times).

French I (5601J) 1 Credit
Grade Level: 9-12
Prerequisite: None

French I will enable the student to understand and participate in simple conversations in the language. This course will provide the fundamentals of grammar as vocabulary is introduced and present aspects of French culture.

Touch System Data Entry (CT403J) ½ Credit
Prerequisite: None

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. Student will need to apply touch system data entry for production of business documents. Students develop professional skills such as word processing and document formatting.
Support Services may be provided to students with disabilities enrolled in general education classes.

**In-Class Support**

Services for special education students that are provided inside the general education classroom include: Peer Support, Support Facilitate, Co-Teach.

**Peer Support** provides informal assistance with the physical, social, or classroom management needs of special education students by general education students. This is the most natural support.

**Support Facilitate** provides a variety of supports, either to students and/or to the general education teacher, which meets the needs identified through collaborative planning. Facilitators may be special education teachers, licensed personnel such as OT, PT, speech, or paraprofessionals.

**Co-Teach** support involves a formal, year-long or semester-long commitment between a general education teacher and a special education teacher to jointly plan, deliver, and assess instruction for all students in the general education class.

**External Support**

Teachers, paraprofessionals, or others provide assistance in preparing accommodations or modifications for instruction.
Students eligible for special education services and in need of specialized instruction may be recommended for the following instructional options by their Admission, Review, and Dismissal (ARD) Committee.

**Basic English** (6119, 7719, 8819)
Designed to address individual educational needs for students with disabilities in the areas of written expression. The content of instruction follows TEKS in English language arts and writing while individualizing instruction to assist students in developing skills and master personal objectives outlined in their IEP.

**Basic Reading** (6179, 7779, 8879)
Designed to address individual educational needs for students with disabilities in the area of reading. The content of instruction follows TEKS for reading comprehension while individualizing instruction to assist students in developing vocabulary and reading skills in the content areas. Instruction will focus on helping students master objectives for reading outlined in their IEP.

**Basic Mathematics** (6129, 7729, 8829)
Designed to address individual educational needs for students with disabilities in math calculation or math reasoning. The content of instruction follows TEKS in mathematics while individualizing instruction to assist students in developing skills and master objectives for math skills outlined in their IEP.

**Adaptive Behavior** (9921, 9922, 9923, 9924, 9925, 9926, 9927, 9920)
Designed for students identified as having serious emotional disturbance disabilities and/or students who have behavior disorders that significantly interfere with their educational process (i.e., students with autism, traumatic brain injury, ADHD, etc.). Primary emphasis is on the student’s IEP objectives, addressing problem solving, self-control, coping skills, anger control, communication and social skills. Students receive instruction in content areas while learning and practicing behaviors outlined in their individualized behavior intervention plan that prepares them to function more successfully in the school setting. Students in Adaptive Behavior may receive regular education credit for classes if they follow the TEKS and take the STAAR test. If the TEKS are limited or changed, students will receive modified credit.

**Adapted Physical Education** (9569)
For some students whose disabilities substantially limit their participation in vigorous and/or competitive physical activities, the general education PE curriculum may not be appropriate. The ARD Committee will meet to assess the student’s needs and develop an individualized program. The ARD Committee will determine whether these services can be provided within the context of the general education PE program or will be addressed in a specialized class for Adapted PE.

Students enrolled in physical education in the general education setting must follow the district guidelines for credit when seeking off campus substitute credit.

When a student is in Adapted Physical Education and is seeking off campus substitute credit, an ARD committee must decide:
1. Why the alternative setting is appropriate for the student.
2. If the goals and objectives for Adapted Physical Education can be met in the outside setting.
3. How often the goals will be monitored and assessed in the outside setting.
4. Who will be responsible for regular assessment and monitoring of the IEP at the off campus setting.

The hours of the off campus setting or a combination of the off campus setting and hours on campus must match the hours designated as necessary by the ARD committee to have the substitution award fulfill the necessary requirements for credit.

Special Education students whose disability substantially limits their ability to participate successfully in general education classes are able to access specialized classroom settings. These classroom settings are provided to assist students in accessing grade level TEKS at the prerequisite level with the focus being on their success in their anticipated environments after high school. These specialized classrooms, LIFE Skills or Applied Skills, use the Functional Academic Curriculum for Exceptional Student (F.A.C.E.S.) which are correlated to the TEKS.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

Life Skills

L. S. Math (9902)
The math course focuses on pre-emergent skills such as numeration, time, money, measurement, and computation and word problems.

L. S. Language Arts (9901)
This course for pre-emergent/emergent and novice readers and writers focuses on survival reading at home and in the community.

L. S. Science (9903)
This course teaches students to become more independent in meal preparation, clothing care, housekeeping, using and understanding a calendar, plant life, temperature, identification of body parts, and animal life.

