



**SMALL**  
MIDDLE SCHOOL  
**AUSTIN** Independent School District

**2019-2020**  
**Course Description Guide**

**Austin Independent School District  
Middle School Course Guide**

**SMALL MIDDLE SCHOOL**

**4801 Monterey Oaks Blvd.**

**Austin Tx 78749**

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**Campus Mission Statement**

To nurture growth by empowering all students through unique, enriched and joyful learning opportunities.

## Scheduling Information

### Course Selection & Availability

Courses are offered according to student need and teacher availability. It is very important that students and parents give careful consideration to selecting appropriate courses each spring in preparation for the following year.

The choices students make on the course selection sheets determine the master schedule of course offerings available. The master schedule determines teacher assignments. Though never perfect, it is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability. Students should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections.

### Schedule Change Requests

The master scheduling process involves the course selection that you and your child complete in the spring of the year prior to the next grade level. This choice sheet allows us to create the number of classes necessary to accommodate for the classes students are requesting. Space in each class then becomes highly limited and often very difficult to change.

Schedule changes are possible only under very special circumstances. The following process will be required of every student, should they need a schedule change.

1. Print a schedule change form online or pick one up in the counseling center.
2. Specify which class you'd like to drop and which you'd like to add. Obtain signatures from the teacher you are dropping and the teacher whose class you wish to add.
3. Write a 2 - 3 paragraphs, 3 - 5 sentences each stating why you think this schedule change should be considered.
4. Obtain your parent's signature and submit it to your grade level counselor.

## Pre-AP & High School Credit Courses

Pre-AP courses are advanced courses designed to challenge students beyond grade-level academic work and to prepare students for advanced academic courses in high school. These courses include a special focus on the subject-specific activities a student are likely to encounter in a related high school advanced academic course. Pre-AP courses are available to students beginning in the 6th grade. It is recommended, but not required, that students wishing to take AP or other advanced courses in high school participate in Pre-AP courses offered in middle school and high school.

**How Are Pre-AP Courses Different?** Pre-AP courses include activities and strategies designed to engage students in active, high-level learning. Students will develop the skills, habit of mind, and concepts needed to succeed in college. Depth of material often requires students to read and write extensively in and out of class. To be successful in advanced courses, students are expected to have:

- The ability to go above and beyond what is asked;
- Good time management skills;
- Strong reading and writing skills;
- High interest in subject matter;
- The willingness to accept critical feedback; and
- The ability to know when and how to ask for help.

### How Many Pre-AP and/or High School Credit Courses Should a Student Take?

Consideration for the number of Pre-AP a student should take depends on the student's motivation, self-discipline, and available time outside of class.

While Small Middle School encourages all students to access advanced coursework, parents and students should carefully weigh this decision carefully. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes. In order to ensure success in Pre-AP and high school courses, students who wish to enroll in Pre-AP and high school courses are expected to demonstrate the following characteristics:

- \_\_\_ Reads on or above grade level
- \_\_\_ Strong study skills and self-motivation
- \_\_\_ Proficient oral and written communication
- \_\_\_ Self-discipline to plan, organize, and carry out tasks to completion
- \_\_\_ Interest and self-directedness in a particular subject

## General Information

### Curriculum at a Glance

Small MS provides middle school students a well-balanced curriculum that meets the requirements of the Texas Education Agency (TEA). Our academic program offers all students the same basic course of study. Students in grades 6-8 are required to take core courses in English Language Arts and Reading, Mathematics, Science, Social Studies, Physical Education, and Fine Arts. These courses will be explained by subject area in this guide. All 6th grade students are placed in English Language Arts, Mathematics, Science, Social Studies, and Physical Education classes.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school.

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

### Gifted and Talented Services

Identified gifted students are expected, but not required, to take a rigorous course of study to include Advanced Mathematics in middle school, Pre-AP courses in middle and high school and AP courses in high school. Differentiation: Identified gifted and talented (G/T) students are offered differentiated learning opportunities within the classroom in Mathematics, English Language Arts and Reading, Science, and Social Studies. Differentiation is an instructional model guiding teachers in developing classrooms actively attentive to the needs of academically diverse skills student populations. The approach of differentiating instruction advocates active planning for student differences in the classroom. In a differentiated classroom, students have multiple options for taking in or accessing information (content), making sense of ideas (process), and expressing what they learn (product). In addition, flexible grouping and

acceleration opportunities are prescribed by the classroom teacher.

**G/T Cluster Grouping:** Cluster grouping is a method Small MS uses to meet the academic needs of G/T students. G/T students are clustered in core subject areas with a G/T trained classroom teacher. The G/T cluster teacher is responsible for teaching the core content academic curriculum as well as differentiating instruction for the G/T students.

**Advanced Mathematics:** Students in Advanced Mathematics experience a compacted curriculum. Four years of math instruction are compacted into three years with students completing Algebra I in their eighth grade year. Additional Advanced Math experience compacts curriculum for 6-8 grade math in sixth grade, Algebra I in seventh grade and Geometry in 8th grade. Students will have to earn a Level III Advanced on 5th grade Math STAAR score (or equivalent) and have a teacher recommendation for the Advanced Mathematics sequence. The Geometry track will also require a summer bridge camp with mandatory attendance.

## 6<sup>th</sup> Grade Course Descriptions

### 6<sup>th</sup> Grade English Language Arts and Reading Course Numbers:

**Academic** 1006.R0000.Y

**Pre-AP** 1006.H0000.Y

Grade 6 English Language Arts and Reading concentrates on the following strands of skills: Reading, Writing, Research, Listening and Speaking and Oral and Written Conventions. The skills are cumulative--students will continue to address earlier skills as needed while they attend to skills for their grade. In sixth grade, students will read and understand a wide variety of literary and informational texts and compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students will also be expected to conduct research where they will evaluate, synthesize, and present ideas and findings. Students will read and write on a daily basis.

