



ROUND ROCK ISD

INDEPENDENT SCHOOL DISTRICT

COURSE CATALOG

2026 - 2027

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The 2026-2027 Middle School Course Catalog cover was designed by JR Ward, a student of Nancy Arredondo who teaches at Round Rock High School.

Vision Statement

The Round Rock Independent School District will be a place of nurturing, compassion, truth, happiness, respect, creativity, research, and self-actualization. All students and teachers will be inspired to become partners in the quest for knowledge.

Mission Statement

The mission of Round Rock Independent School District is to provide exemplary education, guidance, and encouragement to empower all students to reach their individual potential and become contributing members of a diverse community.

Message to Students and Parents

The Round Rock Independent School District develops the Course Catalog to assist in planning your program. The information provided in this publication is designed to assist students and parents in planning and making appropriate choices for the student's high school career. Round Rock ISD graduation requirements as well as your own individual needs should be considered as you select your semester and yearly courses. Select your courses carefully since schedule changes may be limited. Note: Courses in this catalog may not be available on all campuses or may not be offered in a given year. The RRISD Board of Trustees, administrators, counselors, and teachers want your high school experience to be both fruitful and enjoyable. Occasionally, changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you enter your freshman year in high school.

Round Rock Independent School District does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

For information about your rights or grievance procedures, contact the Title IX Coordinator, Farid Razavi, at email farid_razavi@roundrockisd.org, Telephone 512-464-5298, and/or the Section 504 Coordinator, Dr. Bonita Teasley, at email, bonita_tasley@roundrockisd.org, Telephone 512-464-5140.

Round Rock Independent School District
1311 Round Rock Avenue / Round Rock, TX 78681 / (512) 464-5000
<https://www.roundrockisd.org>

Career and Technical Education Nondiscrimination Policy:

Round Rock Independent School District offers career and technical education (CTE) programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, AV, and Communication; Business, Marketing, and Finance; Career Development; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics. Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of Round Rock Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services, or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Round Rock Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Acts of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Round Rock Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Farid Razavi, at email farid_razavi@roundrockisd.org, Telephone 512-464-5298 , and/or the Section 504 Coordinator, Dr. Bonita Teasley, at email, bonita_tasley@roundrockisd.org, Telephone 512-464-5140.

El Distrito Escolar Independiente de Round Rock Notificación Pública de No Discriminación en los Programas Educativos de Planeación Profesional Tecnológica

El Distrito Escolar Independiente de Round Rock ofrece programas de Planeación Profesional y Educación Tecnológica en las áreas de: Agricultura, Alimentos y Recursos Naturales, Arquitectura y Construcción; Negocios, Mercadeo y Finanzas; Desarrollo de Carreras; Educación y Entrenamiento; Ciencias de la Salud; Hospitalidad y Turismo; Servicios Humanos, Tecnología de la Información; Leyes, Seguridad Pública; Corrección y Seguridad; Fabricación; Ciencia, Tecnología, Ingeniería y Matemáticas, Transporte; Distribución y Logística. La admisión a estos programas se basa en interés, aptitud, edad apropiada y espacio disponible en la clase.

Es política del Distrito Escolar Independiente de Round Rock el no discriminar por razones de raza, color, nacionalidad, género o discapacidad en sus programas, servicios, o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

Es política del Distrito Escolar Independiente de Round Rock de no discriminar por razones raza, color, nacionalidad, género, discapacidad, o edad en sus prácticas de empleo según los requisitos del Título VI de la Ley de Derechos Civiles de 1964, según la enmienda prevista; Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 de la Ley de la Rehabilitación de 1973, según la enmienda prevista.

El Distrito Escolar Independiente de Round Rock tomará medidas para asegurarse de que el no hablar el idioma inglés, no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos de quejas, póngase en contacto con la coordinadora del Título IX, Farid Razavi, at email farid_razavi@roundrockisd.org, Telephone 512-464-5298 , and/or the Section 504 Coordinator, Dr. Bonita Teasley, at email, bonita_tasley@roundrockisd.org, Telephone 512-464-5140.

Middle Schools

C. D. Fulkes Middle School
300 West Anderson Avenue
Round Rock, TX 78664
(512) 428-3100

Canyon Vista Middle School
8455 Spicewood Springs Road
Austin, TX 78759
(512) 464-8100

Cedar Valley Middle School
8139 Racine Trail
Austin, TX 78717
(512) 428-2300

Chisholm Trail Middle School
500 Oakridge
Round Rock, TX 78681
(512) 428-2500

Deerpark Middle School
8849 Anderson Mill Road
Austin, TX 78729
(512) 464-6600

Grisham Middle School
10805 School House Lane
Austin, TX 78750
(512) 428-2650

Hernandez Middle School
1901 Sunrise Road
Round Rock, TX 78664
(512) 424-8800

Hopewell Middle School
1535 Gulf Way
Round Rock, TX 78664
(512) 464-5200

Pearson Ranch Middle School
8901 Pearson Ranch Road
Austin, Texas 78717
(512) 704-1500

Ridgeview Middle School
2000 Via Sonoma Trail
Round Rock, TX 78664
(512) 424-8400

Walsh Middle School
3850 Walsh Ranch Boulevard
Round Rock, TX 78681
(512) 704-0940

High Schools

Cedar Ridge High School (CRHS)
2801 Gattis School Road
Round Rock, TX 78664
(512) 704-0100

Early College High School (ECHS)
4400 College Park Drive
Round Rock, TX 78665
(512) 704-1650

McNeil High School (MHS)
5720 McNeil Drive
Austin, TX 78729
(512) 464-6300

Round Rock High School (RRHS)
201 Deep Wood Drive
Round Rock, TX 78681
(512) 464-6000

Round Rock Opportunity Center
931 Luther Peterson Place
Round Rock, TX 78665
(512) 428-2900

Stony Point High School (SPHS)
1801 Tiger Trail
Round Rock, TX 78664
(512) 428-7000

Success High School (SHS)
500 Gattis School Road
Round Rock, TX 78664
(512) 704-1300

Westwood High School (WHS)
12400 Mellow Meadow Drive
Austin, TX 78750
(512) 464-4000

Round Rock ISD Learner Out Comes

All students who graduate from Round Rock ISD will:

- graduate ready for college, career, or military.
- exhibit self-directed learning by participating in goal-setting with campus staff for academics and extracurricular activities, and regularly assess progress and make adjustments as necessary.
- (graduates) contribute to society through employment, military service, citizenship, and volunteer service.
- be prepared to self advocate and take advantage of resources for continuous learning.
- develop empathy and communication, collaboration, critical thinking, problem-solving, advocacy, and relationship-building skills.

**INSPIRING
STUDENTS
TO LEARN
EMPOWERING
STUDENTS
FOR LIFE**



ROUND ROCK
INDEPENDENT SCHOOL DISTRICT

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Planning Your Middle School Program

Middle school includes grades 6, 7, and 8 and is important as you think about high school and post-secondary plans. The courses you take and the grades you make are the foundation for the high school years. As a result, consider the following information.

High School Credit in Middle School

Round Rock ISD offers some courses designated for grades 9-12 to be completed in middle school. Students who take these courses must show satisfactory completion of the prerequisite grade and the most recent Texas STAAR exam as well as meet state and district requirements for the high school course taken, including the appropriate high school STAAR EOC (End of Course) exam.

Students who satisfactorily complete Algebra I and/or Geometry prior to high school will continue with higher-level mathematics courses in grades 9-12. Students are expected to take four additional years of high school math while in high school. Students who successfully complete high school credits for languages other than English (LOTE), either through successful completion of the high school curriculum or successful assessment with STAMP or OPI & WPT, may use the credits earned towards the graduation requirements for languages other than English (LOTE) in grades 9-12.

Satisfactory completion of high school courses taken prior to high school shall be reflected on the student's transcript, sometimes referred to as the academic achievement record, and the student will be awarded state graduation credit. Auditing a high school credit-bearing course for which the student has already earned credit is permitted with the approval of the Grade Placement Committee, although there will be no new grade for the repeated course, only an "NG" (meaning no grade) listed on the transcript. A variety of courses ranging from fine arts, languages other than English (LOTE), science, and mathematics are offered for high school credit in the middle schools. Please check with the campus counselor for course listing. **The grade for courses taken prior to high school will not be averaged in the student's high school grade point average (GPA) or class rank.**

College Credit in High School

Round Rock ISD offers many opportunities for students to earn college credit while enrolled in the district. These include College Board Advanced Placement (AP), dual credit and OnRamps dual enrollment courses, the Early College High School, the International Baccalaureate Programme, and articulated courses and dual credit coursework through Career and Technical education programs. Programs are open enrollment and participation is based on the prerequisites of the course.