L. S. Social Studies (9904)
This course teaches students pre-emergent skills in the areas of social, recreation/leisure, personal business, community services, shopping, restaurants, government, transportation, geography, and family life.

L. S. Personal Health (9905)
This course teaches independence in the areas of feeding, self-care, dressing, grooming, safety, nutrition, wellness, self-concept, ecology, and human growth and development.

L. S. Vocational (9906)
This course teaches career awareness, work behavior, and work skills. This course involves career investigation at the middle school level for one period on campus.

Applied Skills

A. S. Math (9912)
This course teaches pre-requisite math skills with an emphasis on money, measurement, and time. Students are taught banking skills, consumer skills, and money management for independence in the real world.

A. S. Reading (9917)
This course, for novice readers, focuses on developing vocabulary and skills needed to become successful in the real world.

A. S. Language Arts (9911)
This course teaches pre-requisite writing skills with emphasis on increasing their communication skills through writing and speaking. Grammar and spelling skills are taught as they apply to daily life.

A. S. Social Studies (9914)
This course teaches skills in independence in school and community settings skills mastered in the classroom are transferred to other campus areas and then to businesses in the community such as restaurants, banks, grocery stores, and shopping centers.

A. S. Vocational (9916)
This course teaches career awareness, work behavior, job procurement and work skills. This course involves career exploration at the middle school level for one period on campus.

A. S. Personal Health (9915)
This course teaches prerequisite skills in safety, wellness, human growth, and development.

A. S. Science (9913)
This course addresses prerequisite skills in plant and animal life, temperature, and measurement.
MIDDLE SCHOOL COURSE GUIDE
INDEX

Academic Programs .................................................. 3
Adapted Behavior .................................................. 37
Adapted Physical Education ................................... 37
Aide ................................................................. 29
Algebra I .......................................................... 28
AP/Pre AP Courses .............................................. 4
Applied Skills ...................................................... 38
Art
Advanced .......................................................... 30
Applied I ............................................................ 22, 30
Applied II .......................................................... 22, 30
Arts and Crafts .................................................... 22, 30
Beginning ............................................................ 17, 21, 29
Intermediate ......................................................... 22, 30
Athletics (7th & 8th) .............................................. 22, 30
AVID Elective Class ............................................. 7
AVID 6 ................................................................. 17
AVID 7 ................................................................. 22
AVID 8 ................................................................. 31
Award of Credit .................................................... 9
Band
Beginning ............................................................... 16
7th Grade ............................................................ 23
8th Grade ............................................................ 31
Basic Mathematics .................................................. 37
Broadcasting I ....................................................... 23, 31
Broadcasting II ...................................................... 31
Business Information Management ..................... 34
Career Portals ......................................................... 23, 31
Cheer Training ....................................................... 23
Choir
Beginning ............................................................... 17
7th Grade ............................................................ 23
8th Grade ............................................................ 32
Compliance Statement ......................................... Inside Back Cover
Considerations for Successful Course
Selections .............................................................. 5
Contemporary World Cultures ......................... 15
Contemporary World Cultures Pre-AP ............. 15
Course Descriptions
6th Grade ............................................................ 13
7th Grade ............................................................ 18
8th Grade ............................................................ 26
Credit for High School Courses Taken During
Middle School .......................................................... 10
Debate I ................................................................. 23, 32
Debate II ................................................................. 32
Dyslexia Intervention Program ......................... 14, 19, 28
Electives
7th Grade ............................................................ 21
8th Grade ............................................................ 29
Electives Offered for High School Credit ......... 34
Business Information Management ................. 34
College Readiness Study Skills ....................... 34
Principles of Hospitality and Tourism ............ 34
Principles of Manufacturing .......................... 34
Spanish I ............................................................... 35
Spanish I and II Beginning for Native Speakers ................................................. 35
Touch System Data Entry ......................... 35
Engineering & Technology, Introduction to ...... 24, 32
English, Basic ......................................................... 37
English as a Second Language ....................... 8, 14, 19, 27
Exploratory Languages ..................................... 24, 32
EOC (End of Course) and STAAR Assessments ....6
Financial Aid Programs (Texas) ......................... 12
Fine Arts ............................................................... 16
Foods for Today ..................................................... 24
Foreign Languages
Spanish I ............................................................... 35
Spanish I and II Beginning for Native Speakers ................................................. 35
Spanish (Introduction to) ................................. 24, 33
Gifted/Talented Program ..................................... 8
Graduation Requirements ............................... 2
Health (7th) .......................................................... 21
History
Texas History ......................................................... 20
Texas History Pre-AP .......................................... 20
U.S. History .......................................................... 28
U.S. History Pre-AP ............................................. 28
Hospitality & Tourism, Principles of ............. 34
International Baccalaureate Program
Middle Years Programme ................................... 7
Introduction to Engineering & Technology ...... 24, 32
Journalism & Broadcasting
Journalism I .......................................................... 24, 32
Journalism II: Yearbook, Newspaper ............. 24, 32
Broadcasting I ....................................................... 23, 31
Broadcasting II ...................................................... 31
Keyboarding, Introduction to ......................... 24
Life Skills .............................................................. 38
Manufacturing, Principles of ......................... 34
Mathematics
Algebra I ............................................................ 28
Basic ................................................................. 37
6th Grade ............................................................ 15
7th Grade ............................................................ 20
8th Grade ............................................................ 28
MIDDLE SCHOOL COURSE GUIDE