### 6<sup>th</sup> Grade Mathematics:

**Course Numbers:**

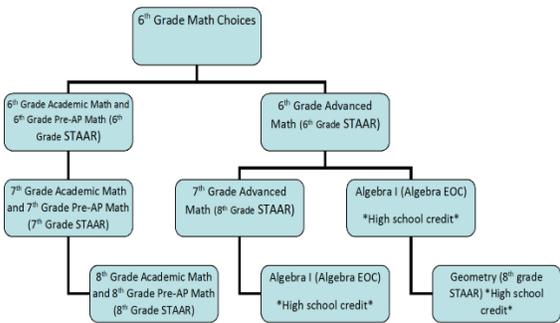
**Academic** 3006.R0000.Y

**Pre-AP** 3006.H0000.Y

**Advanced** 3016.H0000.Y

Throughout mathematics in grades 6-8 students build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, and data analysis and personal financial literacy. Please see flow chart below for the Small MS course sequencing possibilities.

Students may begin by taking Academic or Pre-AP math or 6<sup>th</sup> grade advanced math which could lead to Algebra or Geometry depending on 6<sup>th</sup> grade STAAR scores.



### 6<sup>th</sup> Grade Social Studies

**Course Numbers:**

**Academic** 6006.R0000.Y

**Pre-AP** 6006.H0000.Y

Students learn about events, leaders, beliefs, and geography in economic and political systems and cultures. Grade 6 emphasizes modern life in world regions. Students in Pre-AP are assigned and engaged in appropriate content and discussion extensions.

### 6<sup>th</sup> Grade Science

**Course Numbers:**

**Academic** 4006.R0000.Y

**Pre-AP** 4006.H0000.Y

Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level.

### P.E. & Functional Fitness

**Course Number:** 7016.R0000.Y

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

### 6<sup>th</sup> Grade Dance & Functional Fitness

**Course Number:** 7021.R0000.Y

Dance I is a year-long course designed for students to develop self-discipline and healthy bodies that move more expressively, efficiently, and safely. Students will demonstrate movement principles, historical and cultural relevance, and evaluation techniques associated with the Elements of Dance, Social Dance, Ballet, Jazz, Modern, World Dance, and Choreographic processes while working cooperatively in small groups. Students may have the opportunity to perform in a public performance setting. Functional Fitness will be taught in the spring semester. Students will study the 6<sup>th</sup> grade health and wellness concepts for healthy lifestyles while developing imagination & problem solving improving all aspects of individual health-related participate in a class production in the spring semester through such activities as Pilates, Yoga,

Circuit Training, Exercise Balls and Bands, and Aerobic activities, games, and Dance to increase cardiovascular endurance, muscular strength and endurance, and flexibility. Students will also be taught the 6th grade health education standards for healthy lifestyles along with body science applications such as Anatomy and Injury Prevention.

## 6<sup>th</sup> Grade Elective Course Descriptions

### FINE ARTS

#### Choir

**Course Number:** 5041.R0000.Y

**Year-long**

**Prerequisites:** None

Choir is performance oriented and teaches unison, two, three, and four-part choral literature through a study of vocal techniques, sight-reading skills, and music listening. Out of school rehearsals and performances are required.

#### Art

**Course Number:** 5001.R0000.X

**Semester-long**

**Prerequisites:** None

Students work with a variety of processes and materials such as painting and drawing, sculpture and ceramic. Students will evaluate their own art and the works of other artists.

#### Theater

**Course Number:** 5011.R0000.Y

**Semester-long**

**Prerequisites:** None

This dynamic introduction to Theater Arts focuses on pantomime, puppetry, improvisation activities, characterization development, and the many elements of creating and performing skills. Projection & characterization development are practiced in skits created by the students from simple prompts. Students are expected to participate in a class production during the spring semester.

#### Band

**Year-long**

**Prerequisites:** None

Beginner level band includes the basic elements of music playing skills, & introduction to band literature. Most beginning band students are learning to play their first musical instrument. Students will perform at a football game, Winter

Concert, Winter Recital, Spring Trip, & Spring Concert.

#### Orchestra

**Year-long**

**Prerequisites:** None

Description: Basic fundamentals of stringed instruments are taught. During 6th grade, very little outside time is involved. Usually, beginners play 2 to 3 concerts a year.

### WORLD LANGUAGES

#### Mythology & Exploring Languages

**Course Number:** 9930.R0000.x/9326.R0000.X

**Year-long**

**Prerequisites:** None

Introduction to a wide variety of languages and cultures to help students become more aware of our increasingly global community. Students will be exposed to Latin, Spanish, and American Sign Language.

#### Spanish 1

**Course Number:** 2313.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisite:** None

Spanish 1 is a course designed for students with little to no current working knowledge of Spanish. Students will be introduced to a basic working vocabulary and to basic working grammatical structures related to their immediate environment. Receptive and expressive skills are fostered through interactive Spanish lessons in the target language. The course also includes information about Spanish-speaking cultures and celebrations around the world.

#### Latin I

**Course Number:** 2213.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisites:** None

Latin is the language of the ancient Romans, the foundation of the Romance languages, and the source of much of our medical and legal terminology. The influence of ancient culture is very much in evidence in our legal system, our literature and even our pop culture. In Latin, we learn the basics of the language by reading stories that follow a Roman family through their daily lives. In addition to the language, we explore Roman culture, history, mythology, and connections with our culture and language.

## **GREEN ACADEMY (Environmental Science)**

### **World Outside & Native Plants and Animals**

**Course Number:** 9132.R0000.X/9131.R0000.Y

**Year-long**

**Prerequisites:** None

Through outdoor activities, games, art, music and group projects World Outside students practice careful observation and the use of critical thinking skills to recognize relationships within ecosystems and calculate the impact of human activities on the environment. Animal and garden maintenance are a large component of this class. In Native Plants and Animals students learn about habitat and the plants and animals native to our region and maintain our National Wildlife Federation certified Schoolyard Habitat.

