

Clint Small Jr. Middle School



Course Guide

2017-2018

Clint Small Jr. Middle School

4801 Monterey Oaks Trail

Austin, Texas 78745

Phone: 512.841.6700

Matthew Nelson, Principal

Marlo Malott, Green Tech Academic Dean

Patti Estep, Assistant Principal, A-M Last Name

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Cynthia Diaz, Lead Counselor

Marc Canales, Counselor

Carmen Castaneda, Counselor



7th Grade

Clint Small Middle School Student Name: _____

Choice Sheet

2017-2018

Student ID: _____

Academy : Dual Language DL & GTA Green TECH STEM GTA

Required Courses

English Language Arts <input type="checkbox"/> Academic 1027R <input type="checkbox"/> PreAP 1027H	Mathematics <input type="checkbox"/> Academic 3027R <input type="checkbox"/> Advanced 3027H (Leads to 8 th Algebra) <input type="checkbox"/> Algebra PreAP 3313.HJ000.Y (Leads to 8 th Geometry)	Social Studies/TX History <input type="checkbox"/> Academic 4927R <input type="checkbox"/> PreAP 4927H <input type="checkbox"/> In Spanish for DL 4927D	Science <input type="checkbox"/> Academic 4127R <input type="checkbox"/> Advanced 4127H (Leads to 8 th IPC)
<input type="checkbox"/> P.E. & _____ 6017R OR <input type="checkbox"/> Dance & _____ 6117R OR <input type="checkbox"/> Athletics ____ Fall ____ Spring 6217/6237 OR <input type="checkbox"/> Athletics Year-long	Select 3 of the electives below to possibly pair with your choice of P.E. OR Dance OR Semester Athletics. Number them in order of preference.		
	<input type="checkbox"/> Art 5117 <input type="checkbox"/> Beginning Theatre 1617 <input type="checkbox"/> Intermediate Theatre 1635 <input type="checkbox"/> Web Design 8412 <input type="checkbox"/> Computer Science 8414	<input type="checkbox"/> Theatre Production 1607R <input type="checkbox"/> Creative Writing 1041 <input type="checkbox"/> Comparative Mythology 4929R <input type="checkbox"/> Green Architecture # 8869 <input type="checkbox"/> Medical Detectives # 8870	

Elective Courses

Mark your top 8 elective choices below. Courses marked with # count as high school credit.
(ONLY 8 boxes total should be marked)

Fine Arts Students are required to take a minimum one semester in Fine Arts over the three years of middle school. Courses marked with * require an audition or teacher recommendation. <input type="checkbox"/> Choir girl 5627/boy 5620 <input type="checkbox"/> Orchestra 5427 <input type="checkbox"/> Band 5327 <input type="checkbox"/> Jazz Band 5528 <input type="checkbox"/> Intermediate Theatre/Theatre Production 1635/1607R <input type="checkbox"/> Jr. Teen Leadership 9326	<input type="checkbox"/> Advanced Art* 5228 <input type="checkbox"/> Advanced Theatre* 1629 <input type="checkbox"/> Cougar Dancers* 6128	STEM Advanced Learner <input type="checkbox"/> Nature Tech/ Green Growing 4150/4152 & PLTW: Design & Modeling Automation & Robotics 8865.RJC00.Y (These courses count for <u>two yearlong elective periods</u> .)
World Languages <input type="checkbox"/> Latin I 2213.RJY00.Y# <input type="checkbox"/> Latin II 2223.RJY00.Y# <input type="checkbox"/> Spanish I 2313.RJY00.Y# <input type="checkbox"/> Spanish II 2323.RJY00.Y# <input type="checkbox"/> Spanish Language Arts II (for DL students) 2323.RJY0A.Y# <input type="checkbox"/> American Sign Language I 2010.RJY00.Y# <input type="checkbox"/> American Sign Language II 2020.RJY00.Y#	Green Academy <input type="checkbox"/> Nature Tech & Green Growing 4150/4152	Tech Academy CTE & Project Lead The Way <input type="checkbox"/> PLTW Design and Modeling & Automation and Robotics# 8865.RJC00.Y <input type="checkbox"/> PLTW Computer Science# 8451 <input type="checkbox"/> PLTW Green Architecture & Medical Detectives# 8864.RCJ00.Y <input type="checkbox"/> Green Building & Power, Energy & Transportation 8428/8432 <input type="checkbox"/> Multimedia and Animation I 8417 <input type="checkbox"/> Multimedia & Animation II –Video and Film 8419 <input type="checkbox"/> Web Design I & Computer Science 8412/8452 <input type="checkbox"/> Photo Careers I & Photo Careers II 8440/8444 <input type="checkbox"/> Graphic Design Career (Yearbook) 8435 <input type="checkbox"/> Cougar Online News & Broadcast 8419 <input type="checkbox"/> Innovation Lab 4445

Rank your elective choices from 1 to 8 based on your order of preference.
We will do our best to give you your top 3 choices. Choices 4-8 will be used as alternates.

Choice #1	Choice #5
Choice #2	Choice #6
Choice #3	Choice #7
Choice #4	Choice #8

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

For Counselor Use ONLY Reading Intervention Math Intervention SBS SCORES ESL AVID



8th Grade

Clint Small Middle School
Choice Sheet
2017-2018

Student Name: _____

Student ID: _____

Academy : Dual Language DL & GTA Green TECH STEM GTA

Required Courses

English Language Arts <input type="checkbox"/> Academic 1028R <input type="checkbox"/> PreAP 1028H	Mathematics <input type="checkbox"/> Academic 3028R <input type="checkbox"/> Algebra PreAP 3313.HJ000.Y <input type="checkbox"/> Geometry 3413.H000.Y	Social Studies/U.S. History <input type="checkbox"/> Academic 4928R <input type="checkbox"/> PreAP 4928H	Science <input type="checkbox"/> Academic 4128R <input type="checkbox"/> IPC 4321.RJ000.Y
<input type="checkbox"/> P.E. & _____ 6018 OR <input type="checkbox"/> Dance & _____ 6118 OR <input type="checkbox"/> Athletics ____ Fall ____ Spring 6218/6238 OR <input type="checkbox"/> Athletics Year-long	<i>Select 3 of the electives below to possibly pair with your choice of P.E. OR Dance OR Semester Athletics. Number them in order of preference.</i> <input type="checkbox"/> Art 5117 <input type="checkbox"/> Theatre 1617 <input type="checkbox"/> Intermediate Theatre 1635 <input type="checkbox"/> Web Design 8412 <input type="checkbox"/> Computer Science 8414 <input type="checkbox"/> Innovation Lab 4445		
<input type="checkbox"/> Theatre Production 1607 <input type="checkbox"/> Creative Writing 1041 <input type="checkbox"/> Comparative Mythology 4929 <input type="checkbox"/> Green Architecture # 8869 <input type="checkbox"/> Medical Detectives 8870			

Elective Courses

Mark your top 8 elective choices below. Courses marked with # count as high school credit.
(ONLY 8 boxes total should be marked)

Fine Arts Students are required to take a minimum one semester in Fine Arts over the three years of middle school. Courses marked with * require an audition or teacher recommendation. <input type="checkbox"/> Choir girl 5627/boy 5620 <input type="checkbox"/> Orchestra 5427 <input type="checkbox"/> Band 5327 <input type="checkbox"/> Jazz Band 5528 <input type="checkbox"/> Advanced Art* 5228 <input type="checkbox"/> Advanced Theatre* 1629 <input type="checkbox"/> Cougar Dancers* 6128 <input type="checkbox"/> Intermediate Theatre/Theatre Production 1635/1607R <input type="checkbox"/> Jr. Teen Leadership 9326	STEM Advanced Learner <input type="checkbox"/> Capstone Research Project and Environmental Ethics AND PLTW: Magic of Electrons & Science of Technology (Counts as two yearlong courses) 4153/4150
World Languages <input type="checkbox"/> Latin I 2213.RJY00.Y# <input type="checkbox"/> Latin II 2223.RJY00.Y# <input type="checkbox"/> Latin III 2233.HJY00.Y# <input type="checkbox"/> Spanish I 2313.RJY00.Y# <input type="checkbox"/> Spanish II 2323.RJY00.Y# <input type="checkbox"/> Spanish III PreAP 2333.HJY00.Y# <input type="checkbox"/> American Sign Language I 2010.RJY00.Y# <input type="checkbox"/> American Sign Language II 2020.RJY00.Y# <input type="checkbox"/> American Sign Language III 2030.RJY00.Y#	Green Academy <input type="checkbox"/> Capstone Research Project and Environmental Ethics (Yearlong) Required for Certificate 4154/4153 <input type="checkbox"/> Taste of Science: Landscape Design and Environmental Ethics (Yearlong) Not for Certificate 4134/4153 <input type="checkbox"/> Principles of Agriculture and Environmental Ethics (Yearlong) Not for certificate 7703/4153
	Tech Academy CTE & Project Lead The Way <input type="checkbox"/> PLTW Design and Modeling & Automation and Robotics# 8865.RJC00.Y <input type="checkbox"/> PLTW Magic of Electrons & Science of Technology #8866.RJC00.Y <input type="checkbox"/> PLTW Computer Science# 8451 <input type="checkbox"/> PLTW Green Architecture & Medical Detectives# 8864.RCJ00.Y <input type="checkbox"/> Green Building & Power, Energy & Transportation 8428/8432 <input type="checkbox"/> Media Animation I & Media Animation II 8416/8418 <input type="checkbox"/> Web Design I Computer Science 8412/8452 <input type="checkbox"/> Photo Careers I & Photo Careers II 8439/8444 <input type="checkbox"/> Photo Careers II & Lit. Mag. 8444/1818 <input type="checkbox"/> Graphic Design Career (Yearbook) 8435 <input type="checkbox"/> Cougar Online News & Broadcast 8419

Rank your elective choices from 1 to 8 based on your order of preference.
We will do our best to give you your top 3 choices. Choices 4-8 will be used as alternates.