AP Courses are offered at all Round Rock ISD comprehensive high school campuses. Check with your campus for specific course offerings. More information about AP can be found at <https://ap.collegeboard.org> or at <https://roundrockisd.org> under "Advanced Placement" in the A to Z index.

The IB Programme is offered at McNeil High School, Stony Point High School, and Westwood High School. The student is responsible for transportation if transferring to participate in IB. More information about each campus' IB programs can be found online: MHS: <https://www.mcneilhsib.com/>, SPHS: <http://www.stonypointib.com/>, and WHS: <https://sites.google.com/roundrockisd.org/westwoodhsib/home>.

Dual credit courses are offered in partnership with Austin Community College and McMurry University and dual enrollment courses are offered in partnership with UT Austin OnRamps. More information about the Dual Credit opportunities may be found at <https://roundrockisd.org> under "Dual Credit" in the A to Z index.

Early College High School (ECHS) is a unique high school program located at Austin Community College (ACC) Round Rock. During the four years of high school, enrolled students have the opportunity to earn both a Round Rock ISD ECHS diploma and an ACC Associates Degree, at no cost to the student's family. Enrollment is based on an application process that begins during 8th grade. For the most current information, see <https://earlycollege.roundrockisd.org/>.

It is also possible to work towards an associates degree at a comprehensive high school by taking carefully selected courses that satisfy both Round Rock ISD graduation requirements and the associates degree requirements at Austin Community College. The district has created resources to support families interested in this pathway. More information can be found at <https://roundrockisd.org> under "Associates Degree" in the A to Z index.

Career and Technical Education articulation agreements with community colleges make it possible for students to earn college credit for courses successfully completed for high school credit. These courses are designed to prepare students for the future and cover both the high school curriculum and the college curriculum. These credits are held in escrow until the student successfully completes the requirements of the articulating college. The credits held in escrow are then placed on the student's college transcript when they enter the institution of higher learning that offers the articulated credit. In order

to claim credit, Austin Community College requires the student to take at least one course at ACC to earn the articulated credits. To be considered for articulated credit, students must earn a grade of 80 or higher in the class, a grade of 70 or higher on an ACC-created end-of-course exam or pass the associated industry certification exams (varies per course), and meet all high school and college course requirements. Some universities and colleges do not accept articulated credits depending on the student's major and the rules and regulations of the institution. It is always best to speak directly with an admissions representative at the college or university to learn of any transfer of credit restrictions. For the most current information, see <https://www.roundrockisd.org/o/rrisd/page/articulated-prep-program>. Note: the list of courses and grade levels ACC allows for articulation is reviewed and changed annually. Currently, only 8th-10th grade students are eligible for articulated credit on certain courses (found at the link above).

Pathways in Technology Early College High School (P-TECH) is an innovative, open-enrollment program located at Cedar Ridge High School in partnership with Austin Community College and St. David's HealthCare. This workforce focused program prepares students for careers in healthcare through a combination of high school coursework, dual credit college classes, and work-based learning experiences. Students may earn a high school diploma, industry-based certifications, a Level II Certificate, and work toward an Associate of Applied Science (AAS) degree while preparing for Licensed Vocational Nurse (LVN) licensure. Graduates may enter the workforce as LVNs immediately after high school and continue their education toward becoming Registered Nurses (RNs).

The program is housed at Cedar Ridge High School and accepts up to 35 incoming freshmen each year through an application process completed during eighth grade. To participate in dual credit coursework, students must demonstrate college readiness through the TSI assessment; academic support is provided to help students meet this requirement. Because the program includes clinical learning experiences, students must meet all health and safety requirements established by the college and healthcare partners. Requirements may include proof of medical insurance, immunization records, fingerprinting, criminal background checks, drug testing, physical examinations, tuberculosis (TB) testing, and annual influenza vaccinations.

Families should understand that the AAS degree is designed as a workforce degree focused on employment in healthcare. While core academic courses may transfer to Texas public colleges and universities, some LVN-specific coursework may not transfer outside of ACC.

Note: The Vocational Nursing Associate of Applied Science (AAS) degree is pending approval from the Texas Board of Nursing and may be subject to change. For the most current information, see <https://www.roundrockisd.org/o/rrisd/page/p-tech>

Texas Automatic Admission to Colleges and Universities

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 with the Foundation Plan Distinguished Level of Achievement (DLA); (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 freshman class. As a result, the University of Texas at Austin will automatically admit all eligible 2026 summer/fall applicants who ranked within the top 5% of their high school graduating class, with the remaining spaces to be filled through holistic review.

Texas First Diploma

The Texas First Diploma is an opportunity for students to graduate up to a year early and also earn up to a year scholarship at a Texas public college or university. More details on eligibility requirements can be found at www.highered.texas.gov/the-texas-first-program/

Career Investigation

As students begin to consider their future careers, it is important that students learn about career options as well as which ones may fit them best. Many online sources are available for student and parent exploration.

- Texas Workforce Commission: <https://lmi.twc.texas.gov/explore/TSC/K12.asp> This site includes a self-assessment to help students discover their interests, career exploration including job demand and requirements, information regarding post-secondary institutions offering college or training for the careers, and financial information to help students reach their goals.

- My Texas Future is an online platform created as a collaboration between the Texas Workforce Commission, The Texas Higher Education Coordinating Board and the Texas Education Agency. Students can discover their interests and explore post high school educational opportunities. <https://www.mytexasfuture.org/middle-high-school/>

Round Rock ISD recommends that students take an interest assessment annually. During a student's 8th grade year, students will take an interest assessment on campus by October 31st to help with high school course selection. Many of our Round Rock ISD Career and Technical Education courses also give the students opportunities to explore career fields in depth while in high school.

Foundation High School Program - Graduation Requirements for Students

Foundation Course Requirements	Foundation Plan	Foundation Plan w/ Endorsements	Distinguished Level of Achievement (DLA) <i>Note: The DLA is required to qualify for automatic college admission under the Texas Top 10% provisions. RRISD strongly recommends the DLA.</i>
English Language Arts (ELA)	English I, II, III, & IV or an Advanced English Course (4 credits)	English I, II, III, & IV or an Advanced English Course (4 credits)	English I, II, III, & IV or an Advanced English Course (4 credits)
Mathematics	Algebra I, Geometry, & an Advanced Math Course (3 credits) <i>Note: RRISD recommends Algebra II for the Advanced Math course.</i>	Algebra I, Geometry, & two Advanced Math Courses (4 credits) <i>Note: RRISD recommends Algebra II for an Advanced Math course.</i>	Algebra I, Geometry, Algebra II, & an additional Math Course (4 credits)
Science	Biology, IPC or an Advanced Science Course, & an Advanced Science Course (3 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)	Biology, IPC or an Advanced Science Course, & two Advanced Science Courses (4 credits)
Social Studies	Beginning with the <u>Class of 2030: (Students entering grade 9 during the 2026-2027 school year)</u> World Geography, World History, or Economics (1 credit), U.S. History (1 credit), U.S. Government (.5 credit) Personal Financial Literacy (.5 credit) Round Rock ISD approved Social Studies Course(s) (1 credit) (4 credits)	Beginning with the <u>Class of 2030: (Students entering grade 9 during the 2026-2027 school year)</u> World Geography, World History, or Economics (1 credit), U.S. History (1 credit), U.S. Government (.5 credit) Personal Financial Literacy (.5 credit) Round Rock ISD approved Social Studies Course(s) (1 credit) (4 credits)	Beginning with the <u>Class of 2030: (Students entering grade 9 during the 2026-2027 school year)</u> World Geography, World History, or Economics (1 credit), U.S. History (1 credit), U.S. Government (.5 credit) Personal Financial Literacy (.5 credit) Round Rock ISD approved Social Studies Course(s) (1 credit) (4 credits)
Languages Other Than English (LOTE)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)	LOTE (2 credits in the same language, computer programming language, or other allowable exceptions)
Fine Arts	Fine Arts (1 credit)	Fine Arts (1 credit)	Fine Arts (1 credit)
Physical Education	Physical Education (1 credit)	Physical Education (1 credit)	Physical Education (1 credit)
Electives	Electives (5 credits)	Electives (7 credits)	Electives (7 credits)
Endorsements	(No Endorsement)	STEM (Science, Technology, Engineering, & Math) Business & Industry Arts & Humanities Public Service Multidisciplinary	STEM (Science, Technology, Engineering, & Math) Business & Industry Arts & Humanities Public Service Multidisciplinary
Total Credits Required	23	27	27