## **TECH ACADEMY**

### **TECH Careers & Robotics**

**Course Number:** 8426.R0000.X/ 8431.R0000.X

**Year-long**

**Prerequisites:** None

In TECH Careers students will have hands-on exploration of rocketry, aerospace, bridge/structure design and building. They will also be introduced to careers related to technology and specific topics listed above. Students do technical design, research and development, problem solving, and work safely with handheld and power tools. Robotics should be thought of an exploration into engineering and the automation of mechanism. There are two areas of focus:

1. Robots must be engineered & built.
2. Robots must be programmed.

### **Flight and Space & Energy and the Environment & VEX IQ Robotics**

**Course Number:** 8885.R0000.X/8886.R0000.X

**Year-long**

**Prerequisites:** None

Flight & Space introduces students to the history of flight. Students will design an aircraft or spacecraft as they discover the science of flying, explore the science behind aeronautics, & learn about the history & principles of space travel. Energy & the Environment will investigate types & forms of energy sources, learn about using energy efficiently, energy conservation, and will measure energy using student created windmill generators.

## **Intro to Journalism & Intro to Photojournalism**

**Course Number:** 1077.R0000.X/9822.R0000.Y

**Year-long**

**Prerequisites:** None

In this class students get to learn about the history of communication and photograph. Students will take lots of pictures of exciting things around school. We have press conferences, do interviews with interesting people and learn the basics of great photography and being a news reporter. Photojournalism builds off of Intro to Journalism and allows students to go deeper into photography and news reporting. We discuss ethics, create photo essays and continue to build the skills needed to be on the yearbook staff of our online news, The Cougar Online.

## **OTHER**

### **AVID**

**Course Number:** 9217.R0000.Y

**Year-long**

**Prerequisites:** Application Required

AVID is a 4th - 12th grade program to prepare students to attend college. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement via Individual Determination. The AVID curriculum, based on rigorous standards and is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading.

## **7<sup>th</sup> Grade Required Course Descriptions**

### **7th Grade English Language Arts**

**Course Numbers:**

**Academic** 1007.R000.Y

**Pre-AP** 1007.H000.Y

In this course, students learn writing, research, listening, and speaking skills from the English Language Arts and Reading TEKS. Students compose a variety of genres at increasing levels of difficulty each year. Students complete research projects, present their findings, and engage in discussions with their peers. They learn grammar usage, vocabulary, and other English language skills within the context of reading and writing.

## **7th Grade Mathematics**

### **Course Number:**

**Academic** 3007.R0000.Y

**Pre-AP** 3007.H0000.Y

**Advanced** 3017.H0000.X/3018.H0000.X

**Algebra** 3313.HJ00.Y

Academic/Pre-AP: Throughout mathematics in grades 6-8 students build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, and data analysis and personal financial literacy.

Advanced: All 8th grade TEKS are taught, in addition to the 7th grade TEKS not covered in the 6th grade advanced course. Students enrolled in this course will take the 8th grade STAAR.

**Algebra:** 7th grade students may take Algebra, which is a high school credit course. This course is dependent upon STAAR scores. In Algebra, students deepen their understanding of relations and functions and expand their repertoire of familiar functions (linear, quadratic, and exponential).

## **7th Grade Social Studies**

### **Course Numbers:**

**Academic** 6007.R0000.Y

**Pre-AP** 6007.H0000.Y

Students learn about events, leaders, beliefs, and geography in economic and political systems and cultures. Grade 7 studies Texas Geography and History.

## **7th Grade Science**

### **Course Numbers:**

**Academic** 4007.R0000.Y

**Pre-AP** 4007.H0000.Y

Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level.

## **7<sup>th</sup> Grade Elective Course Descriptions**

### **P.E.**

**Course Number:** 7017.R1000.X

#### **Semester-long**

Students in 7th grade physical education will apply self-discipline and healthy bodies that move similar concepts from one spot or movement setting to another. Students will learn how to

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

### **Athletics**

#### **Course Number**

**Fall:** 7037.R1000.X **Spring:** 7037.R2000.X

#### **Semester - long**

Students will participate in athletic activities during this class, which can be substituted for a physical education credit. Students will learn grade level Physical Education curriculum during the off-season. Students in athletics must commit to participating in the following sports and abide by the Small Middle School Athletics Contract.

Girls

Fall: Volleyball & Basketball

Spring: Track

Boys

Fall: Football

Spring: Basketball & Track

## **FINE ARTS**

### **Dance II**

**Course Number:** 7022.R0000.X

#### **Semester-long**

Dance II is a one semester course designed for students to demonstrate, create, and evaluate dance movement elements associated with the Elements of Dance, Ballet, Jazz, Modern, and Choreographic processes in cooperative groups or individually. Students will implement body science applications by using Anatomy and Injury Prevention in proper alignment and technique, and will distinguish between concepts of health and wellness for healthy lifestyles while improving cardiovascular endurance, muscular strength and self-discipline and healthy bodies that move expressively, efficiently, and safely. Students recognize dance as a vehicle for understanding historical and cultural relevance,

increasing an awareness of their heritage and traditions and those of others. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students in Dance II are required to perform in a public performance setting.

### **Cougar Dancers**

**Course Number:** 7023.R0000.Y

**Year - long**

**Prerequisite: Audition Required**

Dance III is a course designed for students to demonstrate advancing movement principles and technique and explore choreographic performance qualities associated with the Elements of Dance, Ballet, Jazz, Modern, and Hip Hop. Students demonstrate self-discipline and healthy bodies that move expressively, efficiently, and safely. Students use dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students are required to perform in a public performance setting. Out-of-school rehearsals and performances may be required.

### **Art MS 2**

**Course Number:** 5002.R0000.X

**Semester - long**

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. This course is designed to expose students to a variety of media and tools; they will create various projects while they explore different forms of art. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing endurance, and flexibility. Students develop disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop a respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of

lifelong skills of making informed judgments and evaluations. Student work will be exhibited throughout the school and in art shows and contests.