Choice #1	Choice #5
Choice #2	Choice #6
Choice #3	Choice #7
Choice #4	Choice #8

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

For Counselor Use ONLY Reading Intervention Math Intervention SBS SCORES ESL AVID

Small Green Tech Academy "Request for Enrollment" Form



Directions: Check one or more options below.

STEM Advanced Plan

Required Courses: Advanced Core Courses (English, Math, Science, Social Studies) for 6,7,8 grade AND

- ✓ Grade 6 – PLTW Flight and Space & PLTW Energy and the Environment AND World Outside & Native Plants and Animals
- ✓ Grade 7 – PLTW Design and Modeling & PLTW Automation and Robotics (VEX) AND Green Growing & Nature Tech
- ✓ Grade 8 – PLTW Science of Technology & PLTW Magic of Electrons AND Environmental Ethics & Independent Research or PLTW Medical Detectives & PLTW Green Architecture AND Environmental Ethics & Independent Research

Green Academy – Environmental Program of Study

Required Courses:

- ✓ Grade 6 – World Outside & Native Plants and Animals
- ✓ Grade 7 – Nature Tech & Green Growing
- ✓ Grade 8 – Environmental Ethics & Capstone Independent Research Project (**required for certificate**)
Taste of Science: Landscape Design & Environmental Ethics (**not for certificate**)
Principles of Agriculture & Environmental Ethics (**not for certificate**)

Tech Academy – Project Lead the Way (PLTW) Pre-Engineering Program of Study

Required Courses:

- ✓ Grade 6 – PLTW Flight and Space & PLTW Energy and the Environment (VEX)
- ✓ Grade 7 – PLTW Design and Modeling & PLTW Automation and Robotics (VEX)
- ✓ Grade 8 – PLTW Science of Technology & PLTW Magic of Electrons or PLTW Medical Detectives & PLTW Green Architecture

Tech Academy – Career & Technology Education (CTE) Program of Study

Required Courses:

- ✓ Grade 6 – Choose: Tech Careers & Lego Robotics OR Tech Careers & Photojournalism on the choice sheet
- ✓ Grade 7 – Choose 2 semesters of Tech Academy paired courses on the choice sheet (see course options)
- ✓ Grade 8 – Choose 2 semesters of Tech Academy paired courses on the course sheet (see course options)

By attaching this form to your choice sheet you are requesting enrollment in one of the Small MS Green Tech Academy programs of study and agree to follow the sequence of elective courses leading to an Endorsement Certificate at 8th grade promotion ceremony.

Your Academy coursework will be monitored by the Green Tech Academy Director, and any questions regarding Academy requirements should be directed to Marlo Malott at (512) 841-6742 or email: marlo.malott@austinisd.org.

Parent/Guardian Signature

Date

Student Signature

Date

ACADEMIC & GENERAL INFORMATION

General Information

Small Middle School serves students in grades six to eight. Our school is designed to meet the needs of young adolescents.

We encourage parents to contact the teachers often to build a teaming approach in working with his/her child. This allows better communication and support, as well as more individual attention for all students.

Enrollment

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide evidence of required immunizations, **proof of residence (utility bill or lease agreement)**, copy of birth certificate and social security card, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and number in case of emergency.

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 student populations. The approach of differentiating instruction advocates active planning for student differences in the classroom. In a differentiated classroom, students have multiple option

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 II 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.

Advanced Science: Students in Advanced Science experience a compacted curriculum. Excluding most chemistry and physics standards, grades 6-8 science instruction is compacted into two years with students completing Integrated Physics and Chemistry (IPC) in their eighth grade year. Students will have to earn a Level III Commended in 5th grade Science STAAR score for (or equivalent) for admission

Pre-AP In addition, Pre-AP classes are offered in English Language Arts and Reading, Science, and Social Studies by educators who are trained in advanced curriculum and in gifted and talented education.

Pre-AP (Pre-Advanced Placement Classes)

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges and universities where college-level courses are taught in a high school program. The purpose of Pre-Advanced Placement courses is to give students the opportunity to develop skills that will enable them to be successful in AP courses. At the end of each AP course, an AP Exam is given. High school students who demonstrate qualifying scores on the AP exams can receive college credit and/or advanced standing at a university or college. Pre-AP courses are characterized by an immersion in rigorous content, an accelerated pace, and performance assessment at the synthesis and evaluative levels. Typically, successful Pre-AP students are task-oriented, proficient readers, and able to prioritize their time. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses a student takes also varies with students' motivation, self-discipline, and available time outside of class. If you have any questions, please contact your child's teacher.

The following are characteristics of successful Pre-AP students:

Personal characteristics

- Reading on or above grade level
- Strong study skills and sufficient self-motivation to persevere when faced with challenging material or a more rapid pace of instruction
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the Pre-AP course

Academic characteristics

- Successful completion of prerequisite coursework
 - Recommended grade of 90 or higher in an academic class
 - Recommended grade of 80 or higher in Pre-AP class
- Successful performance in related content area courses (example: math and science or English and social studies)

- Scores at Level III: Advanced Academic Performance on the most recent STAAR test closely related to the Pre-AP course being considered.

Preparing Your Schedule

Sixth grade students should consider their interests and abilities in selecting courses for eighth grade and for high school. Therefore, when choosing elective courses sixth grade students should consider what it requires to accomplish their goals. For instance, if students are interested in taking 8th grade band, students should select the beginning course in sixth grade and the intermediate course in seventh grade. A course that is required before another course can be taken is called a “prerequisite course.” It is important students are aware of deadlines in selecting and changing course requests, as course selections are used to hire quality teachers and set the master schedule for the next year.

High School Credit and GPA

Courses taken for high school credit while in middle school will count in the student’s high school cumulative grade point average/GPA and recorded on the high school Academic Achievement Record (transcript).

Top Ten Gets You In

The Texas public college or university of your choice must automatically admit you if (1) your academic average placed you in the top 10 percent of your high school class; (2) you apply no later than two years after graduating from a Texas high school; and (3) you submit a completed application before the expiration of any filing deadline established by the college. The University of Texas at Austin is an exception to this rule. Under Senate Bill 175, the University of Texas, at Austin, is to admit automatically enough students to fill 75% of available space set aside for Texas residents in an entering freshmen class. As a result, the University of Texas, at Austin, will automatically admit all eligible 2017 summer/fall applicants who rank within the top 7% of their high school graduating class, with the remaining spaces to be filled through holistic review.

State of Texas Assessments of Academic Readiness (STAAR)

STAAR is the state’s student testing program that began in the 2011-2012 school year. The standardized testing program includes students in grades 3-12 and focuses on readiness for success in subsequent grades and courses and, ultimately, for college and career.

Over the course of their public school career, students participating in STAAR will be tested in the core subject areas - reading, writing, mathematics, science, and social studies.

Students in middle school take the following STAAR tests:

6th Grade – Reading, Mathematics

7th Grade – Reading, Writing, Mathematics

8th Grade – Reading, Mathematics, Science, Social Studies

At the high school level, 5 End-of-Course assessments replace grade specific tests.

Visit the Texas Education Agency website for more news and information about STAAR.

<http://tea.texas.gov/student-assessment/staar/>

NAVIGATING YOUR FUTURE

Preparing for your future starts now!

Here are some tips that can prepare you to begin thinking about high school and college today. Your future depends on it!

MIDDLE SCHOOL COURSES- Challenge yourself now with classes that can help you in high school. The courses you select in middle school can make an impact on high school.

- Challenge yourself - select courses that match your abilities, but are also challenging. You will be more prepared for high school. The more challenging courses you can take in high school the more prepared you are for college or other post-secondary opportunities.
- Investigate your options - determine what middle school courses can be taken for high school credit. Some courses you can take online throughout the year and Summer School. Talk to your counselor about the middle school courses you can take for high school credit. High School coursework is more demanding and requires organizational skills and determination to get the work done.
- Research available courses - determine what classes will build your skills for courses that you will be taking in high school.
- Begin to attend teacher tutorials when they are offered
- Visit with your counselor regarding your interests and future plans.
- In 8th grade, counselors will discuss your Personal Graduation Plan and talk about graduation requirements, including the Endorsements. A student can graduate with more than one endorsement on their academic achievement record (transcript). The colleges and universities are not concerned with the number of endorsements or the name of the endorsements, as long as the student is college ready and has met all admissions guidelines for the deadline for admission.
- **HB 5- Foundation High School Graduation Program with Endorsements**
Freshman in 2014 and beyond will be graduating under HB 5 Foundation High School Graduation Program with Endorsements. Students must graduate with a coherent sequence of courses for an Endorsement (Career Cluster); this endorsement will go on the student's Academic Achievement Record (transcript). For more information on the new graduation plans students and parents can go to www.austinisd.org/graduation-plans.

COURSE DESCRIPTIONS

Required Courses

ENGLISH LANGUAGE ARTS AND READING

6th Grade English Language Arts and Reading Course Number: 1027R/1027H

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.

7th Grade English Language Arts and Reading Course Number: 1027R

In Grade 7, English Language Arts is organized into the following strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. The skills students master are cumulative--students will continue to address earlier skills as needed while they attend to skills for their grade. In seventh 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.