Endorsements

Arts and Humanities Endorsement - A student may earn an arts and humanities endorsement by completing foundation and general endorsement requirements and one of the following options:

- (A) A total of five social studies credits, or
- (B) Four levels of the same language in a language other than English, or
- (C) Two levels of the same language in a language other than English and two levels of a different language in a language other than English, or
- (D) Four levels of American Sign Language, or
- (E) A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the Texas Education Agency Commissioner of Education, or
- (F) Four English elective credits by selecting from the following: English IV; Independent Study in English; Literary Genres; Creative Writing; Research & Technical Writing; Humanities; AP English Literature and Composition; AP Language and Composition; IB Language Studies (A1 Higher Level); or Communications Applications

Multidisciplinary Studies Endorsement - A student may earn a multidisciplinary studies endorsement by completing foundation and general endorsement requirements and one of the following options:

- (A) Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence, or
- (B) Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics, or
- (C) Four credits in Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit selected from English, mathematics, science, social studies, economics, or languages other than English, or fine arts

STEM (Science, Technology, Engineering, and Mathematics) Endorsement - A student may earn a STEM endorsement by completing foundation and endorsement requirements including Algebra II, Chemistry, and Physics and one of the following options:

- (A) A coherent sequence of courses for four or more credits in CTE that consist of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Texas Education Agency's Commissioner of Education. The final course in the sequence must be selected from the STEM career cluster.
- (B) A total of five credits in math by successfully completing Algebra I, Geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite.
- (C) A total of five credits in science by successfully completing Biology, Chemistry, Physics, and two additional science courses.
- (D) A coherent sequence of four courses in cybersecurity to consist of Foundations of Cybersecurity and Cybersecurity Capstone and two additional courses to be selected from the following: AP Computer Science A; Computer Science I; AP Computer Science Principles; Digital Forensics; Computer Maintenance; Internetworking Technologies I; Internetworking Technologies II; or Networking.
- (E) In addition to Algebra II, Chemistry, and Physics, a coherent sequence of three additional credits from no more than two of the areas listed in the above (A), (B), (C), and (D).

Business and Industry Endorsement - A student may earn a business and industry endorsement by completing foundation and general endorsement requirements and one of the following options:

- (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Commissioner of Education. The final course in the sequence must be selected from one of the following CTE career clusters: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video Technology, & Communications; Business Management & Administration; Transportation, Distribution, & Logistics; Marketing; Information Technology; Manufacturing; Hospitality & Tourism; and Finance, or
- (B) Four English elective credits by selecting three levels in one of the following areas: advanced broadcast journalism; advanced journalism – newspaper; advanced journalism – yearbook; public speaking; and debate, or
- (C) Four technology applications credits from the following: Digital Design & Media Production; Digital Art & Animation; 3-D Modeling & Animation; Digital Communications in the 21st Century; Digital Video & Audio Design; Web

Communications; Web Design; Web Game Development; and Independent Study in Evolving/Emerging Technologies, or

(D) A coherent sequence of four credits from (A), (B), or (C).

Public Service Endorsement - A student may earn a public service endorsement by completing foundation and general endorsement requirements and one of the following options:

- (A) A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the Commissioner of Education. The final course in the sequence must be selected from one of the following CTE career clusters: Education & Training; Government & Public Administration; Health Science; and Law, Public Safety, Corrections, & Security, or
- (B) Four courses in Junior Reserve Officer Training Corps (JROTC)

Section 504 Services

Section 504 of the Rehabilitation Act prohibits discrimination and assures that students with a disability have educational opportunities and benefits equal to those provided to students without a disability. Eligible students have a record of or are regarded as having a physical or mental impairment that substantially limits one or more major life activities including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. In order to receive services, even if the students have a physical or mental impairment, there must be a substantial limitation of a major life activity; i.e., a serious problem requiring accommodation within the school. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators, or any other district employee should contact the campus counselor for information concerning available services.

Special Education Services

Each local school has the responsibility for providing educational and related services to students in the least restrictive environment, and students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities. If a student has or is suspected of having a disability or requires special services, parents, teachers, administrators or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services. The school district curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student's needs and abilities. These skills may be attained in the general program of instruction or through special education instruction and related services, as determined by the admission, review, and dismissal (ARD) committee.

Students with disabilities shall have available an instructional day commensurate with that of students without disabilities. The ARD committee shall determine the appropriate instructional setting and length of day for each student, and these shall be specified in the student's individual educational plan (IEP).

The secondary program of a student receiving special education services shall terminate either with graduation or when the student no longer meets the age requirement for eligibility. Graduation constitutes a release from services and is a change in placement. A student may graduate according to the provisions described below:

A student receiving special education services may graduate and be awarded a high school diploma if:

- the student has satisfactorily completed the minimum curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
- the student has satisfactorily completed the minimum curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument under TEC.

39.027(a)(2)(B).

A student receiving special education services may also graduate and receive a regular high school diploma when the student's admission, review, and dismissal (ARD) committee has determined that the student has successfully completed the student's individualized education program (IEP) with certain conditions.

Program Information

Regular Courses

Regular courses provide grade-level instruction in all Texas Essential Knowledge and Skills as outlined in the State Board approved well-balanced curriculum. In addition, Round Rock ISD regular courses exceed these minimum expectations through various curricular and instructional modifications. Modifications may be provided in the methodology of instruction, pacing, and materials. These courses are designed for college-bound as well as career-bound students.

Accelerated Courses (Mathematics and Science)

Accelerated mathematics and science courses in grades 6 and 7 cover three years of content (grades 6, 7, and 8) in two years. This program prepares students to take a high school course in 8th grade. To enroll it is recommended that students have demonstrated success on district benchmarks and the most recent STAAR test.

Talented and Gifted (TAG) Program

Round Rock ISD provides Talented and Gifted (TAG) services for students identified as having significantly advanced general intellectual ability and/or specific academic aptitude. TAG classes and/or services are available in kindergarten - 12th grades. Teachers providing TAG services to identified students have met the state requirements necessary for working with gifted and talented students.

To receive TAG services, a student must be screened and identified for gifted/talented services by the campus screening and placement committee. Criteria may include achievement scores, school abilities or intellectual aptitude tests, reasoning tests, teacher and parent checklists, and student products. For more specific information concerning timelines for referrals, testing, and placement, see the district website or contact the school counselor.

Examination for Acceleration/EFA (Without Prior Instruction)

Round Rock ISD Board of Trustees Policy EHDC allows students who, without prior instruction, have already mastered content and skills in a particular course to advance to the next level so they are more appropriately challenged. Students may qualify to move ahead one course by scoring 80% or better on the exam. For high school courses the actual score from the exam is entered on the student's transcript but is not included in the high school GPA.

Exams are administered quarterly at district cost and students must be tested during one of the specified times. If parents choose not to wait until the next district testing date, they may contact the University of Texas High School and pay the fees to have the tests administered at their convenience as long as it is not within the same test window. Test windows are published annually in the student handbook. Students or parents interested in more information concerning the test, eligibility, or qualifications for credit should contact the campus counselor for additional information and registration forms.

Assessment of Languages other than English (LOTE)

RRISD provides assessment at no cost to the parent for students who have LOTE (languages other than English) skills in Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Mandarin Chinese (Simplified and Traditional), Polish, Portuguese (Brazilian), Russian, and Spanish. using the STAMP exam. Other languages are available to 8th graders only. Please contact your campus for more details. Middle school students may earn up to five high school LOTE credits based on the results of this assessment. In addition, this test can assure proper placement of a student in advanced level LOTE courses. Contact the school counselor for more information.