### **Advanced Art**

**Course Number:** 5003.R0000.Y

**Year-long**

**Prerequisite:** By application only (students who mark this course and do not get accepted will automatically be placed in Art MS2 for 7th grade. Art students must have completed the Art MS1, or an art course in middle school, in order to take this higher level art class. Students will focus on individual expression, elements and principles of design, and expanding their skill level while studying various artists and art styles. This course is designed to help students further explore many different types of media and tools; they will create various projects while they continue to explore and develop their own unique style in different forms of art. Student work will be exhibited throughout the school and in art shows and contests.

### **Beginning Theater**

**Course Number:** 5012.R0000.X

**Semester - long**

This introduction to Theatre Arts is for students who may or may not have theatre experience. The course focuses on acting terminology, rehearsed published works, and the study of cultural and historical implications embedded in play literature.

### **Intermediate Theater**

**Course Number:** 9635.R0000.X

**Semester - long**

**Prerequisite:** Beginning Theater

An intermediate Theatre arts course with a focus on acting and directing skills, as well as character development. Students will continue warm ups and improvisational activities as well as reinforce prior knowledge, while emphasizing performance as well as historical and cultural heritage.

## **Theater Production**

**Course Number:** 5013.R0000.X

**Semester - long**

This is a really exciting class that focuses on the behind the scenes work for a production. Create, communicate, and collaborate. Students design and create the sets, costumes, makeup, and props for the current production. You'll also learn to use sound, lighting, and media to help enhance the theater experience. We'll work, we'll play, we'll glue, we'll design, and most importantly we'll have a blast!

## **Advanced Theater Arts**

**Course Number:** 9529.R0000.Y

**Year - long**

**Prerequisite:** Previous theater class, audition, and teacher approval

This class teaches advanced acting techniques. Concepts explored will include rehearsal techniques, character analysis, playwriting and design. Students present the one-act play at a district-wide festival. The class also produces several community performances including a spring musical. Students will have the opportunity to rehearse and to perform in school productions. After school rehearsals are required. This class sponsors events such as the Small-o-ween Haunted House, Small's Got Talent Show.

## **Choir MS 2 (Girls/Boys)**

**Course Numbers**

**Girls:** 5072.R0000.Y/**Boys:** 5042.R1000.Y

**Year - long**

Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is a performance oriented course and teaches unison, two, three, and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. 7th grade offers an all girl choir and a separate men's choir. **Choir MS 3 will be offered to those who audition and place into Concert Choir.**

## **Band**

**Course Number**

**Year - long**

Students focus on improving their fundamental skills and begin/continue instruction on full band music in a large ensemble. All students are placed in one of our 3 performing ensembles which perform 2-4 times each semester. All of these

students have the opportunity to be in the Pep Band and attend the Spring Trip.

## **Jazz Band**

**Chamber Winds/Percussion**

**Course Number**

**Year - long**

**Prerequisite:** 1 year of band and audition  
Jazz: 7th & 8th graders that play trombone, saxophone, trumpet, drum set, guitar, bass, or piano may try out for this year long course. Students are required to be enrolled in band next year in order to try out for Jazz (unless they are in orchestra and play bass, guitar, or piano).

Chamber Winds/Percussion: An optional second band course only for Advanced band musicians not in Stage/Jazz Band who wish to have a music class every day in addition to their regular band class. Students will learn small ensemble music, solos, music theory, music history, conducting, and composition in addition to specialized techniques on their instrument. (for choice sheet, check jazz and pencil in chamber)

## **Orchestra**

**Course Number**

**Year - long**

Being involved in instrumental music provides an enriching cultural, social, and educational experience. A great deal of self-discipline is developed by mastery of a musical instrument. It provides an emotional outlet and appreciation that is carried throughout life. Learning to play an instrument and performing is hard work, yet rewarding.

Students perform 3-5 concerts a year, depending on their orchestra. Every orchestra except Beginning participates in U.I.L. Concert and Sight-reading Contest. Each orchestra also participates in a performance festival toward the end of the year.

## WORLD LANGUAGES

### Spanish 1

**Course Number:** 2313.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisite:** None

Spanish 1 is a course designed for students with little to no current working knowledge of Spanish. Students will be introduced to a basic working vocabulary and to basic working grammatical structures related to their immediate environment. Receptive and expressive skills are fostered through interactive Spanish lessons in the target language. The course also includes information about Spanish-speaking cultures and celebrations around the world.

### Spanish II

**Course Number:** 2323.RJY00.Y

**Year - long, High School Credit Course**

**Prerequisite:** Spanish I

Spanish 2 continues and advances the introduction to the language the student received in Spanish 1 and helps fulfill the languages other than English requirement for High School graduation. Students further develop their ability to communicate both in writing and speaking as well as continue to investigate countries and cultures from the Spanish speaking world.

### Latin I

**Course Number:** 2213.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisites:** None

Time travel to the days of togas, chariot races, gladiators, Jupiter, Juno, Hercules, Medusa, eruption of Mt. Vesuvius, and much more. As you study the Latin language, you will explore Roman culture, history, mythology, and more. Latin is your key to the past as well as your key to your future. The study of Latin will stay with you forever. You will meet the Romans in common expressions, in English vocabulary, in building styles, in other languages, in literature, in the names of plants, animals, and spacecraft, on coins and state seals, in footnotes, on college diplomas, on SAT's, and the list goes on!

### Latin II

**Course Number:** 2223.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisites:** Latin I

Latin II continues sequential world language instruction of which the overarching goal is communication. Students will engage in

conversations, present information to an audience, and interpret culturally authentic materials. Students should perform at a novice - high to an intermediate - low proficiency by the end of the year.

## GREEN ACADEMY (Environmental Science)

### Nature Tech & Green Growing:

**Course Numbers:** 9150.R0000.X/9152.R0000.X

**Year - long**

**Prerequisite:** World Outside & Native Plants

Nature Tech is a junior Permaculture Design Course. Students learn to work with and extend the patterns of nature to create resilient and sustainable systems that provide for all our needs locally and globally. Projects include opportunities for ecosystem maintenance, food production, animal care, green building, green chemistry, zero waste and energy/water optimization.

