READING/ENGLISH/LANGUAGE ARTS: SIXTH GRADE

**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: SIXTH GRADE

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: SIXTH GRADE

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.
SCIENCE: SIXTH GRADE

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: SIXTH GRADE

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: SIXTH GRADE

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
COURSE DESCRIPTIONS FOR SIXTH GRADE

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, 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.

**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.
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.

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.
COURSE DESCRIPTIONS FOR SIXTH GRADE

**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

**READING/ENGLISH LANGUAGE ARTS: SEVENTH GRADE**

**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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**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

**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 EIGHTH GRADE

#### MATHEMATICS: SEVENTH GRADE

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: SEVENTH GRADE

**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: SEVENTH GRADE

**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
COURSE DESCRIPTIONS FOR EIGHTH GRADE

activities also include animal dissections and extensive microscope observations. Special collections, library research, and short and long projects may also be required.

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: SEVENTH GRADE

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: SEVENTH GRADE

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.
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 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,
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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.

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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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.

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) 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. 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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**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)**
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.

**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 receives 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 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 completes independent research/projects, PBL or group projects; access to
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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).

**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.
**Introduction to Graphic Design for Middle School**

Prerequisite: 9 week Exploring to Graphic Design course

In this digital graphics course, students will investigate careers in graphic design and illustration. Students will explore digital art in this introductory class to Graphic Design. This course will better prepare students who enjoy creating artwork and working with digital software. Students will learn about the skills needed for advertising and visual communications.
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: EIGHTH GRADE

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: EIGHTH GRADE

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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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.

SCIENCE: EIGHTH GRADE

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: EIGHTH GRADE

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.*
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 aid 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, 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 a yearly average of 90 or above 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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**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.

**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.
COURSE DESCRIPTIONS FOR EIGHTH GRADE

**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.

**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.

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
deep 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.

**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)**
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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.

**Introduction to Graphic Design for Middle School**

Prerequisite: 9 week Exploring to Graphic Design

In this digital graphics course, students will investigate careers in graphic design and illustration. Students will explore digital art in this introductory class to Graphic Design. This course will better prepare students who enjoy creating artwork and working with digital software. Students will learn about the skills needed for advertising and visual communications.

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**ELECTIVES OFFERED FOR HIGH SCHOOL CREDIT**

NOT ALL ELECTIVES ARE OFFERED BY EACH CAMPUS EACH YEAR.

**Business Information Management (CT406J)**

Prerequisite: Introduction to Keyboarding

1 Credit

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)**

Prerequisite: Recommended, Foods for Today

1 Credit

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)**

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.

**Principles of Manufacturing (CT1200J)**

1 Credit

Recommend 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)**

1 Credit

Prerequisite: Spanish Intro, Intro Spanish 6 or Exploratory Languages is recommended. 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.

**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.**
COURSE DESCRIPTIONS FOR EIGHTH GRADE

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

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

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 discrimina 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.

Section 504 and ADA: Programs & Services
Dr. Roger Brown
Deputy Superintendent/Chief Academic Officer
10203 Birchridge Drive
Humble, Texas 77338
(281) 641-8005

ADA: Facilities
Nolan Correa
Associate Superintendent, Operational Support Services
1703 Wilson Road
Humble, Texas 77338
(281) 641-8768

ADA: Personnel
Rick Gardner
Assistant Superintendent, Human Resources
10203 Birchridge Drive
Humble, Texas 77338
(281) 641-8160
## COURSE DESCRIPTIONS FOR EIGHTH GRADE

### HUMBLE ISD MIDDLE SCHOOL VISUAL ART FEES

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<th>MS CAMPUS</th>
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