Credit by Examination/CBE (With Prior Instruction)

Credit by Examination may be administered to a student who has sufficient prior formal instruction as determined by the district on the basis of a review of the student's educational records. A student may not use this examination to regain eligibility to participate in extracurricular activities. The attendance committee may allow a student with excessive absences to receive credit for a course by passing an examination. Students are responsible for the cost of the examination. Students must score 70% or better on each test taken.

Course Selection Process

STEP ONE - Review Course Catalog and Course Offerings

Students will read through the Course Guide and give special attention to information about course and graduation requirements. A student should select courses that will help prepare them for their future career goals. Selections should be checked carefully to see if the prerequisites for courses of interest are met. Information about Advanced Placement, International Baccalaureate, Dual Credit, OnRamps, and Articulated Credit courses may be of special interest to those wishing to prepare for college, earn college credit or a certification while in high school. These courses also provide an opportunity for parents and students to save money.

STEP TWO - Orientation of Courses

There will be an opportunity to become familiar with graduation plans, academies, programs of study and all course offerings through a series of classroom and parent presentations. Students will be given a pre-registration form for parents and students to use when planning their course selection for the following year.

STEP THREE - Parent/Guardian Approval

When the pre-registration form reaches home, parents/guardians and students should take time to discuss the courses and how they fit into the student's future plans. Parents/guardians must then sign the bottom of the pre-registration form and the student should return it to their School Counselor. If parents or guardians have any questions or wish to make any changes, they should make the changes on the form and the student should return the form to the appropriate counselor. If no contact with the counselor is made, it is assumed that the parents or guardians approve of the proposed schedule for next year. **At this point, the student's course selections for next year are final, and there will be no further schedule changes.**

Scheduling Process

This catalog contains a brief description of courses offered in Round Rock Independent School District (RRISD) middle schools, as well as the grade-level requirements for specific courses and any prerequisites. If there is insufficient enrollment for a course, or certified teachers are not available to teach the course, the course will not be offered and one of the three alternates listed on the student's pre-registration form will be used. A student in grades 6-8 may have an "off-period" in his or her school day if scheduled in Off-Campus Physical Education (OCPE) Level I (15 hours per week).

Students must carefully plan their course selections. Although students will receive specific instructions and assistance from school counselors during the pre-registration process, the responsibility for selecting appropriate courses based on individualized educational plans rests with students and parents. It is very important that students and parents give careful consideration to selecting appropriate courses. The choices students make on the pre-registration form determine the master schedule of course offerings available. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflict. **Student schedules will not be changed to select different teachers, lunch periods, to drop a previously selected elective, or a course in which the student enrolls with a waiver. Level changes in core classes will be considered after the first week of school.**

Schedule corrections will be considered during the first five class meeting days of each semester and only if a student fails to satisfy prerequisites; if the school has made an error; if a scheduling conflict exists; or if a student has successfully completed summer school, correspondence courses, and/or credit-by-exam. To correct a scheduling error, schedule changes do not require a parent's signature.

Requests to change the level of a core course (English, Math, Science, Social Studies, Foreign Language) will only be considered for a compelling educational circumstance. Prior to requesting a core course level change, the student must attend tutorials and a parent/teacher/student conference must occur. If after tutorials and the teacher/parent/student conference a change in level is still desired, the campus scheduling committee will meet to review the request and make a recommendation to the campus principal or designee. Final approval for a change must be given by the principal or designee.

Middle School Course Requirements

Middle school courses offered in RRISD meet and exceed the requirements set forth by the Texas Education Agency. A middle school student's program of study is as follows for each grade:

Required Sixth Grade Program	Required Seventh Grade Program	Required Eighth Grade Program
Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics
World Culture Studies	Texas History and Geography	US History through Reconstruction
Science	Science	Science
Wellness Education (PE)	Navigating Your Future	
Electives*	PE	Electives*
	Electives*	

*In accordance with House Bill 3, all middle school students must complete one fine arts course during grades 6, 7, or 8. Courses printed in this catalog are not offered at all campuses. Round Rock ISD middle schools are on the semester system. There are two (2) semesters of approximately 90 days each.

Note that some courses may be labeled MS 1, MS 2, or MS 3. MS represents Middle School and the number represents if it is the first (for 1), second (for 2), or third (for 3) times the student has taken the subject. The numbers do not correspond to the grade or skill level.

Navigating Your Future

Beginning with the 2026-2027 school year, Round Rock ISD is launching Navigating Your Future, a new required course for 7th graders. The course guides students and families in creating a Personal Graduation Plan tailored to their unique interests and goals. Through self-exploration and practical lessons, students learn how academic choices—such as course selections and endorsements—impact future opportunities. This proactive approach prepares students to explore career pathways and align their middle school experiences with family goals for success. Students will earn high school credit upon completion of the course. Because of the importance of the content of this course, it is required for all 7th grade students. See page 22 for the full course description.

Round Rock ISD Course Descriptions

The following course descriptions are intended to briefly describe a course that is offered at a campus in Round Rock ISD. The courses are grouped according to type (ELA, Math, etc.) and alphabetically listed. Courses are identified by two codes, one the RRISD course number, usually 4 digits, and the other, the TEA PEIMS (Public Education Information Management System) code, usually 8 digits. Sometimes, prerequisites are specified and course notes are mentioned. Even with this organization of course descriptions, it is sometimes puzzling to locate a particular course, so an alphabetical index of all of the courses in the catalog is included at the end of this course catalog.

Talented and Gifted (TAG) Course Note: All courses labeled TAG include a placement process and curriculum that meets the Round Rock ISD TAG identification standard for students in that specific content area. TAG courses are taught with greater depth and complexity and may move at a faster pace.

ENGLISH LANGUAGE ARTS

English Language Arts and Reading Grade 6

6710 PEIMS: #03200510

This course provides instruction and practice in reading, writing, listening, speaking, and thinking in a variety of genres to enhance students' language skills. Response, comprehension, analysis, composition, vocabulary, and inquiry skills are developed through guided, collaborative, and independent practice. Students learn grammar, punctuation, and mechanics within the context of reading and writing.

English Language Arts and Reading Grade 7

7710 PEIMS: #03200520

This course provides instruction and practice in reading, writing, listening, speaking, and thinking in a variety of genres to enhance students' language skills developed in Grade 6 ELAR. Response, comprehension, analysis, composition, vocabulary,

and inquiry skills are developed through guided, collaborative, and independent activities. Students learn grammar, punctuation, and mechanics within the context of reading and writing.

English Language Arts and Reading

8710 PEIMS: #03200530

Grade 8

This course provides instruction and practice in reading, writing, listening, speaking, and thinking in a variety of genres to enhance students' language skills developed in Grade 7 ELAR. Response, comprehension, analysis, composition, vocabulary, and inquiry skills are developed through guided, collaborative, and independent activities. Students learn grammar, punctuation, and mechanics within the context of reading and writing.

English Language Arts and Reading, TAG

Grade 6

6720 PEIMS: #03200510

Grade 7

7720 PEIMS: #03200520

Grade 8

8720 PEIMS: #03200530

Creative and critical thinking are emphasized as students build skills in the areas of reading, writing, listening, speaking, thinking, and inquiry. Extensive reading, inquiry projects, peer collaboration and discussion, and writing opportunities provide a rigorous English Language Arts experience.

English Language Development & Acquisition (ELDA) I & II

Grades 6, 7 or 8

1128A/1128B (First Time Taken)

PEIMS Code # 03200800

1129A/1129B (Second Time Taken)

PEIMS Code # 03200810

This course is designed to provide instructional opportunities in reading, writing, speaking, and listening in English for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible /very limited academic language level of the state-approved English oral language proficiency tests. This course must be taken concurrently with a co-requisite language arts course. Recommended co-requisites: ELLA6, ELLA 7, or ELLA 8

Course Note: This course targets beginner and intermediate students, as determined by the LPAC Committee.

HS CREDIT: 1 per year with maximum of 2

English Learners Language Arts (ELLA 6)

0856 PEIMS: #03210530

Grade 6

The ELLA course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational skills. The strands focus on academic oracy, authentic reading, and reflective writing. This course may be substituted for English Language Arts & Reading, Grade 6. This course targets beginner and intermediate students, as determined by the LPAC Committee.