7th Grade English Language Arts & Reading, Pre-AP Course Number: 1027H

Pre-AP curriculum serves as the foundation for the Advanced Placement Program. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading. Students are expected to manage and actively engage in extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing assignments in order to obtain a rich, rigorous, and preparatory language experience. Pre-

AP students should expect to continue in the AP program with a goal of taking the AP test in high school. Students will focus on skills required for the Advanced Placement Exam. 7th grade Pre-AP English covers the same concepts as those in 7th grade English except presentation of content is more accelerated and complex. Pre-AP is an advanced course recommended for students with a strong interest in English Language Arts and good study skills. Out of class time will be necessary for success in course work.

8th Grade English Language Arts and Reading Course Number: 1028R

In Grade 8, English Language Arts is organized into the following strands: Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. The skills students master are cumulative--students will continue to address earlier skills as needed while they attend to skills for their grade. In eighth 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.

8th Grade English Language Arts & Reading, Pre-AP Course Number: 1028H

Pre-AP curriculum serves as the foundation for the Advanced Placement Program. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading. Students are expected to manage and actively engage in extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing assignments in order to obtain a rich, rigorous, and preparatory language experience. Pre-AP students should expect to continue in the AP program with a goal of taking the AP test in high school. Students will focus on skills required for the Advanced Placement Exam. 8th grade Pre-AP English covers the same concepts as those in 8th grade English except presentation of content is more accelerated and complex. Pre-AP is an advanced course recommended for students with a strong interest in English Language Arts and good study skills. Out of class time will be necessary for success

English as a Second Language (ESL)/English for Non-English Speakers

ESL classes prepare students for academic success in all content areas. Students learn English in a highly structured way in order to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through oral and written expression. Placement is determined by LPAC.

Reading Enrichment

This course is offered in addition to the grade level English Language Arts course. It is designed to address reading deficiencies and to re-teach previously un-mastered skills and accelerate literacy concepts and abilities. This course offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. **Note:** This course may be required instead of an elective. Students will be placed in the reading enrichment class based on student assessment data received by the district during the summer.

6th Grade Mathematics

Course Number: 3026R

The primary focal areas in Grade 6 mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use 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 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.

6th Grade Advanced Mathematics-leading to Algebra in 8th grade

Course Number: 3026H

Grade 6 Advanced Mathematics is the beginning of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Statistics. This course will cover all of the Grade 6 mathematics standards and the majority of the Grade 7 mathematics standards. Final placement of students choosing to pursue this course to begin the accelerated mathematics program will be based on student assessment data received by the district during the summer.

Students enrolled in Grade 6 Advanced Mathematics will take the STAAR Grade 6 Mathematics Assessment.

**6th Grade Advanced Mathematics-
leading to Geometry in 8th grade
Course Number: 3031H**

Grade 6 Advanced Mathematics is the beginning of an accelerated mathematics program designed to prepare students to study Geometry in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Statistics. This course will cover all of the Grade 6, 7, and 8 mathematics standards. Final placement of students choosing to pursue this course to begin the accelerated mathematics program will be based on student assessment data received by the district during the summer.

Students enrolled in Grade 6 Advanced Mathematics Geometry Track will take the STAAR Grade 8 Mathematics Assessment.

**7th Grade Mathematics
Course Number: 3027R**

The primary focal areas in Grade 7 are numbers and operations; proportionality; expressions, equations, and relationships; measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including numbers, geometry measurement, statistics and probability.

Students use algebraic thinking to explain where a change in one variable causes a change in another variable. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. 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.

**7th Grade Advanced Mathematics
Course Number: 3027H**

Grade 7 Advanced Mathematics is the continuation of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Advanced Placement Statistics. The course will cover all of the Grade 7 mathematics standards and the majority of the Grade 8 mathematics standards not covered in the 6th grade advanced course. Students are placed in advanced mathematics beginning in Grade 6. Principal permission is required to enroll in the Grade 7 Advanced Mathematics course if a student did not complete the Grade 6 Advanced Mathematics course.

Students enrolled in Grade 7 Advanced Mathematics will take the STAAR Grade 8 Mathematics Assessment.

**8th Grade Mathematics
Course Number: 3028R**

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use 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 I, Pre-AP Course

Number: 3313.HJ0000.Y

HS Credit: 1

There is a strong expectation that all of the students in a Pre-AP mathematics program are preparing for mathematics courses beyond Algebra II, such as Advanced Placement Calculus and/or Advanced Placement Statistics in Grades 11 or 12 of high school.

In Algebra I Pre-AP, students will build on the knowledge and skills for mathematics in Grade 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Principal permission is required to enroll in the Algebra I Pre-AP course if a student did not complete the Grade 7 Advanced Mathematics course.

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

This course will count for high school credit and will become a permanent part of the student's high school transcript. Algebra I Pre-AP will be factored into the student's high school cumulative grade point average/GPA.

Mathematics Enrichment

Course Number:

This course is offered in addition to the grade level mathematics course. It is designed to address deficiencies, re-teach prior learning, and accelerate mathematical concepts and skills. Problem solving, number sense, and algebraic reasoning will be emphasized. **Note:** This course may be required instead of an elective. Students will be placed in a mathematics enrichment class based on student assessment data received by the district during the summer.

SCIENCE



6th Grade Science Course

Number: 4126R

Sixth grade science focuses primarily on physical science and the physics and chemistry applications of the four scientific strands.

Topics in sixth grade will include:

- Matter and Energy—understanding the nature of elements and compounds, differentiating between chemical and physical properties of and changes in matter, and sources and uses of our natural resources.
- Force, Motion and Energy—differentiating between potential and kinetic energy, heat transfer, and understanding the relationship between force and motion (including measurement and calculation).
- Earth and Space—understanding of the Earth as part of our solar system, the role of gravity on a larger scale, and issues relating to space exploration.
- Organisms and Environments— understanding taxonomic classification, interdependence between organisms and their environments, and levels of organization within an ecosystem.

6th Grade Advanced Science

Leads to IPC in 8th grade

Course Number: 4126H

Sixth grade science focuses primarily on physical science and the physics and chemistry applications of the four scientific strands.

Topics in sixth grade will include:

- Matter and Energy—understanding the nature of elements and compounds, differentiating between chemical and physical properties of and changes in matter, and sources and uses of our natural resources.
- Force, Motion and Energy—differentiating between potential and kinetic energy, heat transfer, and understanding the relationship between force and motion (including measurement and calculation).
- Earth and Space—understanding of the Earth as part of our solar system, the role of gravity

on a larger scale, and issues relating to space exploration.

- Organisms and Environments—understanding taxonomic classification, interdependence between organisms and their environments, and levels of organization within an ecosystem.

7th Grade Science

Course Number: 4127R

Seventh grade science focuses primarily on organisms and environments and the biology applications of the four scientific strands. Topics in seventh grade will include:

- Matter and Energy—conservation of energy in living systems, the flow of energy through biological systems from the sun and photosynthesis through decomposers, and the relationship of chemistry to biology.
- Force, Motion, and Energy—interactions between the muscular and skeletal systems, growth of seedlings, and catastrophic weather events and their effect on ecosystems.
- Earth and Space—the impact of natural events and human activities on the earth, and the characteristics of the Earth and our solar system that allow life to exist.
- Organisms and Environments—structures and functions of cells; major functions of human body systems; how organisms obtain energy, grow, and reproduce; changes and adaptations of a population over time; and the complex interaction and interrelationships between organisms and their environment.

7th Grade Advanced Science, Pre-AP

Course Number: 4127H

7th grade PreAP Science covers the same concepts as those in 7th grade science except presentation of content is more accelerated and complex. Additionally, all of 6th and 8th grade life, organisms, and environment standards are taught in 7th Advanced.

8th Grade Science

Course Number: 4128R

Eighth grade science focuses primarily on earth and space science and the geology and astronomy applications of the four scientific strands. Topics in eighth grade science will include:

- Matter and Energy—understanding that matter is composed of atoms, the organizational structure behind the periodic table, conservation of mass, and the nature of chemical reactions and the formation of new substances. Emphasis will be places on the use of chemical formulas and recognition of balanced chemical equations.
- Force, Motion, and Energy—Study of Newton’s laws and the way they relate to geologic processes and astronomical phenomena, evidence of Newton’s laws in everyday objects and activities, and performing calculations of speed using distance and time measurements.
- Earth and Space—understanding cycles within the Sun, Earth and Moon systems, the structure and composition of galaxies, theories of the origin of the universe, and the use of topographic maps to study changes of the earth over time due to the forces of plate tectonics, weathering and erosion.
- Organisms and Environments—understanding relationships between organisms within an ecosystem, the effect of biotic and abiotic factors on organisms, response of organisms and populations to natural and human influences.

8th Grade Advanced Science

Integrated Physics and Chemistry (IPC)

Course Number: 4321.RJ000.Y

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. IPC cannot be taken after the completion of Chemistry and/or Physics.

SOCIAL STUDIES

6th Grade Social Studies- World Cultures

Course Number: 4926R/4926H

In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia, and the Eurasian republics, North America, Central America and the Caribbean, South America Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

7th Grade Texas History

Course Number: 4927R

In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U. S. Constitution on the Texas constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich

and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

7th Grade Texas History, Pre-AP

Course Number: 4927H

PEIMS: 03343000

7th grade Pre-AP Texas History covers the same concepts as those in 7th grade Texas History except presentation of content is more accelerated and complex. Pre-AP is an advanced course recommended for students with a strong interest in history and good study skills. Out of class time will be necessary for success in course work.