In Green Growing students explore the whole process of native and food plant propagation from harvesting seeds, germination, transplantation and maintenance of habitats.

## TECH COURSES

### PLTW Design and Modeling & Automation and Robotics

**Course Numbers:** 8853.R0000.Y

**Year-long, High School Credit Course**

Design & Modeling (DM) looks at the steps of the design process and how it used in each day in multiple areas. Students learn sketching and dimensioning - perspective, isometric, and orthographic sketches. We use Autodesk Inventor to bring their designs to 3D...several things have the opportunity to be printed on the 3D printers. Automation & Robotics (AR) investigates robot uses, types, and advantages. Students use the same programming language as in sixth grade, ROBOTC, and we expand on their knowledge. Students go through the design process to solve problems/challenges they are given.

## **PLTW Green Architecture & Medical Detectives**

**Course Numbers:** 8884.R0000.Y

### **Year - long, High School Credit Course**

Medical Detective investigates vital signs, viruses/bacteria and infectious diseases, nervous system...including sheep brain dissections, DNA - cheek cell extraction, and a murder mystery investigating a killer and looking at their DNA through gel electrophoresis.

Green Architecture allows students to learn how to use an architect scale creating their dream bedroom, Autodesk Revit to put their bedroom in 3D, and then printing their bedroom...if they like. We look at different building materials, styles, and areas. We also look at emergency housing and how to create a functional, mobile shelter.

*MD and GA are also offered as semester classes. No high school credit for semester classes.*

## **PLTW App Creators**

### **Semester - long**

Students will experience the positive impact of the application of computer science to society as well as other disciplines, via introduction to the field of computer science and the concept of algorithmic and computational thinking, through the creation of mobile apps. Students will be challenged to be creative and innovative as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students will customize their experience by identifying a personal or community problem of interest to them from the areas of health, environment, emergency preparedness, education, community service, and school culture that can be solved with a mobile app solution. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle. Students will build their own apps that will work on an Android device and that can be shared with others.

## **PLTW Computer Science for Innovators and Makers**

### **Year - long**

Students will discover computer science concepts and skill by creating personally relevant, tangible, and shareable projects. This course teaches students that programming goes beyond the virtual world and into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Using algorithmic and computational thinking and design, students create and upload programs to a microcontroller

that performs a variety of tasks. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. Students will broaden their understanding of computer science concepts through meaningful application by selecting and solving a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

## **Media Animation I**

**Course Number:** 8417.R0000.X

### **Semester - long**

Students will explore careers in animation including researching labor market information and educational requirements. Students will get hands on experience in creating different types of animation.

## **Media Animation II**

**Course Number:** 8419.R0000.X

### **Semester - long**

**Prerequisite:** Media Animation I

Students will explore careers in film and video including researching labor market information and educational requirements. Students will get hands on experience in creating a variety of media.

## **Manufacturing & Construction**

**Course Number:** 8429.R0000.X

### **Semester - long**

Students will have a hands-on experience for understanding sustainable building methods and materials to design projects that fill the need for the community. Students will use machines in the classroom for construction and manufacturing

## **Energy, Power, and Transportation**

**Course Number:** 8433.R0000.X

### **Semester - long**

This course is designed to investigate the types of activities performed in the energy, power, and transportation industry. Through hands-on laboratory experiences, students will explore the skills and technologies of these industries. Students will build CO2 Race cars, Mousetrap cars and solar powered cars. They will explore rocketry by building engine-powered rockets while using machine and hand tools.

### **Photo I**

**Course Number:** 8440.R0000.X

**Semester - long**

Photography is designed as an introduction digital photography and the careers available in the field of digital photography. Students will discuss different career pathways in photography and get hands on experience in those various disciplines. The class also focuses on understanding the basic operations and functions of a dslr camera and the manipulation of its settings to achieve a specific result.

### **Photo II**

**Course Number:** 8445.R0000.X

**Semester - long**

**Prerequisite:** Photo I

This course is a continuation of practicing and expanding upon those skills acquired in Photo I.

### **Cougar Online News**

**Course Number:** 8935.R0000.Y

**Year - long**

**Prerequisite:** Intro to Photojournalism, Photojournalism, Photo 1 & Photo 2

In this course you will get report the breaking news around campus. Sometimes, you are the very first student on campus to learn the inside scoop on new events and happenings around campus. You interview those in the know, pull together video footage with your team, edit it, and put online for the real world to experience. Exciting!

### **Graphic Design Careers (Yearbook)**

**Course Number:** 8419.R0000.Y

**Year - long**

**Prerequisite:** Intro to Photojournalism, Photojournalism, Photo 1 & Photo 2, & Application  
Yearbook is where you leave your mark permanently in the all color wonderful yearbook. Your photographs and interviews will fill the pages of this highly anticipated yearly book of memories. Get up close with everything that makes our campus special: animals, special events, sports, science experiments, concerts, and everything that we all want to remember and learn more about. You'll be there!

### **OTHER**

#### **Life Lab**

**Course Number:** 9918.R0000.X

**Semester - long**

Integration of humanities, sociology, psychology, keyboarding, current events, economics, and

history. Inquiry based class that emphasizes real world issues by researching and collaborating on topics that will affect them in the future. Core concepts include college and career, money management, keyboarding, social issues affecting teens, modern day heroes, and the influence of technology on human development.

### **Creative Writing**

**Course Number:** 9031.R0000.X

**Semester - long**

This course provides writing experience in several genres. Students engage in the writing process from prewriting to publication and will engage in peer review and self-reflection. Students examine important examples of literature in relevant genres as subjects for technical analysis.

### **Mythology**

**Course Number:** 9929.R0000.X

**Semester - long**

Students study stories that shaped and were shaped by ancient cultures around the world including Greek, Roman, Mesopotamian, and Mayan cultures. Students will compare and contrast these myths and find similarities and differences in ways that people thought and looking at original source material to broaden students' knowledge.