English Learners Language Arts (ELLA 7)

0857 PEIMS: #03200531

Grade 7

The ELLA course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills. The strands focus on academic oracy, authentic reading, and reflective writing. This course may be substituted for English Language Arts and Reading, Grade 7. This course targets beginner and intermediate students, as determined by the LPAC Committee.

English Learners Language Arts (ELLA 8)

0858 PEIMS: #03200532

Grade 8

The ELLA course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills. The strands focus on academic oracy, authentic reading, and reflective writing. This course may be substituted for English Language Arts and Reading, Grade 8. This course targets beginner and intermediate students, as determined by the LPAC Committee.

Reading, Elective

Grade 6

6760 PEIMS: #03273410

Grade 7

7761 PEIMS: #03273420

Grade 8

8639 PEIMS: #03273430

This course offers students opportunities to read with competence, confidence, and understanding through instruction and engagement in word recognition, vocabulary, fluency, and comprehension activities. Students will read independent and instructional-level materials for varied purposes and respond to texts both orally and in writing.

Reading, Elective–Dyslexia–Wilson Reading**Grade 6****6762 PEIMS: #03273410****Grade 7****7762 PEIMS: #03273420****Grade 8****8641 PEIMS: #03273430**

WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery. (ARD Committee Placement)

Reading, Elective–ESL**Grade 6****0896R PEIMS: #03273410****Grade 7****0897R PEIMS: #03273420****Grade 8****0898R PEIMS: #03273430**

This course offers students opportunities to read with competence, confidence, and understanding through instruction and engagement in word recognition, vocabulary, fluency, and comprehension activities. Students will read independent and instructional-level materials for varied purposes and respond to texts both orally and in writing. This course will focus on the specific reading needs of English Learners. (LPAC placement)

Reading, Elective–Improvement**Grade 6****0880 PEIMS: #03273410****Grade 7****0881 PEIMS: #03273420****Grade 8****0882 PEIMS: #03273430**

This course offers students opportunities to read with competence, confidence, and understanding through instruction and engagement in word recognition, vocabulary, fluency, and comprehension activities. Students will read independent and instructional-level materials for varied purposes and respond to texts both orally and in writing. This course is designed to provide individualized reading instruction for the student at his or her own instructional and independent reading levels. (ARD Committee placement)

Reading, Elective–Reading by Design**Grade 6****0912 PEIMS: #03273410****Grade 7****0913 PEIMS: #03273420****Grade 8****0914 PEIMS: #03273430**

Reading by Design is a systematic, explicit, multisensory, and intensive reading intervention that was created by developers at the Texas Region 4 Education Service Center in Houston. It is aligned with research based practices for developing literacy, and meets criteria for dyslexia instructional programming according to the Texas Dyslexia Handbook. Phonological awareness, sound-symbol association, the six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension are all addressed within the program. It is designed to be taught in grades K-12. (ARD Committee Placement)

Journalism**Journalism: News-Media Production****Grade 6****0791 PEIMS: #82000JN6****Grade 7****0807 PEIMS: #82910JN7**

This course exposes students to the world of communication and news-media production with emphasis on press ethics, news analysis, news, feature, and editorial writing. The course includes instruction in headline writing, page design, and writing skills.

Journalism: News-Media Production (Digital Media)**5319A/5319B PEIMS: #13027800****Grade 8**

This course exposes students to the world of communication and news-media production with emphasis on press ethics, news analysis, news, feature, and editorial writing. The course includes instruction in headline writing, page design, and writing skills. **HS Credit: 1.0**

Journalism: Yearbook Production**Grade 6****0794 PEIMS: #82000JY6****Grade 7****0809 PEIMS: #82910JY7**

This course teaches students yearbook design and composition in order to compose the school yearbook. Students are instructed in digital photography skills, interviewing, and writing skills.

Journalism: Yearbook Production (Digital Media)**5320A/5320B PEIMS: #13027800****Grade 8**

This course teaches students yearbook design and composition in order to compose the school yearbook. Students are instructed in digital photography skills, interviewing, and writing skills. **HS Credit: 1.0**

MATHEMATICS**Mathematics****6730 PEIMS: #02640060****Grade 6**

The primary focal points at Grade 6 are using ratios to describe direct proportional relationships involving number, geometry, and measurement; also included, applying addition, subtraction, multiplication, and division of decimals, fractions, and integers.

Mathematics**7730 PEIMS: #03103000****Grade 7**

The primary focal points at Grade 7 are using direct proportional relationships in number, geometry, and measurement; also included, using probability and statistical measures to describe data and make predictions about the data.

Mathematics**8730 PEIMS: #03103100****Grade 8**

The primary focal points at Grade 8 are using the foundations of algebra to analyze and represent both proportional and non-proportional linear relationships to describe data and make predictions.

Accelerated/Advanced Mathematics Options

Middle school students wishing to accelerate in math beyond the grade level curriculum may do so through demonstrating proficiency in the grade-level content to be skipped.

- **Current 5th Graders:** Any student may select Math Accelerated I from 5th grade. A 5th-grade student wanting to select Math Accelerated II from 5th grade will need to take the examination for acceleration for 6th-grade math and score an 80% or above. Students scoring in the range of 70-79% may want to have a meeting with their counselor, administrator, and parents/guardians to discuss options. It is important to note that students who take Math Accelerated II will take the 8th-grade STAAR assessment.
- **Current 6th and 7th Graders:** Beyond the 5th to 6th-grade transition, any student wanting to accelerate in such a way that an entire grade level of content or a high school course is skipped will need to do so through examination for acceleration.

Please speak with your counselor for additional details and testing windows (May/August).

Mathematics, Accelerated I**6740 PEIMS: #03103310****Mathematics, Accelerated I TAG****6741 PEIMS: #03103310****Grade 6**

Acceleration and in-depth study of mathematical concepts for all sixth and specific seventh grade TEKS are addressed in this course. Students take 6th grade STAAR state assessment.

Mathematics, Accelerated II**7740 PEIMS: #03103320****Mathematics, Accelerated II TAG****7750 PEIMS: #03103320****Grades 6 or 7**

Acceleration and in-depth study of mathematical concepts for the remaining seventh and all 8th-grade TEKS are addressed in this course. Students take 8th-grade STAAR state assessment. **PREREQUISITE:** Accelerated Math I or credit/credit by examination for 6th-grade math.

Algebra I
Algebra I, TAG
Grade 7 or 8

8742A/8742B PEIMS: #03100500
8752A/8752B PEIMS: #03100500

This course covers Algebra I TEKS and other necessary prerequisite topics for high school mathematics courses. Students take Algebra I End of Course state assessment. **PREREQUISITE:** Accelerated Math II or credit/credit by examination for 7th and 8th-grade math. **HS CREDIT: 1.0**

Geometry
Geometry, TAG
Grade 8

8762A/8762B PEIMS: #03100700
8763A/8763B PEIMS: #03100700

This course explores the topics of Geometry, developing an awareness of the structure of a mathematical system connecting logical and spatial reasoning. One high school credit is earned upon successful completion of this course. Students will take their grade level STAAR state assessment. **PREREQUISITE:** Credit in Algebra I. **HS Credit: 1.0**

SCIENCE

Strands included in Grades 6-8 Science are Scientific Investigation and Reasoning; Matter and Energy; Force, Motion and Energy; Earth and Space; and Organisms and Environments. Each grade is interdisciplinary in nature with a content focus. Students conduct laboratory and field investigations at least 40% of the time.

Science
Grade 6

6770 PEIMS: #03060600

The content focus is on physical science.

Science
Grade 7

7780 PEIMS: #03060700

The content focus is on organisms and the environment.

Science
Grade 8

8780 PEIMS: #03060800

The content focus is on earth and space science.

Accelerated/Advanced Science Options

Middle school students wishing to accelerate in science beyond the grade level curriculum may do so through demonstrating proficiency in the grade-level content to be skipped.