8th Grade U.S. History Course

Number: 4928R

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

8th Grade U.S. History, Pre-AP

Course Number: 4928H

Students will study the history of the United States from colonization through Reconstruction similar to 8th grade

U.S. History, with an emphasis on higher level thinking skills through independent reading, analytical writing and in-depth discussions. Pre-AP students should expect to continue in the AP program with a goal of taking an AP social studies course and test in high school. Students will focus on skills required for the Advanced Placement social studies exam. Pre-AP is an advanced course recommended for students with a strong interest in history and good study skills. Out of class time will be necessary for success in course work.

MIDDLE SCHOOL PHYSICAL EDUCATION (PE)

SB 530 requires all middle school students to take at least four semesters of Physical Education.

Each student must complete yearly fitness assessments identified as FITNESSGRAM.

All information regarding this assessment is available on www.fitnessgram.net

6th Grade PE & Functional Fitness- YR Long

Course Number: 6016R/6003R

7th Grade PE- Semester Long

Course Number 6017

8th Grade PE-Semester Long

Course Number 6018

PHYSICAL EDUCATION

Small Middle School Green Tech Academy

SIXTH GRADE CURRICULUM

1. First Six Weeks
 - a. Fitnessgram
 - b. Flag Football
 - c. Volleyball
2. Second Six Weeks
 - a. Basketball
 - b. Tennis
 - c. Track and Field'
3. Third Six Weeks
 - a. Track and Field
 - b. Soccer
 - c. Fitnessgram

Health Units

1. Substance Abuse
2. Relationships
3. Communication
4. Social Development
5. Benefits of Exercise
6. Wellness

Functional Fitness

1. Cardio Training
2. Exercise Band
3. Tabata Workout
4. Sandbell Training
5. Circuit Training
6. Interval Training

Physical Education Dept.

Melissa Hernandez
Lettie Garza
Joe Moore
Chris Moore
Elizabeth Kalash

Athletics Class

Physical Required for class
Coach Approved class

Fall - Girls: Volleyball & Basketball;
Boys: Football

Spring - Girls: Soccer & Track;
Boys: Basketball Track

SEVENTH GRADE CURRICULUM

1. First Six Weeks
 - a. Fitnessgram
 - b. Bowling
 - c. Ultimate Frisbee
2. Second Six Weeks
 - a. Circuit Training
 - b. Disc golf
 - c. Softball
3. Third Six Weeks
 - a. Floorball
 - b. Soccer
 - c. Fitnessgram

Health Units

1. Goal Setting
2. Benefits of Exercise
3. Substance Abuse
4. Relationships
5. Wellness
6. Social Development

EIGHTH GRADE CURRICULUM

1. First Six Weeks
 - a. Fitnessgram
 - b. Volleyball
 - c. Golf
2. Second Six Weeks
 - a. Badminton
 - b. Basketball
 - c. Weight Training
3. Third Six Weeks
 - a. Team Handball
 - b. Basketball
 - c. Fitnessgram
4. Health Units
 - a. Benefits of Exercise
 - b. Substance Abuse
 - c. Relationships

6th Grade Dance & Functional Fitness- YR Long
Course Number: 6116R/6003R
Dance, MS1 – Semester Long
7th Grade Course Number: 6117R

8th Grade Course Number: 6118R
Cougar Dancers Course Number:
6128R

Dance & Functional Fitness

Clint Small Middle School

Dance Director- Elizabeth Kalash

6th GRADE Dance

Year-long course

- Correct stretching and warm up technique
- Basic muscle structure, body mechanics and alignment.
- Dance terminology and history
- Ballet, Jazz, Modern dance technique
- Social and folk dancing
- Projection and stage presence
- Basic choreography skills

Functional Fitness

- Cardio Training
- Exercise Band
- Basic yoga
- Basic Pilates
- Circuit Training



7th/8th GRADE Dance

One semester Course

- Correct stretching and warm up technique
- Muscle and bone structure, body mechanics, alignment.
- Dance terminology and history
- Ballet, Jazz, Modern, Hip-hop dance technique
- Social and folk dancing/cultural awareness
- Projection and stage presence
- Choreography skills
- How to critique and polish a dance

7th/8th grade Dance is a more in-depth course focusing on intermediate and advanced techniques.



Cougar Dancers Dance Team 7th/8th Grade

Year long course

- Audition requirement for placement in course.
- Auditions for 2017-18 will be March 6, 8, 9. Students must attend all three afterschool sessions to audition.
- Cougar dancers perform at Pep Rallies, some athletic games, outside community shows, high school spring shows, and other events.
- Must have a current Physical on file, dated after April 15th, 2017.

MIDDLE SCHOOL ATHLETICS

We have high expectations of all student-athletes. All Small Middle School student-athletes are held to a level far beyond that of the normal student body.

In order to participate in athletics the **student-athlete and parent must read, complete, and sign the athletic forms** in order to be eligible. The forms must be returned to your child's Middle School Principal's Office **before** a student can participate in athletics class or outside of the school day.

All students must pass a UIL approved physical examination and complete all appropriate forms each year before participating in athletics.

The athletic physical exam must be dated after **May 1, 2017** for participation in the 2017-2018 school year in accordance with board policy.

Coaches of any athletic team may develop stricter guidelines and requirements for students in their sport. Students who do not meet the physical or behavior requirements for participation in athletics may be removed from athletics at the coach's discretion.

All students participating in athletics will also be required to agree to abide by the Extracurricular Code of Conduct. Participation:

1. Athletics requires participation in interschool competition. This includes daily practice and/or competition before and/or after school and on weekends.
2. It is mandatory that athletes dress out for class each day so that the athlete is better able to participate.
3. If a student fails one class for the nine weeks, that student will not be able to play in games but is still required to practice until they regain eligibility.

District forms for athletic participation can be found at <need web site here> and will be available after May 1, 2017 for the 2017-2018 school year.

Each student must complete a yearly fitness assessment identified as FITNESSGRAM. All information regarding this assessment is available on www.fitnessgram.net

Sports offered during the athletic class and after school

include: Boys: football and basketball

Girls: volleyball and basketball

Sports offered before and after school

include: Track, soccer, golf, tennis

Students only in sports offered before and after school do not sign up for an athletic period, but still must turn in all appropriate paperwork to participate.

7th Grade Athletics

Fall Course Number: 6217

Spring Course Number 6237

8th Grade Athletics

Fall Course Number: 6218

Spring Course Number 6238

Elective Courses

FULL-YEAR COURSES

Students will be given their first choice elective if possible. However, they may be placed in their second or third choice, so choose carefully. Any student not receiving a passing score on reading and/or math STAAR may be placed in an enrichment course in lieu of an elective.

Beginning Band, MS1

Course Number: 5326R

Band is designed as a progressive learning and skill development course in instrumental music. Students will develop concentration, prepare and practice individual parts, develop self and group discipline, and coordination. They will study music history and band literature. Students will express themselves through musical performances and explore career opportunities. All directors assist in a team teaching environment.

At Small, Beginning Band is offered in the sixth grade. After the students take beginning band class in the sixth grade, they are able to take regular performing band classes the following years in middle and high school.

Beginning band students may start on flute, clarinet, oboe*, bassoon*, alto saxophone, cornet (trumpet), French horn*, trombone, baritone*, tuba*, and percussion. Instruments marked with an asterisk (*) are available through the school district.

Students interested in band should mark band on their choice sheet and plan to attend the instrument placement event for the middle school they will attend.

For proper instrument placement, district band staff will individually evaluate all students. Physical characteristics, school grades, proper instrument balance, and student's personal preferences will be considered. Students must attend and try out so they are placed in the approved band classes in the fall.

Clint Small MS Instrument Selection Nights

Tuesday, March 21. @ Oak Hill Elem. 4:15PM-6:00PM

***All Students from Oak Hill and any transfer students may attend this evening.**

Wednesday, March 22 @ Small MS in the cafeteria. 4:45PM-7:45PM.

(Last name A-M attend between 4:45PM and 6:15M. N-Z 6:15-7:45PM)

***All students from Mills & Patton may attend this evening.**



If you can't come to your designated evening/time, you may come to the other.



Specific times are set to alleviate too many people coming at once.

Jazz Band

Jazz Band

Course Number: 5528

Advanced 7th and 8th grade band students explore and learn techniques of jazz, swing, pop, rock, blues, showmanship, and basic improvisation. This course may include rehearsals and performances outside the school day.

Orchestra

Small Middle School Green Tech Academy

Class Descriptions:

6th Grade Orchestra:

Incoming 6th grade students will attend one of two instrument selection nights where they can try different instruments and get more information about the orchestra program.

7th & 8th Grade Orchestra:

6th and 7th grade students audition on scales and selected music for placement into one of the two 7th and 8th grade performing orchestras for the following school year. Students are placed in the appropriate orchestra according to their ability level and where they are going to be challenged, yet successful.

Carrie Miller,
Orchestra Director
512-841-6729
carrie.miller@austinisd.org



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powers human innovation.*

FAQs

Does playing in Orchestra require a lot of time? As with most school subjects, students must do some study at home for proper improvement. 6th Graders will typically perform two or three concerts a year. As the student advances he/she will become a member of a full performing organization which presents concerts, competes at UIL music contests, and participates in other events.

How does playing in the Orchestra affect other grades? The self-discipline and motivation acquired through learning to play a string instrument well have proven to be tremendous aids in maintaining good academic records. Academic standards are required for all students to participate in UIL and other contests. More than 60% of orchestra students are on the honor roll each six weeks and many of these students take one or more honor classes.