### **Keyboarding**

**Course Number:** 8401.R0000.X

**Semester - long, High School Credit Course**

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communications, and reasoning skill and apply them to the business environment. Students are expected to key a minimum of 20 wpm.

### **AVID**

**Course Number:** 9218.R0000.Y

**Year - long**

**Prerequisite:** Application required

AVID is a 4th - 12th grade program to prepare students to attend college. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement via Individual Determination. The AVID curriculum, based on rigorous standards and is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading.

## 8<sup>th</sup> Grade Required Course Descriptions

### 8th Grade English Language Arts

**Course Number:**

**Academic** 1008.R0000.Y

**Pre-AP** 1008.H0000.Y

In this course, students learn writing, research, listening, and speaking skills from the English Language Arts and Reading TEKS. Students compose a variety of genres at increasing levels of difficulty each year. Students complete research projects, present their findings, and engage in discussions with their peers. They learn grammar usage, vocabulary, and other English language skills within the context of reading and writing.

### 8th Grade Mathematics

**Course Numbers:**

**Academic** 3008.R0000.Y

**Pre-AP** 3008.H0000.Y

**Algebra** 3313.HJ00.Y

**Geometry** 3413.HJ000.Y

Academic/Pre-AP: The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations.

Algebra: 8th grade students may take Algebra, which is a high school credit course. This course is dependent upon STAAR scores. In Algebra, students deepen their understanding of relations and functions and expand their repertoire of familiar functions (linear, quadratic, and exponential). Principal permission is required to enroll in the Algebra I PreAP course if a student did not complete the Grade 7 Advanced

Mathematics course. Students enrolled in Pre-AP Algebra 1 will take the STAAR Algebra 1 EOC assessment.

Geometry: Students should develop facility with a broad range of ways of representing geometric ideas - including coordinates, networks, transformations - that allow multiple approaches to geometric problems and that connect geometric interpretations to other contexts. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Patterns, Dimensionality, and Geometry of Location, Congruence and the Geometry of Size and Similarity and the Geometry of Shape.

### 8th Grade Social Studies, U.S. History

**Course Number:**

**Academic** 6008.R0000.Y

**Pre-AP** 6008.HR0000.Y

**Year-long**

Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade 8 studies U.S. History from exploration to 1877.

### 8th Grade Science

**Course Number**

**Academic** 4008.R0000.Y

**Pre-AP** 4008.H0000.Y

**IPC** 4321.R000.Y

**Year-long**

Academic/Pre-AP: Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level.

IPC: Integrated Physics and Chemistry students use scientific methods and critical thinking to study a variety of physical science concepts. Major topics include force, motion, energy and structure, and properties of matter. Texas law requires at least 40% lab and field investigations.

## 8<sup>th</sup> Grade Elective Course Descriptions

**P.E.**

**Course Number:** 7018.R10000.X

**Semester-long**

Students in 8th grade physical education will continue to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities in and out of school.

Students will be able to demonstrate higher-level movement skills, strategies and tactics within game play. Students will learn the components of fitness. The 8th grade physical activity focus is: Badminton, Basketball, Golf, Lacrosse, Team Handball, Volleyball, Weight Training, and Fitness skills.

### **Athletics**

#### **Course Number**

**Fall:** 7038.R1000.X **Spring:** 7038.R2000.Y

#### **Semester - long**

Students will participate in athletic activities during this class, which can be substituted for a physical education credit. Students will learn grade level Physical Education curriculum during the off-season. Students in athletics must commit to participating in the following sports and abide by the Small Middle School Athletics Contract.

Girls Fall: Volleyball & Basketball  
Spring: Track  
Boys Fall: Football  
Spring: Basketball & Track

### **FINE ARTS**

#### **Dance II**

**Course Number:** 7022.R0000.X

#### **Semester-long**

Dance II is a one semester course designed for students to demonstrate, create, and evaluate dance movement elements associated with the Elements of Dance, Ballet, Jazz, Modern, and Choreographic processes in cooperative groups or individually. Students will implement body science applications by using Anatomy and Injury Prevention in proper alignment and technique, and will distinguish between concepts of health and wellness for healthy lifestyles while improving cardiovascular endurance, muscular strength and self-discipline and healthy bodies that move expressively, efficiently, and safely. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students in Dance II are required to perform in a public performance setting.

#### **Cougar Dancers**

**Course Number:** 7023.R0000.Y

#### **Year - long**

#### **Prerequisite: Audition Required**

Dance III is a course designed for students to demonstrate advancing movement principles and technique and explore choreographic performance qualities associated with the Elements of Dance, Ballet, Jazz, Modern, and Hip Hop. Students demonstrate self-discipline and healthy bodies that move expressively, efficiently, and safely. Students use dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students are required to perform in a public performance setting. Out-of-school rehearsals and performances may be required.

#### **Art MS 3**

**Course Number:** 5002.R0000.X

#### **Semester - long**

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. This course is designed to expose students to a variety of media and tools; they will create various projects while they explore different forms of art. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing endurance, and flexibility. Students develop disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Student work will be exhibited throughout the school and in art shows and contests.

**Advanced Art****Course Number:** 5003.R0000.Y**Year-long**

**Prerequisite:** By application only (students who mark this course and do not get accepted will automatically be placed in Art MS2 for 7th grade. Art students must have completed the Art MS1, or an art course in middle school, in order to take this higher level art class. Students will focus on individual expression, elements and principles of design, and expanding their skill level while studying various artists and art styles. This course is designed to help students further explore many different types of media and tools; they will create various projects while they continue to explore and develop their own unique style in different forms of art. Student work will be exhibited throughout the school and in art shows and contests.

**Beginning Theater****Course Number:****Semester - long**

This introduction to Theatre Arts is for students who may or may not have theatre experience. The course focuses on acting terminology, rehearsed published works, and the study of cultural and historical implications embedded in play literature.