- Current 5th Graders: Any student may select Science Accelerated I from 5th grade.
- Current 6th and 7th Graders: Beyond the 5th to 6th-grade transition, any student wanting to accelerate in such a way that an entire grade level of content or a high school course is skipped will need to do so through examination for acceleration. **See pages 29 and 30 for more information about Accelerated Science pathways.**

Please speak with your counselor for additional details and testing windows (May/August)

Science, Accelerated I
Science, Accelerated I TAG
Grade 6

6775 PEIMS: #03060600
6778 PEIMS: #03060600

Acceleration and in-depth study of scientific concepts for all sixth and specific seventh grade TEKS are addressed in this course. Students conduct science and engineering investigations at least 40% of the time.

Science, Accelerated II
Science, Accelerated II TAG
Grades 6 or 7

8782 PEIMS: #03060800
8788 PEIMS: #03060800

Acceleration and in-depth study of scientific concepts for the remaining seventh and all 8th-grade TEKS are addressed in this course. Students conduct science and engineering investigations at least 40% of the time. Students take the 8th-grade STAAR state assessment. **PREREQUISITE:** Accelerated Science I or credit/credit by examination for 6th-grade science.

Physics
Physics (TAG)
GRADE: 8

8783A/8783B PEIMS: #03050000
8784A/8784B PEIMS: #03050000

In Physics, students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. For at least 40% of instructional time, students will participate in Science and Engineering Practices through active laboratory investigations to explain phenomena or design solutions using appropriate tools and models. **PREREQUISITE:** Accelerated Science I and II
HS CREDIT: 1

SOCIAL STUDIES

World Cultures
World Cultures, TAG
Grade 6

6790 PEIMS: #02660060
6799 PEIMS: #02660060

The course includes the study of people and places of the contemporary world using a regional thematic approach. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information.

Texas History
Texas History, TAG
Grade 7

7790 PEIMS: #03343000
7797 PEIMS: #03343000

The course includes the study of Texas history from Native Americans to the present. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information.

United States History through Reconstruction

8790 PEIMS: #03343100

This course includes the study of the history of the United States from the early colonial period through Reconstruction. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information.

United States History through Reconstruction, Advanced TAG
United States History through Reconstruction, Advanced
Grade 8

8797 PEIMS: #03343100
8799 PEIMS: #03343100

This course includes the study of the history of the United States from the early colonial period through Reconstruction. Primary and secondary source materials, reading and writing skills, technology, and critical thinking will be used to acquire and apply information. This advanced course prepares students to take Advanced Placement (AP) social studies courses during high school.

FINE ARTS

Art

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses are labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth grader taking Art for the first time will be enrolled in Art: MS 1.)

ALL ART COURSES: Fees may be assessed for enrollment in art classes to cover supplies and other consumable items. The fee shall be no more than \$30 for MS1/MS2 and Art I is a \$30 supply fee. Not all courses are offered on all campuses. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses.

Art students may participate in Junior Visual Arts Scholastic Event (Jr. VASE) and district exhibitions.

Art: MS 1 (First year in Art)

0842 PEIMS: #03154110

Students learn the basic elements of art and principles of design, art history, and art appreciation. Students design, develop, and create art using a variety of media.

Art: MS 1; Partners in Art**0749 PEIMS: #03154110**

Partners in Art pairs a student with special needs with another student without disabilities to promote a deeper knowledge in art, develop friendships, and encourage lifetime wellness skills using a reverse inclusion model. Students have the opportunity to interact and develop empathy for their peers with special needs, and they also gain firsthand experience in the event they are interested in a future career working with special needs students.

Art: MS 2 (Second year in Art)**0845 PEIMS: #03154210**

This course extends the learning of the elements of art and principles of design, art history, and art appreciation. Students design, develop, and create art using a variety of media.

Art I**0847A/0847B PEIMS: #03500100**

Students explore the elements of art and principles of design with emphasis on visual literacy skills, use of critical thinking, imagination, and the senses to explore the world alongside creative visual problem-solving. Students create original art in a variety of media, study art history, aesthetics, and participate in the critique process within this general survey course.

COURSE NOTE: This course confers high school credit. Students are expected to meet the exact same requirements and standards as students taking this course in high school. (This course will not suffice for both the middle school and high school fine arts statutory course requirements.) Some colleges do not accept Art I taken in middle school as a fine arts credit.

PREREQUISITE: Successful completion of one of the following courses: Art MS 1, or MS 2, or receive teacher approval based on a portfolio review. This course is only for Grade 8 students. **HS Credit: 1.0**

Art I: Art and Media Communications I**7345A/7345B PEIMS: #03500120**

This class is a rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Students will create new media such as animations, digital images, multimedia presentations, digital videos, websites, and more.

COURSE NOTE: This course confers high school credit. Students are expected to meet the exact same requirements and standards as students taking this course in high school. (This course will not suffice for both the middle school and high school fine arts statutory course requirements.) Some colleges do not accept Art I taken in middle school as a fine arts credit.

PREREQUISITE: Successful completion of one of the following fine arts courses to satisfy MS credit: Band MS1, Choir MS1, Dance MS1, Orchestra MS1, Orchestra MS1, Art MS 1, or MS 2, or receive teacher approval based on a portfolio review. This course is only for Grade 8 students. **HS CREDIT: 1.0** (only at C.D. Fulkes MS)

Band

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses will be labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth grader taking Band for the first time will be enrolled in Band MS 1.) Placement in the specific band class will be based on audition and instructor approval.

ALL BAND COURSES: There will be an annual \$50 Instrument Usage Fee assessed for all band and orchestra students using school-owned instruments. **EXCEPTIONS:** Percussionists and others who share a school-owned instrument will only be assessed \$25. Beginner percussionists are not charged. Waivers will be granted to those students who qualify for free or reduced lunch, according to guidelines of the National School Lunch Program. A supply fee is required for Band Courses. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher, or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses. Not all courses are offered on all campuses.

In the 7th/8th grade, students may also participate in the UIL band evaluations and numerous community programs, and are encouraged to participate in solo and ensemble competitions and All-Region Band auditions. Attendance is required for all rehearsals and performances.

In Beginning Band, students will be placed in specific instrument classes within the brass, woodwind, and percussion families. Students will develop basic musical literacy skills while learning to play their respective wind or percussion instruments in preparation for a sequential experience in a full band setting in subsequent years. With the goal of student success throughout their band career, students will be screened for placement on an instrument based on their physical characteristics, preference, and maintaining a balanced instrumentation. The students will be scheduled into a specific class or section based on their instrument. The structure of these homogeneous instrument classes may not be the same on all campuses.

In Intermediate Bands (Campus, Concert, or Symphonic), students further develop ear training, individual and ensemble playing skills, tone production, and music reading in a full band setting. Students attend sectional technique classes, and participate in numerous concerts, contests and community performances. Not all of these levels will be offered on all campuses. In the Advanced or Honors Band, advanced musicians further develop ear training, music reading, individual/ensemble playing skills, and musicianship. Students attend sectional technique classes and participate in numerous concerts, contests, and community performances.

Course	MS 1 (1 st Year in Band) PEIMS #03154130	MS 2 (2 nd Year in Band) PEIMS #03154230	MS 3 (3rd Year in Band) PEIMS #03154330
Beginning – Brass	0625, 0626, 0627	Not Applicable	Not Applicable
Beginning – Percussion	0636	Not Applicable	Not Applicable
Beginning – Woodwind	0637, 0638, 0639	Not Applicable	Not Applicable
Intermediate (Campus, Concert, or Symphonic)	0735	0736	0737
Advanced (Honors)	0733	0739	0743

Band: MS 1 or MS 2 - Jazz Ensemble

0724(MS1) PEIMS: #03154235
0734(MS2) PEIMS: #03154335

Advanced 7th and 8th graders apply the musical skills developed in their primary band class to learning and performing jazz, swing, pop, rock, blues, Latin music, showmanship, and basic improvisation. This course may include rehearsals and performances outside the school day. **PREREQUISITE:** Successful completion of a beginning band class except for the piano, bass, or guitar players who earn placement by audition. Instructor approval is required.

COURSE NOTE: Must be currently enrolled in Band MS 1, MS 2, or MS 3 except for the piano, bass, or guitar.

Choir

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses will be labeled as MS 1, MS 2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth-grader taking Choir for the first time will be enrolled in Choir MS 1.) A supply fee is required for Choir courses. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher, or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses.