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 are hard work, yet rewarding.

FAQs continued...

Can Orchestra students participate in sports and other school activities? Yes, Orchestra students participate in all areas of school activities. They are involved in every type of sport and have been cheerleaders, members of the dance team, in drama productions, elected to Student Council, etc...The most important consideration is that the student is interested in and makes time for each additional activity.

Clint Small Orchestra

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 are hard work, yet rewarding.



6th grade Orchestra Course 5409R

Incoming students will have two instrument selection nights in March of 5th grade when they can try different instruments in which they are interested and get more information about being in the orchestra program. Students need only attend one session and it is a come and go session that will be in the evening. Please plan on attending one of these nights if your child is interested in being in 6th grade orchestra. You are also welcome to make an appointment with Ms. Miller in advance to try string instruments: carrie.miller@austinisd.org

7th and 8th grade Orchestra Course 5427

During the spring semester, 6th grade students will audition on scales and selected music for placement into either 7th or 8th grade Performing Orchestras for the following school year. Students are placed in the appropriate orchestra according to their ability level and where they are going to be challenged, yet successful.

Does playing in Orchestra require a lot of time?

Orchestra is an academic elective that is taught during school hours. As with most school subjects, students must do some study at home for proper improvement. Generally, 15-30 minutes of daily practice are necessary for successful results. During the sixth grade year, very little out of school time is involved. Usually, beginners play two or three concerts a year. As the student advances in years, they will become a member of a full performing organization which presents concerts, compete at University Interscholastic League music contests, and participate in other events.

How does playing in the Orchestra affect other grades?

The self-discipline and motivation acquired through learning to play a string instrument well have proven to be tremendous aids in maintaining good academic records. Academic standards are required for all students to participate in U.I.L. and other contests. More than 60% of the students in orchestra are on the honor roll each six weeks and many of these students take one or more honor classes.

Can Orchestra students participate in sports and other school activities?

Students in orchestra participate in all areas of school activities. They are involved in every type of sport and have been cheerleaders, members of the dance team, in drama productions, elected to the Student Council, etc... The most important consideration is that the student is interested in and makes time for each additional activity.

Carrie Miller, Orchestra Director
512-841-6729 / carrie.miller@austinisd.org

Choir, MS1

Course Number: 5626R

The purpose of choir is to help students learn vocal techniques and sight-reading skills that will enhance their abilities to enjoy many kinds of music throughout their lives. This will include daily work on vocal techniques, continuation of the Kodaly system of music reading, singing in two and three-part harmony, concert etiquette and learning to prepare a vocal score. As they learn and prepare music for performances, students will explore other languages and cultures.

What We Do:

- ◇ Improve singing voices
- ◇ Learn to sing in two parts
- ◇ Learn to read music
- ◇ Learn a variety of songs to perform
- ◇ Learn concert etiquette
- ◇ Learn proper diction for singing
- ◇ Develop confidence
- ◇ Learn to compete fairly
- ◇ Learn to work as a team

Special Activities

- ◇ Fall, winter and spring concerts
- ◇ Special programs for school and community
- ◇ Solo and Ensemble Contest
- ◇ Field trip near end of school year

Choir, MS2

Course Number: girl 5627/boy 5620

Choir, MS3 5626

Theatre, MS1

Course Number: 1616R Year Long

Course Number: 1616R Semester

Students will get to know themselves better and develop a deeper understanding of the world around them by experiencing theatre first hand. By participating in pantomime, clowning, improvisation, storytelling, puppetry, role-playing, and set design, the students will have an opportunity to increase their skills in imagination, concentration and observation.

Theatre, MS2 (2nd Year in Theatre)

Course Number: 1617

Theatre, MS2 students must have completed Theatre, MS1, or a theatre course in middle school, in order to take this higher level theatre class. Activities may include performance nights, competitions and full-scale productions. *Students who complete Theatre, MS2 in 7th Grade are encouraged to take Theatre 1 for high school credit in 8th grade.*

Intermediate Theatre, MS2 (2nd Year in Theatre) Course Number: 1617

Advanced Theatre, MS2 (2nd Year in Theatre) Course Number: 1617

Theatre

Small Middle School Green Tech Academy

Create - Communicate - Collaborate.

Classes Offered:

6th Grade:

- Intro to Theatre (1 semester);
- Beginning Theatre Arts (2 semesters)

7th & 8th Grade - 1 semester courses:

- Beginning Theatre Arts;
- Intermediate Theatre Arts;
- Theatre Production

7th & 8th Grade - 2 semester course:

- Advanced Theatre Arts



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powers human innovation.*

Class Descriptions

7th & 8th grade:

Beginning Theatre Arts: Focuses on acting terminology, rehearsed published works, and the study of cultural & historical implications embedded in play literature.

Intermediate Theatre Arts: Focuses on acting and directing skills, and character development. Students will continue warm-ups and improvisational activities while emphasizing performance as well as historical and cultural heritage.

Prerequisite - Theatre Arts

Theatre Production: Focuses on behind the scenes work for a production. Create, communicate, and collaborate. Students design and create sets, costumes, make-up, and props for performances as well as learn to use sound, lighting, and media to enhance the theater experience.

Advanced Theatre Arts: Concepts explored 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. After school rehearsals are required.
Prerequisite: Audition, theatre class, and teacher recommendation.

Experiences

- Class productions
- Small-o-Ween Haunted House
- Small's Got Talent Show

Course Descriptions (6th grade)

Intro to Theatre: Dynamic introduction to Theatre Arts which focuses on pantomime, puppetry, improvisation activities, characterization development and the many elements of creating and performing.

Beginning Theatre Arts: Create original scenes and plays from stories and poems while developing imagination and problem-solving skills. Projection and characterization development are practiced in skits created by students from simple prompts. This class is for the enthusiastic beginning theatre student. Students are expected to participate in a class production in the spring semester.

Art, MS1 (1st year in Art)**Course Number: 5026R Year Long****Course Number: 5016R Semester**

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 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.

Art, MS2 (Semester)**Course Number: 5117****Art, MS3 (Semester)****Course Number: 5118****Advanced Art, MS3 (year long)****Course Number: 5228**

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.

Advanced Art

Fine Arts Strand

Small Middle School Green Tech Academy

Collaborative, Comprehensive, FUN



Advanced Art bridges the gap between middle school intermediate Art & high school Pre-AP/AP Art. During the course, we explore issues in contemporary art while discussing works through critique. In doing so, those roundtable sessions will inform student work that includes drawing, painting, sculpture and collaborative projects with Theatre & the Green Academy.



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Students in Advanced Art begin the year with learning about graphic design in relationship to communicating an idea. This springboards into our annual fall Renaissance Festival. In addition, students have several opportunities to have a say in on-campus beautification art projects. Advanced Art students also contribute to Theatre Arts set designs. When in the classroom, Cougar Artists have access to a variety of materials to explore for assigned and independent study projects.



Cougar artists have opportunities to participate in field trips to the Texas Renaissance Festival, The Blanton & the San Antonio Museum of Art. Advanced Art students and select beginning/intermediate students are invited to participate in annual exhibitions like the Austin ISD Youth Art Month at the Performing Arts Center & the UIL sanctioned Junior Visual Arts Scholastic Event (Jr. V.A.S.E.).

Spanish 1

Small Middle School Green Tech Academy



¡Vamos a aprender el español!



Spanish 1 is a year-long, high school credit course that serves as an introduction to the language while helping fulfill the Languages Other Than English requirement for graduation.



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Throughout the year, we will:

- Build a strong base in the language
- Develop a useful vocabulary in Spanish
- Learn how the language 'works'
- Investigate countries and cultures from the Spanish-speaking world
- Develop a beginner's ability to communicate both in writing and in speaking

- Read, write, speak, and listen in Spanish daily!
- Enjoy films and other media in Spanish!
- Make the Spanish language part of your daily life!
- Integrate technology into your language-learning experience!



Spanish 2

Small Middle School Green Tech Academy

¡Vamos a aprender MÁS español!



Spanish 2 is a year-long, high school credit course that continues and advances the introduction to the language the student received in Spanish 1 and helps fulfill the Languages Other Than English requirement for graduation.

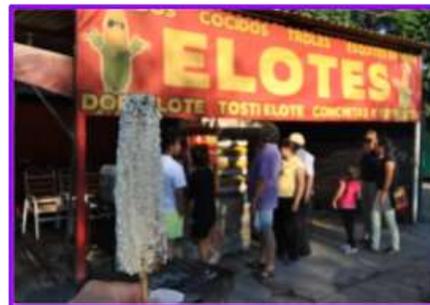


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Throughout the year, we will:

- Build upon the strong base in the language started in Spanish 1.
- Add to an already useful vocabulary in Spanish.
- Continue to investigate countries and cultures from the Spanish-speaking world.
- Further develop a beginner's ability to communicate both in writing and in speaking.
- Use technology to communicate in Spanish with native speakers from the Spanish-speaking world.

- Read, write, speak, and listen in Spanish every day in class--and beyond!
- Enjoy films and other media in Spanish!
- Integrate technology into your language-learning experience!
- Take advantage of fun extra credit opportunities including culturally-relevant parades, music, and more...



Spanish 3

Small Middle School Green Tech Academy



¡Vamos a aprender MUCHO español MÁS!



Spanish 3 is a year-long, high school credit course that builds upon the foundation students created during their first two years studying the language.