**Intermediate Theater****Course Number:** 9635.R0000.X**Semester - long****Prerequisite:** Beginning Theater

An intermediate Theatre arts course with a focus on acting and directing skills, as well as character development. Students will continue warm ups and improvisational activities as well as reinforce prior knowledge, while emphasizing performance as well as historical and cultural heritage.

**Theater Production****Course Number:** 5013.R0000.X**Semester - long**

This is a really exciting class that focuses on the behind the scenes work for a production. Create, communicate, and collaborate. Students design and create the sets, costumes, makeup, and props for the current production. You'll also learn to use sound, lighting, and media to help enhance the theater experience. We'll work, we'll play, we'll glue, we'll design, and most importantly we'll have a blast!

**Advanced Theater Arts****Course Number:** 9529.R0000.Y**Year - long****Prerequisite:** Previous theater class, audition, and teacher approval

This class teaches advanced acting techniques. Concepts explored will include rehearsal techniques, character analysis, playwriting and design. Students present the one-act play at a district-wide festival. The class also produces several community performances including a spring musical. Students will have the opportunity to rehearse and to perform in school productions. After school rehearsals are required. This class sponsors events such as the Small-o-ween Haunted House, Small's Got Talent Show.

**Choir MS 3 (Girls/Boys)****Course Numbers****Girls: 5/Boys:****Year - long**

Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is a performance oriented course and teaches unison, two, three, and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. 7th grade offers an all girl choir and a separate men's choir. **Choir MS 3 Course Number: will be offered to those who audition and place into Concert Choir.**

**Band****Year - long**

Students focus on improving their fundamental skills and begin/continue instruction on full band music in a large ensemble. All students are placed in one of our 3 performing ensembles which perform 2-4 times each semester. All of these students have the opportunity to be in the Pep Band and attend the Spring Trip.

## **Jazz Band**

### **Chamber Winds/Percussion**

#### **Course Number**

#### **Year - long**

**Prerequisite:** 1 year of band and audition

Jazz: 7th & 8th graders that play trombone, saxophone, trumpet, drum set, guitar, bass, or piano may try out for this year long course. Students are required to be enrolled in band next year in order to try out for Jazz (unless they are in orchestra and play bass, guitar, or piano).

Chamber Winds/Percussion: An optional second band course only for Advanced band musicians not in Stage/Jazz Band who wish to have a music class every day in addition to their regular band class. Students will learn small ensemble music, solos, music theory, music history, conducting, and composition in addition to specialized techniques on their instrument. (for choice sheet, check jazz and pencil in chamber)

## **Orchestra**

#### **Year - long**

Being involved in instrumental music provides an enriching cultural, social, and educational experience. A great deal of self-discipline is developed by mastery of a musical instrument. It provides an emotional outlet and appreciation that is carried throughout life. Learning to play an instrument and performing is hard work, yet rewarding.

Students perform 3-5 concerts a year, depending on their orchestra. Every orchestra except Beginning participates in U.I.L. Concert and Sight-reading Contest. Each orchestra also participates in a performance festival toward the end of the year.

## **WORLD LANGUAGES**

### **Spanish I**

**Course Number:** 2313.RJY00.Y

**Year-long, High School Credit Course**

**Prerequisite:** None

Spanish 1 is a course designed for students with little to no current working knowledge of Spanish. Students will be introduced to a basic working vocabulary and to basic working grammatical structures related to their immediate environment. Receptive and expressive skills are fostered through interactive Spanish lessons in the target language. The course also includes information about Spanish-speaking cultures and celebrations around the world.

### **Spanish II**

**Course Number:** 2323.RJY00.Y

**Year - long, High School Credit Course**

**Prerequisite:** Spanish I

Spanish 2 continues and advances the introduction to the language the student received in Spanish 1 and helps fulfill the languages other than English requirement for High School graduation. Students intermediate - low proficiency by the end of the year.

### **Spanish III**

**Course Number:**

**Year - long, High School Credit Course**

**Prerequisite:** Spanish II

Spanish III builds on the foundation students created in their first two years of Spanish. It develops a higher level student proficiency in the integrated skills of listening, speaking, reading, and writing with a strong focus still placed on the three modes of communication. Extensive and perhaps exclusive use of the target language by both the teacher and the student is a key factor at this third stage of language learning. Students should be able to perform at the level intermediate - low to intermediate - high proficiency levels.

## **GREEN ACADEMY (Environmental Science)**

### **Capstone Research Project/Environmental Ethics**

**Year - long**

**Prerequisite:** Green Academy membership plus approved project proposal

Students learn and practice the design process through a Sustainable Home mini-project and gather and analyze data through a school-wide systems Eco Audit. Final projects focus on design solutions to local environmental problems that require students to conduct extensive research, to communicate with stakeholders, to secure funding, to organize and plan construction schedules, to create a project website and to present to a panel of experts at a showcase event. In Environmental Ethics students develop an understanding of environmental issues through direct observation, literature, art, artifacts, and historical and legal documents. Debates provide the opportunity to practice research and communication skills. Various projects allow students direct experience of environmental stewardship and community service.

### **Taste of Science: Landscape Design/Environmental Ethics**

#### **Year - long**

This course covers the fundamentals of design and implements the hands on installation of the design. The designs will focus on and specialize in native plants of Texas, Xeriscape and drought resistant landscapes. We will be designing with native wildlife habitat needs and permaculture principles.

In Environmental Ethics students develop an understanding of environmental issues through direct observation, literature, art, artifacts, and historical and legal documents. Debates provide the opportunity to practice research and communication skills. Various projects allow students direct experience of environmental stewardship and community service.

### **Farm to Table (STEM Exploratory)**

#### **Year - long**

This course allows students to develop knowledge and skills related to sustainable food production: students maintain organic gardens, aquaponic systems, beehives, goats, sheep, rabbits, ducks and chickens.

In Environmental Ethics students develop an understanding of environmental issues through direct observation, literature, art, artifacts, and historical and legal documents. Debates provide the opportunity to practice research and communication skills. Various projects allow students direct experience of environmental stewardship and community service.