ALL CHOIR COURSES: All choir students will participate in a variety of performances. In the 7th /8th grade, students may also participate in the UIL choir evaluations and numerous community programs, and are encouraged to participate in solo and ensemble competitions and All-Region Choir auditions. Attendance is required for all rehearsals and performances. A fee to purchase attire may be assessed. Placement in the specific choir class will be based on audition and instructor approval. The preferred division of Choir courses are by voice type, Treble, Tenor/Bass, or Mixed Sections.

Choir: Beginning MS 1

0646 PEIMS: #03154131

Students will learn choral reading techniques, ear training, vocal production, solfege, and basic theory.

Choir: Intermediate

0750(MS1) PEIMS: #03154131
0751(MS2) PEIMS: #03154231
0752(MS3) PEIMS: #03154331

Students will develop skills in musicianship, ear training/listening skills, individual/ensemble singing, vocal production, music reading, performance skills, and basic music theory.

COURSE NOTE: Audition required for placement in the appropriate class

Choir: Advanced

0753(MS1) PEIMS: #03154131
0754(MS2) PEIMS: #03154231
0755 (MS3) PEIMS: #03154331

Advanced students extend previously learned ear training/listening skills, individual/ensemble skills, vocal production, music reading, and performance skills.

COURSE NOTE: Instructor approval or audition required.

Choir: Vocal Ensemble

0647(MS1) PEIMS: #03154134

0648(MS2) PEIMS: #03154234

0649(MS3) PEIMS: #03154334

Advanced choir students will study a variety of vocal styles and literature as they further develop and refine individual performance skills.

COURSE NOTE: Audition required

Dance

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses will be labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth grader taking Dance for the first time will be enrolled in Dance MS 1.)

Students who want to take MS 1 Dance in 6th grade may choose to earn it as a Fine Arts or a PE course. If a student has fulfilled the PE requirement, or wishes to be in Athletics concurrently with Dance, they may take Dance as a fine arts course, fulfilling the Fine Arts requirement. The TEKS for both Fine Arts Dance and PE/Wellness will be delivered, and the teachers are certified in both. A supply fee may be required for Dance Courses. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses.

Dance students participate in multiple district and campus performances. Students have the opportunity to participate in the Dance Educators Assessment of Learning (DEAL).

Dance: MS 1 Fine Arts (First year in Dance)

0680

PEIMS: #03154120

Students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults.

Dance: MS 2 Fine Arts (Second year in Dance)

0681

PEIMS: #03154220

Students will extend the learner's knowledge of basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults.

Dance: MS 3 Fine Arts (Third year in Dance)

0682

PEIMS: #03154320

This course will continue to extend the learner's knowledge of basic elements of dance styles and will inspire students to continue to acquire the wellness information and skills necessary to become healthy adults.

Orchestra

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses will be labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth grader taking Orchestra for the first time will be enrolled in Orchestra MS 1.)

ALL ORCHESTRA COURSES: There will be an annual \$50 Instrument Usage Fee assessed for all band and orchestra students using school-owned instruments. Waivers will be granted to those students who qualify for free or reduced lunch, according to guidelines of the National School Lunch Program. A supply fee is required for Orchestra Courses. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher, or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses.

Attendance is required for all rehearsals and performances. In most cases, students will need to have an instrument, but RRISD provides some instruments. A supply fee may be charged. Consult the campus band or orchestra director for details. Placement in a specific orchestra class will be based on audition and instructor approval.

In the 7th/8th grade, students may also participate in the UIL orchestra evaluations and numerous community programs, and are encouraged to participate in solo and ensemble competitions and All-Region Orchestra auditions.

In Beginning Orchestra, students develop basic playing skills, practice habits, music reading, and listening skills, while playing violin, viola, cello, or bass. The course may be offered differently on different campuses: Violin-Viola, Cello/Bass, or combined Violin-Viola-Cello-Bass. Students will be screened for placement on an appropriate instrument. Beginning

Orchestra skills are a prerequisite for Concert, Philharmonic, and Symphonic Orchestras.

In an Intermediate Orchestras (Concert or Philharmonic), students extend their ear training skills, playing skills, tone production, music reading, and musicianship. Students participate in a variety of concerts, festivals, and community events. An audition is required for placement in the appropriate orchestra level.

In the Advanced or Symphonic Orchestra, advanced students develop ear training, individual/ensemble playing skills, and musicianship. They perform in numerous concerts, UIL events, region orchestra auditions, and community programs. An audition is required for placement in the appropriate orchestra level.

Course	MS 1 (1 st Year Orchestra) PEIMS #03154132	MS 2 (2 nd Year Orchestra) PEIMS #03154232	MS 3 (3rd Year Orchestra) PEIMS #03154332
Beginning – Violin & Viola	0665	Not Applicable	Not Applicable
Beginning – Cello & Bass	0666	Not Applicable	Not Applicable
Beginning – Mixed	0667	Not Applicable	Not Applicable
Intermediate (Concert or Philharmonic)	0801	0802	0803
Advanced (Symphonic)	0804	0805	0806

Theatre Arts

NOTE TO STUDENTS AND PARENTS: All middle school fine arts courses are labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it will be MS 1. (For example, an eighth-grader taking Theatre for the first time will be enrolled in Theatre MS 1). This work may culminate in a production performed for the public. A course fee for supplies may be required. If the fee poses affordability issues for the family, students and parents may discuss options with the administration, teacher or school counselor. Some waivers of fees are available for those in financial need. Finances should not be a barrier to enrollment in Fine Arts courses. Not all courses are offered on all campuses.

Theatre Art students participate in multiple campus performances. Students have the opportunity to audition for UIL Middle School One Act Play.

Theatre Arts: MS 1 (First year in Theatre)

0848

PEIMS: #03154140

First-year students explore elements of drama and conventions of theatre, interpret characters, voice and body expression, and the relationship of theatre to history, society, and culture.

Theatre Arts: MS 2 (Second year in Theatre)

0849

PEIMS: #03154240

Second year students learn basic acting skills, pantomime, improvisation, storytelling, character analysis, body expression and the relationship of theatre to history, society, and culture.

Theatre Arts: MS 3 (Third year in Theatre)

0883

PEIMS: #03154340

Third-year students interpret characters using the voice and body to interpret scenes and study the relationship of theatre to history, society, and culture.

MS Musical Theatre

0850 (MS2)

PEIMS: #03154240

0851 (MS3)

PEIMS: #03154340

Musical Theatre students will learn the fundamentals of Acting, Dance, and Music that professionals use in the real world. Students will gain a good understanding of the production process that moves them from actor preparation and technique study, to the audition process, to the rehearsal hall, to technical rehearsal, to performance, to strike, and finally post-mortem.

PREREQUISITE: Successful completion of one of the following courses: Theatre Arts: MS 1, or Theatre Arts: MS 2, or receive teacher approval based on audition.

Music Theory

Music Theory I

0852A/0852B PEIMS: #03155400

GRADE: 8

This course is an introduction to fundamental pitch and rhythmic notation, scales, melodic and harmonic intervals, chord structure, part writing, ear training, and keyboard skills. **PREREQUISITE:** Basic music literacy, including the ability to read notes and rhythms is highly recommended.

HS CREDIT: 1

LANGUAGES OTHER THAN ENGLISH (LOTE)

NOTE: The following courses are not offered on all campuses. Check your campus course selection sheet for details. For high school (HS) credit courses, the academic achievement record shall reflect that students have successfully completed the courses in middle school and have been awarded state graduation credit. For all languages, successful completion of the previous level of the course is required. The grade for courses taken prior to high school will not be averaged in the student's high school grade point average (GPA) or class rank. Courses designated as Level 1B will remain in the 2026-2027 middle school catalog and are open to students who have completed the Level 1A prerequisite. Level 1B courses will be discontinued after the 2026-2027 school year.

Chinese (1B) (Mandarin)

0764

GRADE: 7/8

PEIMS: #03490100

This course continues the development of students' communicative competence in Chinese and builds on the foundation established in Chinese 1A. Students further develop their ability to understand and communicate in authentic, real-world situations. Over the full Level I sequence, students progress toward novice-mid to novice-high proficiency in listening, speaking, reading, and writing. Instruction focuses on topics related to people, places, and everyday experiences, while deepening students' ability to communicate using words, phrases, and simple sentences. Cultural products, practices, and perspectives from the Chinese-speaking world are integrated throughout the course. This course is conducted primarily in Chinese to support language acquisition and proficiency development.