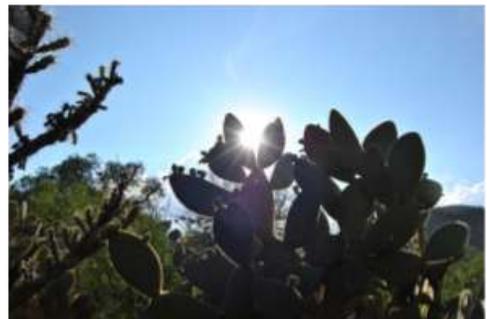


Where nature's wisdom powers human innovation.

Throughout the year, we will:

- speak almost entirely in Spanish in the classroom--no problem!
- add to students' already-significant vocabulary base in Spanish
- develop cultural fluency to navigate the hispanicized world we live in.
- achieve an intermediate ability to communicate both in writing and in speaking in Spanish

- Read, write, speak, & listen in Spanish in class!
- Make the Spanish language part of your daily life!
- Enjoy films and other media in Spanish!
- Integrate technology into your language-learning experience!



American Sign Language

Small Middle School Green Tech Academy

Course Description

American Sign Language (ASL) is a visual language that is largely used by the Deaf community as well as those who have other forms of communication challenges. With ASL, the hands, facial expressions and body movements are used to represent concepts. ASL is more than just a handful of symbols to help people communicate; it is a complete language, with its own rules and grammatical structure.

In Small Middle school's ASL courses, students are introduced to a basic working vocabulary and grammar related to their immediate environment. Receptive and expressive skills are fostered through interactive ASL lessons without voice. The course also includes development of appropriate linguistic/cultural behaviors and awareness of respect for Deaf culture.



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powers human innovation.*

You should choose ASL because...

"...there is a large Deaf community in Austin, therefore by learning ASL you are able to communicate with more people."
Samantha P., ASL II

"...it's awesome to learn a language where you communicate visually instead of verbally."
-Ella G., ASL II

"...you learn patience and to stay focused, and also to have an open mind."
Deana P., ASL I

"...when you grow up, you may have Deaf coworkers and you will be able to communicate with them."
Omar M., ASL II

"...you can be creative and tell a story with lots of emotion."
Precious S., ASL II

"...you will learn about the world Deaf people live in and their culture."
Maddie R., ASL I

"My favorite experience in ASL class this year was when I got to go on an amazing field trip to Texas School for the Deaf. It was so cool to see the different way they do school. I enjoyed seeing the dorms and all the cool classes TSD has that 'hearing' schools don't have. I got to watch a really good play performed by TSD kids in 6th, 7th, and 8th grade."
Sophia B., ASL I



Mythology

Small Middle School Green Tech Academy

Beware Greeks Bearing Gifts

Students will study the stories that shaped and were shaped by various ancient cultures from around the world, including Greek and Roman, Egyptian, and Norse cultures. We also look at these myths from the point of view of American popular culture and study some myths of our own. Ultimately, we strive to answer the question: What does the mythology of a culture tell us about its people?



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Why study Mythology?

- Mythology is the study of a culture's stories.
- These stories can tell us about what was important to the people in a given culture.
- By studying stories, we can learn about cultures both ancient and modern, including our own.



Without a knowledge of mythology much of the elegant literature of our own language cannot be understood and appreciated.

-Thomas Bullfinch

Comparative Mythology

Small Middle School Green Tech Academy

An advanced mythology class for deeper comprehension

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



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Why take Comparative Mythology?

- Mythology is the study of a culture's stories.
- By studying stories, we can learn about cultures both ancient and modern, including our own.



You do not need to have taken 6th grade mythology to be in this class, but you can take this class in addition to the 6th grade mythology.

Creative Writing

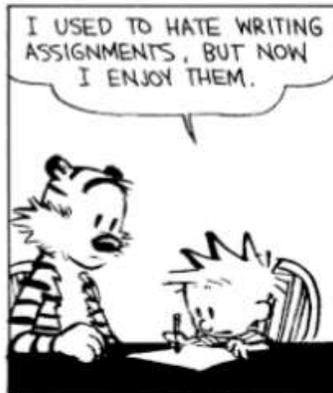
Small Middle School Green Tech Academy

The best way to learn is to do

In this class, we study the art of storytelling



through written expression. Students will practice with a number of exercises meant to hone their skill and knowledge of elements of storytelling, story structure, and prose composition. Ultimately, the aim of this class will be to help students compile a large project of their choice: a collection of poetry, a compilation of short stories, or their own novel.



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Course objectives

- Explore the creative process through writing
- Define individual goals as a writer
- Learn about conventions of writing and storytelling
- Prepare a portfolio of original texts

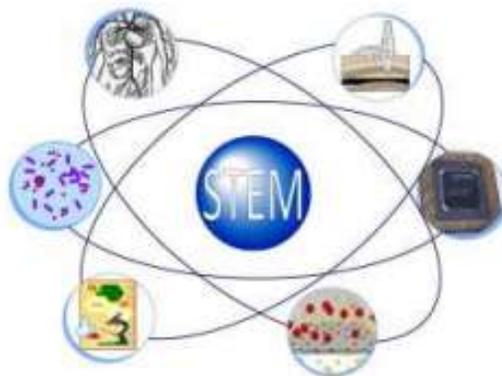
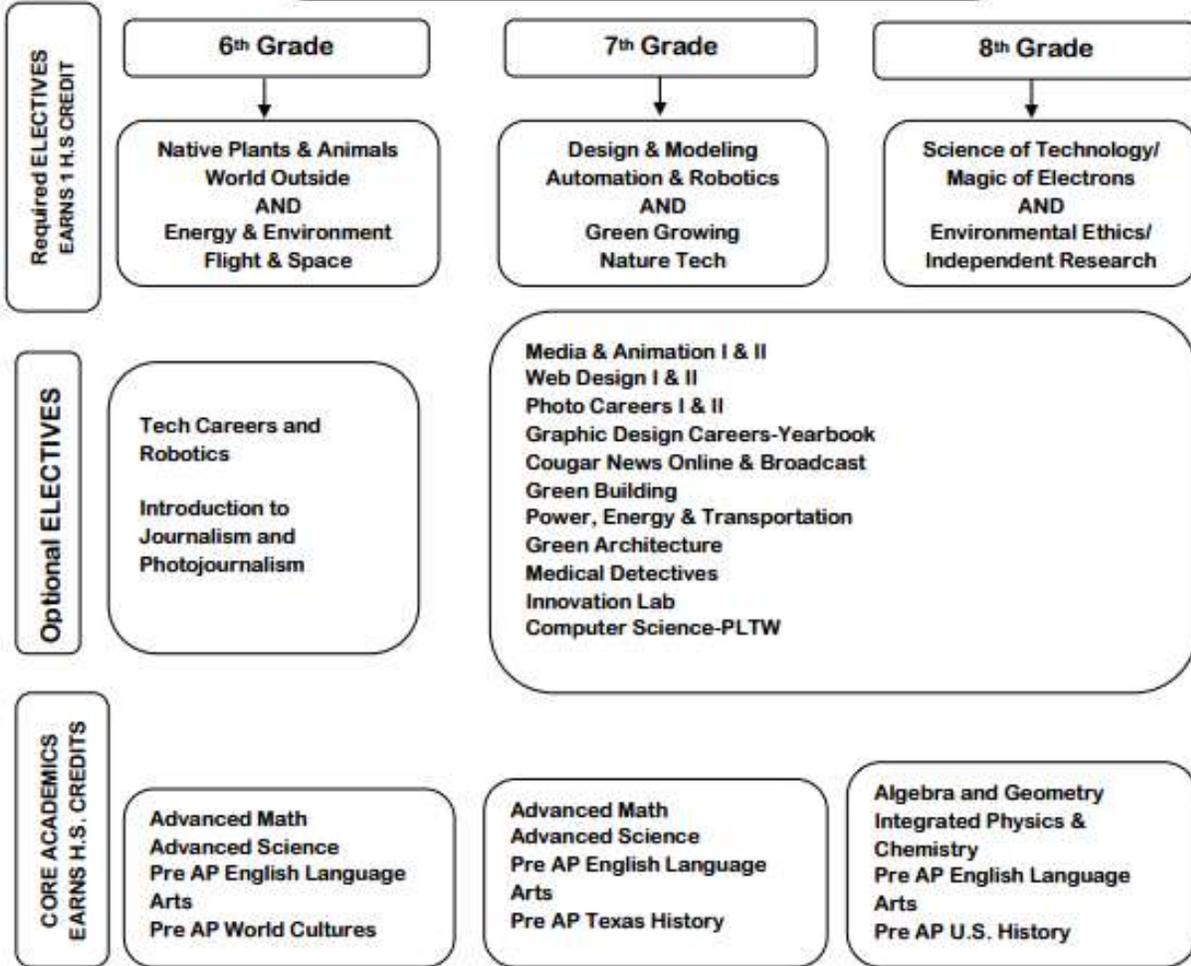


There is no greater agony than bearing an untold story inside you.