## **TECH COURSES**

### **PLTW Magic of Electrons & Science of Technology**

#### **Course Number:**

#### **Year - long**

**Prerequisite:** Design & Modeling/Automation & Robotics

MEST is a hands-on course. Science of Technology(ST) focuses on applied physics, applied chemistry, chemical engineering, and nanotechnology.

Magic of Electrons (ME) focuses on the science of electricity (the love of the electron), the behavior and parts of atoms, circuit design, and sensing devices.

### **PLTW Design & Modeling, Automation & Robotics**

#### **Course Number:**

#### **Year - long, High School Credit Course**

Design & Modeling (DM) looks at the steps of the design process and how it used in each day in multiple areas. Students learn sketching and dimensioning - perspective, isometric, and orthographic sketches. We use Autodesk Inventor to bring their designs to 3D...several things have the opportunity to be printed on the 3D printers. Automation & Robotics (AR) investigates robot uses, types, and advantages. Students use the same programming language as in sixth grade, ROBOTC, and we expand on their knowledge. Students go through the design process to solve problems/challenges they are given.

### **PLTW Green Architecture & Medical Detectives**

#### **Course Numbers: 8884.R0000.Y**

#### **Year - long, High School Credit Course**

Medical Detective investigates vital signs, viruses/bacteria and infectious diseases, nervous system...including sheep brain dissections, DNA - cheek cell extraction, and a murder mystery investigating a killer and looking at their DNA through gel electrophoresis.

Green Architecture allows students to learn how to use an architect scale creating their dream bedroom, Autodesk Revit to put their bedroom in 3D, and then printing their bedroom...if they like. We look at different building materials, styles, and areas. We also look at emergency housing and how to create a functional, mobile shelter.

*MD and GA are also offered as semester classes. No high school credit for semester classes.*

### **PLTW App Creators**

#### **Semester - long**

Students will experience the positive impact of the application of computer science to society as well as other disciplines, via introduction to the field of computer science and the concept of algorithmic and computational thinking, through the creation of mobile apps. Students will be challenged to be creative and innovative as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students will customize their experience by identifying a personal or community problem of interest to them from the areas of health, environment, emergency preparedness, education, community service, and school culture that can be solved with a mobile app solution. Because problems in the real world involve more than one discipline, the unit will

introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle. Students will build their own apps that will work on an Android device and that can be shared with others.

### **PLTW Computer Science for Innovators and Makers Year – long**

Students will discover computer science concepts and skill by creating personally relevant, tangible, and shareable projects. This course teaches students that programming goes beyond the virtual world and into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Using algorithmic and computational thinking and design, students create and upload programs to a microcontroller that performs a variety of tasks. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. Students will broaden their understanding of computer science concepts through meaningful application by selecting and solving a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

### **Media Animation I**

**Course Number:** 8417.R0000.X

**Semester - long**

Students will explore careers in animation including researching labor market information and educational requirements. Students will get hands on experience in creating different types of animation.

### **Media Animation II**

**Course Number:** 8419.R0000.X

**Semester - long**

**Prerequisite:** Media Animation I

Students will explore careers in film and video including researching labor market information and educational requirements. Students will get hands on experience in creating a variety of media.

### **Manufacturing & Construction**

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Students will have a hands-on experience for understanding sustainable building methods and materials to design projects that fill the need for the community. Students will use machines in the classroom for construction and manufacturing

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**Course Number:** 8440.R0000.X

**Semester - long**

Photography is designed as an introduction digital photography and the careers available in the field of digital photography. Students will discuss different career pathways in photography and get hands on experience in those various disciplines. The class also focuses on understanding the basic operations and functions of a dslr camera and the manipulation of its settings to achieve a specific result.

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**Course Number:** 8445.R0000.X

**Semester - long**

**Prerequisite:** Photo I

This course is a continuation of practicing and expanding upon those skills acquired in Photo I.

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**Course Number:** 8935.R0000.Y

**Year - long**

**Prerequisite:** Intro to Photojournalism, Photojournalism, Photo 1 & Photo 2

In this course you will get report the breaking news around campus. Sometimes, you are the very first student on campus to learn the inside scoop on new events and happenings around campus. You interview those in the know, pull together video footage with your team, edit it, and put online for the real world to experience. Exciting!

### **Graphic Design Careers (Yearbook)**

**Course Number:** 8419.R0000.Y

**Year - long**

**Prerequisite:** Intro to Photojournalism, Photojournalism, Photo 1 & Photo 2, & Application Yearbook is where you leave your mark permanently in the all color wonderful yearbook. Your photographs and interviews will fill the

pages of this highly anticipated yearly book of memories. Get up close with everything that makes our campus special: animals, special events, sports, science experiments, concerts, and everything that we all want to remember and learn more about. You'll be there!

## **OTHER**

### **Life Lab**

**Course Number:** *9918.R0000.X*

#### **Semester - long**

Integration of humanities, sociology, psychology, keyboarding, current events, economics, and history. Inquiry based class that emphasizes real world issues by researching and collaborating on topics that will affect them in the future. Core concepts include college and career, money management, keyboarding, social issues affecting teens, modern day heroes, and the influence of technology on human development.

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### **Keyboarding**

**Course Number:** *8401.R0000.X*

#### **Semester - long, High School Credit Course**

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communications, and reasoning skill and apply them to the business environment. Students are expected to key a minimum of 20 wpm.

### **AVID**

**Course Number:** *9218.R0000.Y*

#### **Year - long**

**Prerequisite:** Application required

AVID is a 4th - 12th grade program to prepare students to attend college. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement via Individual Determination. The AVID curriculum, based on rigorous standards and is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading.

### **PALS**

**Course Number:**

#### **Year - long**

**Prerequisite:** Student Application

PALs (Jr. Teen Leadership) is a class where students study and practice leadership role within the community. Students create billboards and campaigns touting civic mindedness and being a positive role model. Students will also work with elementary students at Patton serving as mentors.