Mathematics Pre-AP
6th Grade ........................................... 30
7th Grade ........................................... 36
Mathematics On-level
6th Grade ........................................... 30
7th Grade ........................................... 36
8th Grade ........................................... 45
Math Strategies
6th Grade ........................................... 30
7th Grade ........................................... 36
8th Grade ........................................... 45
Minimum Graduation Programs ....................... 3

New Students – Grades 6, 7, and 8 ....................... 22

On-level Courses .................................... 19
Orchestra
6th Grade (Beginning) .............................. 32
7th Grade ........................................... 41
8th Grade ........................................... 50

Physical Education
6th Grade ........................................... 31
7th Grade ........................................... 37
8th Grade ........................................... 46
Adapted ............................................. 55
Elective ............................................. 41, 46

Planning for Your Future .............................. 1
Post-Secondary Educational Opportunities .......... 26
Pre AP/AP Courses .................................. 20
Principles of Hospitality & Tourism ................. 52
Principles of Manufacturing .......................... 52

Reading, Basic ........................................ 55
Reading/English/Language Arts (RELA)
6th Grade ........................................... 29
7th Grade ........................................... 35
8th Grade ........................................... 44
Reading/English/Language Arts Pre-AP (RELA)
6th Grade ........................................... 29
7th Grade ........................................... 35
8th Grade ........................................... 44

Reading Strategies
6th Grade ........................................... 29
7th Grade ........................................... 25
8th Grade ........................................... 44

Requirements
6th Grade ........................................... 28
7th Grade ........................................... 34
8th Grade ........................................... 43

Schedule Changes .................................... 22

Science Pre-AP
6th Grade ........................................... 31
7th Grade ........................................... 37
8th Grade ........................................... 46

Social Studies
Contemporary World Cultures ...................... 30
Contemporary World Cultures Pre-AP .............. 30
Texas History ....................................... 36
Texas History Pre-AP ................................ 36
U.S. History ......................................... 45
U.S. History Pre-AP ................................ 45

Spanish
Spanish I .............................................. 52
Spanish I and II Beginning for Native Speakers ... 52
Spanish, Introduction to ................................ 40, 50

Special Education .................................... 21, 54
Adapted Behavior ................................... 55
Adapted Physical Education ......................... 55
Applied Skills ....................................... 56
Basic English ......................................... 55
Basic Math .......................................... 55
Basic Reading ....................................... 55
Life Skills ............................................ 56

Special Education Support Services ................. 54
In-Class Support ...................................... 54
External Support ...................................... 54

Special Programs
Gifted/Talented ....................................... 20

STAAR and EOC Assessments ........................ 23
Student Education Benefits Program ................ 12

Study Hall ............................................ 42, 51
Study Skills .......................................... 42, 51
Summer School ....................................... 25

Teen Leadership ...................................... 42, 51
Texas Financial Aid Programs ........................ 27
TEXAS Grant Program ............................... 3, 26
Texas History ........................................ 36
Texas History Pre-AP ................................ 36

Theatre
Theatre Arts .......................................... 32
Theatre Arts I ........................................ 42, 51
Theatre Arts II ....................................... 51

Top 10 Percent College Admissions .................... 26
Touch System Data Entry ............................. 53

United States History ................................ 45
United States History Pre-AP ........................ 45
COMPLIANCE STATEMENT

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

El Distrito de Humble cumple plenamente con las provisiones de leyes y regulaciones federales y estatales de no discriminación asegurando que no discrimina ni por sexo, incapacidad, raza, color, edad ni origen nacional en sus programas educacionales y vocacionales, actividades, ni empleo como requerido por Título IX, Título VI y la Sección 504 de la Acta de Rehabilitación y la Acta de Americanos Incapacitados (ADA).

Esta noticia se provee según el Título II de la Acta de Americanos Incapacitados (ADA) de 1990 y la Sección 504 de la Acta de Rehabilitación de 1973. Preguntas, quejas o información acerca de ADA o la sección 504 pueden hacer al/la coordinador/a del distrito.

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## MIDDLE SCHOOL COURSE GUIDE

### HUMBLE ISD MIDDLE SCHOOL VISUAL ART FEES

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