-Maya Angelou



Small Green Tech Academy
STEM Advanced Plan - Sequence of Courses
 Grades 6, 7, 8





Small Green Tech Academy
Academic Plan for Green Academy
 Sequence of Courses for Grades 6, 7, 8



Required Electives

Optional Electives

6th Grade

↓

Native Plants & Animals
World Outside

7th Grade

↓

Nature Tech
Green Growing

8th Grade

↓

Environmental Ethics
Independent Research
or Landscape Design
or Principles of
Agriculture

Energy & Environment
Green Art
Tech Careers
Photojournalism

Media & Animation I & II
Web Design I & II
Photo Careers I & II
Graphic Design Careers-Yearbook
Cougar News Online & Broadcast
Green Building
Power, Energy & Transportation
Green Architecture
Medical Detectives
Innovation Lab
Computer Science-PLTW

Academic CORE
 May be Academic, Pre-AP or
 Advanced Level Classes

Math 6
Science 6
English Language Arts 6
World Cultures 6

Math 7
Science 7
English Language Arts 7
Texas History 7

Math 8
Science 8
English Language Arts 8
U.S. History 8





Small Green Tech Academy

Academic Plan for Tech Academy

Sequence of Courses for Grades 6, 7, 8



**PROJECT LEAD THE WAY
EARN ONE H.S.CREDIT**

6th Grade

**Energy & the Environment
Flight & Space**

7th Grade

**Design & Modeling
Automation & Robotics**

8th Grade

**Science of Technology/
Magic of Electrons**

**CAREER & TECHNOLOGY
EDUCATION**

Tech Careers/ Robotics

or

**Introduction to
Journalism/
Photojournalism**

**Media & Animation I & II
Web Design I & II
Photo Careers I & II
Graphic Design Careers-Yearbook
Cougar News Online & Broadcast
Green Building
Power, Energy & Transportation
Green Architecture
Medical Detectives
Innovation Lab
Computer Science-PLTW**

Academic CORE
May be Academic, Pre-AP
or Advanced Level Classes

**Math 6
Science 6
English Language Arts 6
World Cultures 6**

**Math 7
Science 7
English Language Arts 7
Texas History 7**

**Math 8
Science 8
English Language Arts 8
U.S. History 8**



Innovation Lab (Semester)

Advanced Learners

Small Middle School Green Tech Academy

Course Description

This class is designed to meet the needs of advanced academic students. Emphasis on intellectual exploration and the development of critical thinking and problem solving. An enriched curriculum that integrates core content areas and explores the process of problem solving through both independent and group development based projects. This class incorporates aspects of communication, character development, calibration, research, and effective use of technology and resources. Students will create advanced products in a variety of media to demonstrate their learning in their chosen area of interest. (This is an independent study project based class!)



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Projects/Key Experiences



I-Lab ignites students' passions, fueling their engagement, and gives them autonomy in designing their own learning.

Native Plants and Animals

Small Middle School Green Tech Academy

Garden Maintenance, Explore Native Species, Create Habitat

Nate Rosenberg



Students learn to identify plants and animals native to Central Texas. This course features outdoor activities, hands-on experiences, classroom investigations, and guest speakers. Students explore topics relating to botany, zoology, meteorology, and climate change. Students will maintain our National Wildlife Federation certified Schoolyard Habitat.



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Projects/Key Experiences

- Native Species Study
- Monarch Conservation
- Garden Maintenance
- Purple Martin Landlord Training



Field Experiences

- Reicher Ranch at Balcones Canyonlands Preserve
- Last Chance Forever (Birds of Prey Showcase)

The World Outside

Small Middle School Green Tech Academy

Introduction to Natural Systems, Sustainable Practices, Stewardship

Chris Brooks



Nate Rosenberg



Through outdoor activities, games, art, music and group projects students practice careful observation and the use of critical thinking skills to recognize relations between biotic and abiotic factors in ecosystems, analyze the sources and flow of energy, relate carrying capacities to population changes and calculate the impact of human activities on the environment. Service learning is an important component of this class.



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Projects/Key Experiences

- Closed Ecosystem Model (Biosphere)
- Energy Flow Simulation
- Sustainable Living Calculation and Modification



Field Experiences

- Whirlpool Caves Explorations
- Reicher Ranch at Balcones Canyonlands Preserve

Nature Tech

Small Middle School Green Tech Academy

Natural Systems Analysis, Design Process, Sustainable Practices

Chris Brooks



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. Understanding the importance of natural forces acting on a site is the foundation of Permaculture design.



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Projects/Key Experiences

Students study prevailing weather patterns, seasonal sun orientation, site topography, water optimization strategies, soil types and amendments, local nutrient cycling, integrated pest management, companion planting, cover cropping, and native and domesticated animal integration in the creation and maintenance of productive and sustainable landscapes on campus and beyond.



Field Experiences

- Center for Maximum Building Potential

Green Growing

Small Middle School Green Tech Academy

Propagate and Germinate, Increase Biodiversity, Identify Native Species of Plants

Nate Rosenberg



Green Growing will build on skills acquired in Native Plants & Animals. Students will spend time outside maintaining gardens, collecting seeds, and propagating plants in our greenhouse. Students will be expected to learn the proper ways of caring for plants and troubleshooting their health concerns.



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Projects/Key Experiences

- Plant Sale Planning, Advertising, and Management
- Propagation through cloning, division and germination
- Campus vegetation census



Field Experiences

- Lady Bird Johnson Wildflower Center
- Clifton Career Development School

Principles of Agriculture, Food, and Natural Resources

Small Middle School Green Tech Academy

Sustainable Food Production, Career Opportunities, Livestock

Chris Brooks



This course allows students to develop knowledge and skills regarding career opportunities related to sustainable food production: students maintain organic gardens, aquaponic systems, beehives and livestock (goats and chickens).

Management



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Projects/Key Experiences

- Maintain Food Forest and Edible Gardens
- Care for Livestock
- Meal Project
- Cooking Demonstration
- Food Career Guest Speakers



Field Experiences

- Whole Foods Food Production Facility
- Urban Roots Sustainable Farm

Taste of Science: Landscape Design

Small Middle School Green Tech Academy

Native Landscapes: Design, Install, Maintain



Nate
Rosenberg

Our Landscape Design program curriculum covers the fundamentals of design and advances to professional hands-on techniques. We will specialize in Texas Native Plants, Xeriscape Design and Drought Resistant Landscapes. We will be designing with wildlife habitat needs, ease of access for student use and permaculture principles as a priority. Naturally existing ecosystems will be the inspiration for projects and improvements to the surrounding current landscapes.



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Projects/Key Experiences

- Professional Speakers and Mentors
- Current Habitat Maintenance
- Xeriscape Underutilized Space



Field Experiences

- Leaf Landscape Nursery
- Travis Country Neighborhood Carrington Prairie
- Westcreek Neighborhood Trail

Independent Study-Capstone Project

Small Middle School Green Tech Academy

Design Process, Data Gathering, Research, Leadership, Creative Problem Solving

Chris Brooks



Nate Rosenberg



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.



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Projects/Key Experiences

- Sustainable Home Project
- School Wide Eco-Audit
- Capstone Project
- Grant Writing
- Website Development



Field Experiences

- University of Texas at Austin Sustainability Tour

Environmental Ethics

Small Middle School Green Tech Academy

Natural Systems Analysis, Social/Historical/Political Awareness,
Community Service

Chris Brooks



Nate Rosenberg



Students develop leadership skills while studying environmental issues through direct observation, literature, art, artifacts, and historical and legal documents. Debates provide the opportunity to practice research and communication skills.



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Projects/Key Experiences

- Local Community Service
- Travis Country Neighborhood Carrington Prairie
- Westcreek Neighborhood Nature Trail
- Environmental Issues Debate



Field Experiences

- Selah, Bamberger Ranch Preserve
- Westcreek Neighborhood Nature Trail

PLTW Flight & Space/Energy and the Environment/VEX IQ Robotics

Small Middle School Green Tech Academy

6th Grade - Year Course

Course Description

Flight and Space introduces students to the history of flight. Students will design an aircraft or spacecraft as they discover the science of flying. Students explore the science behind aeronautics and learn about the history and principles of space travel.

Energy and the Environment will investigate types and forms of energy and energy sources. Students learn about using energy efficiently, energy conservation, and will measure energy using student created windmill generators.

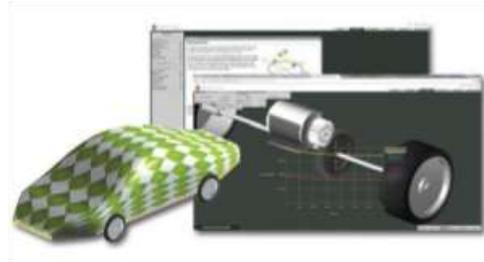
In VEX IQ Robotics, students are guided through the design process, introducing them to challenges that require collaborative and innovative skills.



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Projects/Key Experiences

- Build and test an airfoil
- Windmill generator
- Solar Cars - computer design and then build
- Building multiple type of flying machines
- Building different types of rockets
- Designing and building a glider
- Design, build, and program VEX IQ robots
- Design and test propulsion



PLTW- Design & Modeling, Automation and Robotics

Small Middle School Green Tech Academy

7th & 8th Grade - Year Course - Earn 0.5 elective high school credits

Design and Modeling teaches the steps of the Design Process and how this helps to solve problems. Sketching and Dimensioning, teaches students to identify and create perspective, isometric, and orthographic sketches and to dimension them correctly. Students use Autodesk® Inventor® to learn how to create 3D models.

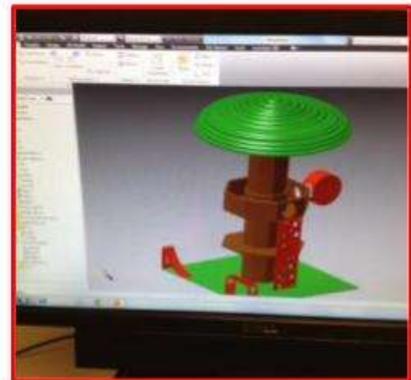
Automation and Robotics gives an understanding of what robots are used for and the effect they have on our lives. Students learn about mechanical and automated systems by using VEX components and ROBOTC programming language to build, model and test solutions to automated problems.



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Projects/Key Experiences

- Creating a toy or a piece of furniture.
- 3-D printing student designs
- building a windmill that can grind grain,
- Building a car that can be two-wheel or four-wheel drive
- Designing, building and programming a car to follow a line, run autonomously or by remote control
- Many other design challenges throughout the year.



PLTW Medical Detectives & Green Architecture

Small Middle School Green Tech Academy

7th & 8th Grade - Year Course - Earn 0.5 elective high school credits

In Medical Detectives, students explore the biomedical sciences through hands-on projects and labs which require them to solve a variety of medical mysteries. Students investigate medical careers, vital signs, diagnoses and treatment of diseases, as well as human body systems, such as the nervous system.

Green Architecture shows students that in a world of increasing costs, from construction materials to energy use, it is important to expose the next generation of builders to the concept of "being green." In the wake of a hurricane, tsunami, or forest fire, many affordable homes are needed quickly; students will learn how to provide necessary housing and repurpose otherwise unused building materials.



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Projects/Key Experiences

- DNA analysis
- Gel Electrophoresis
- Sheep Brain Dissection
- Revit® Revit - 3D modeling
- Design a shipping container home
- Design an ideal bedroom and 3D printing
- Design a tiny house - drawing to scale and creating in Revit® Revit and balsa wood



PLTW Magic of Electrons & Science of Technology

Small Middle School Green Tech Academy

8th Grade - Year Course - Earn 0.5 elective high school credits - DMAR Prerequisite

In Magic of Electrons, you will get an introduction to basic electricity; where it comes from, why it works and how it is produced and transmitted. Through hands-on projects, students explore the science of electricity, the behavior and parts of atoms, circuit design, and sensing devices

Science of Technology explores how science has affected technology throughout history. Students learn about applied physics, applied chemistry, chemical engineering, and nanotechnology through exploratory activities and projects.



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Projects/Key Experiences

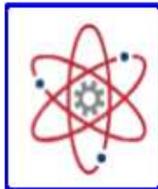
- Building DC motor
- soldering components to make nightlight
- Building a Morse code machine
- Design, build, and test roller coasters
- Create and test glue
- Research and test nano-products and fabrics
- Create and clean up an oil spill
- Design and test Rube Goldberg machine



Tech Careers

Small Middle School Green Tech Academy

Water Rockets, Balsa Wood Bridges, Hot Air Balloons



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.



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Projects/Key Experiences

- Hot Air Balloons
- Straw Rockets
- Water Bottle Rockets
- Balsa Wood Airplanes
- Balsa Wood Bridges



Robotic Careers

Small Middle School Green Tech Academy

Course Description

This course should be thought of an exploration into engineering and the automation of mechanisms. There are two areas of primary focus:

1. Robots need to be engineered and built. One aspect of the course focuses on the hardware and the process of designing machines to do what we want them to do. Using classic Lego RCX Technic Kits, the concepts related to simple machines (mechanical advantage) and the design process are introduced.
2. Robots must be programmed. Programming with RobotC, code recognized as an industry standard. It is also the same coding that is used with the Vex Robotics taken in the 7th and 8th grades.



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Projects/Key Experiences

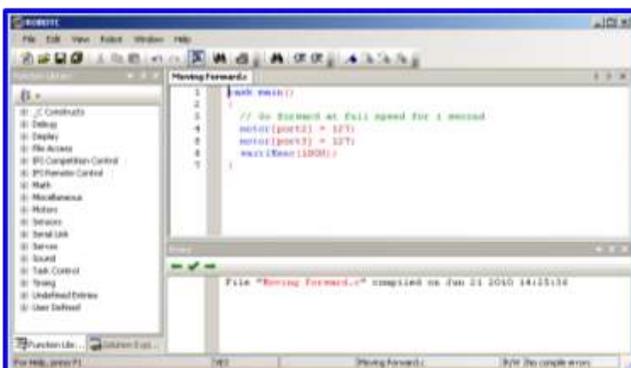
Research Engineering careers focused on Robotics

Simple Machines

Flowchart to introduce programming - ROBOTC

Designing, building, and testing robots for the following:

- Crash Test Dummy
- Pull Toy
- Catapult
- Amusement park ride
- Programming car for maze



Power, Energy, and Transportation

Small Middle School Green Tech Academy

CO2 Cars, Engine Powered Rockets, Mousetrap Cars



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 Racecars, Mousetrap cars and solar powered cars. They will explore rocketry by building engine-powered rockets while using machine and hand tools.



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Projects/Key Experiences

Hands on Projects Include:

- CO₂ Racecar
- Engine Powered Rockets
- Solar Powered Cars
- Mousetrap Cars



Green Building (Manufacturing and Construction)

Small Middle School Green Tech Academy

Use Machines, Pens/Pencils on Lathe, Bird Houses/Feeders



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 with an emphasis on environmental issues.



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Projects/Key Experiences

Hands on Projects Include:

Mechanical Pens/Pencils

Cedar Boxes

Bird Houses

Wooden Signs

Projects Around School

Picnic Tables

BBQ Tables

Compost Bins

Green Shed Project



Photography I

Small Middle School Green Tech Academy

Students investigate multiple photographic careers through hands on experience. They receive extensive hands-on DSLR Camera training and practice using the exposure triangle. In addition, they will use photographic equipment that includes using an external flash, tripod, lens filters and studio equipment. The rules of photographic composition will be applied to all images. Photoshop tools and techniques will be a part of the instruction. All students will compile a portfolio of their

photographic work for the semester.



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Projects/Key Experiences

History of Photography

Elements of Composition

Photoshop

Current Events

Caption Writing

Online Portfolio



Field Experiences

Texas Renaissance Festival

Media Production

Small Middle School Green Tech Academy

Students will produce the online student newspaper, The Cougar Online, as well as a weekly news broadcast, Cougar TV. Students gain knowledge and skills in the areas of interviewing, reporting, writing, current events, and also includes photography, video editing, desktop publishing and web design. Second year eighth graders are eligible to become editors.



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Projects/Key Experiences

Photography
Design
Layout
Desktop Publishing
Interviewing
Writing
Video Production

All aspects of the school newspaper and weekly broadcast are developed and produced by students.



Field Experiences

Texas Renaissance Festival
UIL - Editorial Writing Contest
UIL - ILPC Spring Convention

Graphic Design (Yearbook)

Small Middle School Green Tech Academy



This yearlong course is offered as an academic elective for students who wish to produce the school yearbook, The Silver Lining. Production involves photography, layout and design, and extensive writing. Principles of desktop publishing will also be included, using the latest version of the Adobe Creative Suite. Second year eighth graders are eligible to become editors.



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Projects/Key Experiences

Photography
Design
Layout
Desktop Publishing
Interviewing
Writing

All aspects of the yearbook are developed and produced by students.



Field Experiences

Texas Renaissance Festival
Mentor with Bowie Yearbook Staff
UIL - ILPC Spring Convention

Web Design

Small Middle School Green Tech Academy

Websites, Internet Research, Blogging

Students learn the basics of web design and other skills related to living on-line like Boolean searching, blogging, and internet safety.



Students create websites using HTML5 and CSS as well as creating the vector and photo graphics to support the page.

Other free online web development applications like Weebly and Google Sites are also used.



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Projects/Key Experiences

History of Internet Presentation

HTML & CSS
Dog Website Tutorial

Elements of Design
What makes a site look good

Concert Tour Simulation
Band Promotional Website

Blogging

Blue Knights

The Blue Knights are on their "Save the Damsel" Tour



Date	City	Venue	Time
Jan. 26, 2014	New York	Club Looze	8 - 11 pm
Feb. 8, 2014	Atlanta	Green Stadium	8 - 11 pm
July 15, 2014	Dallas	Star & Bar	8 - 11 pm
Aug. 5, 2014	Atlanta	TherapyD	8 - 11 pm

This is an AWESOME concert to attend because the BLUE KNIGHTS

Field Experiences

Guest Speakers

Web Design II

Small Middle School Green Tech Academy

Graphics, HTML, Apps

Web Design II continues the instruction from Web Design I.



Students are introduced to more sophisticated web creation programs like Dreamweaver.

Students learn to create smart phone apps.

This course is for students who were successful in Web Design I and are interested in the more serious application of designing web pages.



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Projects/Key Experiences

HTML5 & CSS
Tutorials

Web graphics
Photos, Gifs, Videos, Sound

Websites
Green Topics

Apps
Android Apps builder

Career Investigation



Field Experiences

Guest Speakers

Media and Animation

Small Middle School Green Tech Academy

Digital Creativity and Art

Students will design and create multimedia/animation projects using open source applications like Inkscape and Gimp. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.



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Projects/Key Experiences

Vector Graphics

Name plate/Logo
Penguin
Hedgehog
Scary Story

Photo Editing

Fix-a-face
4 Portraits
Dream Scene
Weird Animals

Animated GIFs

Signature
Logo



Field Experiences

Guest Speaker

Media and Animation II

Small Middle School Green Tech Academy

Video, Cartoons, TV News

Students use interpersonal skills of collaboration to develop solutions to project-based assignments including *video production and broadcasting skills* with an emphasis on producing video news items for the morning broadcast news.



Students build on the knowledge and skills from the prerequisite course, Media and Animation.



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Projects/Key Experiences

Photostory3

Poem

Bill of Rights

Flash Animation

Science News

Video segments of scientific advancements

PSAs

Green Topics

Career Investigation



Field Experiences

Guest Speaker

TV Station Field Trip