Pre-requisite: Successful completion of Chinese 1A

HS Credit: 1.0 after successful completion of both 1A and 1B

Chinese I (Mandarin)

0814A/0814B

GRADE: 7/8

PEIMS: #03490100

Chinese I is the introductory course in the Chinese language and culture. During this course, students will develop speaking, writing, reading, and listening skills in Chinese around topics related to the everyday life of a student. Students will use Chinese in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. Students will gain an understanding of culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Novice Mid-High. This course is conducted in Chinese for a significant amount of time.

HS CREDIT: 1

Chinese II (Mandarin)

8616A/8616B PEIMS: #03490200

Chinese II continues to introduce students to the Chinese language and culture. During this course, students will continue to develop speaking, writing, reading, and listening skills in Chinese that expand on topics beyond the everyday life of the student into the real world. Students will use Chinese in the context of interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. Students will use culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Intermediate Low. This course is conducted in Chinese for a significant amount of time. **PREREQUISITE:** Successful completion of Chinese 1b, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course. **HS Credit: 1.0**

Discovering Languages and Culture (Exploratory Languages)

0758

PEIMS: #03994500

Grades 6-7

This course introduces students to the study of diverse world Languages. Common communicative phrases and vocabulary will be emphasized, in addition to the culture and customs of other countries. The selection of languages explored may be different for each campus. After completing Exploratory Languages in 6th grade, students will have the opportunity to enroll in Level I of a language other than English to pursue the study of a specific world language offered on their middle school campus. **Course Note:** This course is for IB MYP Schools only.

French (1B)
GRADE: 7/8

0772
PEIMS: #03410100

This course continues the development of students' communicative competence in French and builds on the foundation established in French 1A. Students further develop their ability to understand and communicate in authentic, real-world situations. Over the full Level I sequence, students progress toward novice-mid to novice-high proficiency in listening, speaking, reading, and writing. Instruction focuses on topics related to people, places, and everyday experiences, while deepening students' ability to communicate using words, phrases, and simple sentences. Cultural products, practices, and perspectives from the French-speaking world are integrated throughout the course. This course is conducted primarily in French to support language acquisition and proficiency development.

Pre-requisite: Successful completion of French 1A

HS Credit: 1.0 after successful completion of both 1A and 1B

In order to receive high school credit, a student must successfully complete both courses 1A and 1B with a grade of 70 or above in each course.

French I
GRADE: 7/8

0815A/0815B
PEIMS: #03410100

French I is the introductory course in the French language and culture. During this course, students will develop speaking, writing, reading, and listening skills in French around topics related to the everyday life of a student. Students will use French in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. Students will gain an understanding of culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Novice Mid-High. This course is conducted in French for a significant amount of time.

HS CREDIT: 1

French II

0781A/0781B PEIMS: #03410200

French II continues to introduce students to the French language and culture. During this course, students will continue to develop speaking, writing, reading, and listening skills in French that expand on topics beyond the everyday life of the student into the real world. Students will use French in the context of interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. Students will use culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Intermediate Low. This course is conducted in French for a significant amount of time.

PREREQUISITE: Successful completion of French 1B, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course. **HS Credit: 1.0**

German (1B)
GRADE: 7/8

0774
PEIMS: #03420100

This course continues the development of students' communicative competence in German and builds on the foundation established in German 1A. Students further develop their ability to understand and communicate in authentic, real-world situations. Over the full Level I sequence, students progress toward novice-mid to novice-high proficiency in listening, speaking, reading, and writing. Instruction focuses on topics related to people, places, and everyday experiences, while deepening students' ability to communicate using words, phrases, and simple sentences. Cultural products, practices, and perspectives from the German-speaking world are integrated throughout the course. This course is conducted primarily in German to support language acquisition and proficiency development.

Pre-requisite: Successful completion of German 1A

HS Credit: 1.0 after successful completion of both 1A and 1B

German I
GRADE: 7/8

0816A/0816B
PEIMS: #03420100

German I is the introductory course in the German language and culture. During this course, students will develop speaking, writing, reading, and listening skills in German around topics related to the everyday life of a student. Students will use German in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. Students will gain an understanding of culturally appropriate responses and practices. Students in this course are expected to reach a proficiency

German II**0787A/0787B PEIMS: #03420200****HS Credit: 1.0**

German II continues to introduce students to the German language and culture. During this course, students will continue to develop speaking, writing, reading, and listening skills in German that expand on topics beyond the everyday life of the student into the real world. Students will use German in the context of interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. Students will use culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Intermediate Low. This course is conducted in German for a significant amount of time. **PREREQUISITE:** Successful completion of German 1b, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course. **HS Credit: 1.0**

Spanish (1B)**0776****GRADE: 7/8****PEIMS: #03440100**

This course continues the development of students' communicative competence in Spanish and builds on the foundation established in Spanish 1A. Students further develop their ability to understand and communicate in authentic, real-world situations. Over the full Level I sequence, students progress toward novice-mid to novice-high proficiency in listening, speaking, reading, and writing. Instruction focuses on topics related to people, places, and everyday experiences, while deepening students' ability to communicate using words, phrases, and simple sentences. Cultural products, practices, and perspectives from the Spanish-speaking world are integrated throughout the course. This course is conducted primarily in Spanish to support language acquisition and proficiency development.

Pre-requisite: Successful completion of Spanish 1A

HS Credit: 1.0 after successful completion of both 1A and 1B

Spanish I**0783A/0783B****GRADE: 7/8****PEIMS #03440100**

Spanish I is the introductory course in the Spanish language and culture. During this course, students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. Students will use Spanish in the interpersonal, interpretive, and presentational communication modes as the basis for meeting the TEKS. Students will gain an understanding of culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Novice Mid-High. This course is conducted in Spanish for a significant amount of time.

HS Credit: 1.0

Spanish II**0800A/0800B PEIMS: #03440200**

Spanish II continues to introduce students to the Spanish language and culture. During this course, students will continue to develop speaking, writing, reading, and listening skills in Spanish that expand on topics beyond the everyday life of the student into the real world. Students will use Spanish in the context of interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. Students will use culturally appropriate responses and practices. Students in this course are expected to reach a proficiency level of Intermediate Low. This course is conducted in Spanish for a significant amount of time. **PREREQUISITE:** Successful completion of Spanish 1b, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course. **HS Credit: 1.0**

Spanish III**0790A/0790B PEIMS: #03440300**

Spanish III continues to develop students' proficiency in the Spanish language and culture. Students will strengthen their listening, speaking, reading, and writing skills by engaging with a variety of topics that extend beyond daily life into broader real-world contexts. Instruction emphasizes the interpersonal, interpretive, and presentational modes of communication, while also integrating culturally appropriate practices and perspectives.

The expected outcome of this course is to develop proficiency from Intermediate Low to Intermediate Mid. This course is conducted primarily in Spanish. **PREREQUISITE:** Successful completion of Level II, achieving a Novice High to Intermediate Low proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course.

HS Credit: 1.0

Spanish IV
Grade: 8

0795A/0795B PEIMS: #03440400

Spanish IV builds upon the skills and cultural knowledge from previous levels, with an emphasis on refining communication skills and expanding into more sophisticated language use. Students will continue to strengthen their listening, speaking, reading, and writing abilities through a variety of themes that connect to personal, societal, and global contexts. They will practice Spanish across the interpersonal, interpretive, and presentational modes of communication while applying culturally appropriate practices and perspectives. The expected outcome of this course is to develop proficiency from Intermediate Mid to Intermediate High. This course is conducted primarily in Spanish. Students enrolled in this course taken at the middle school may challenge the Spanish AP Language and Culture Exam in May. **PREREQUISITE:** Successful completion of Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district, is a prerequisite for this course. **HS Credit: 1.0**

WELLNESS / PHYSICAL EDUCATION

Physical Education (PE)

Each student must complete a yearly fitness assessment identified as FITNESSGRAM®. All information regarding this assessment is available at: www.fitnessgram.net. Students are required to purchase a P.E./Dance t-shirt and P.E. shorts as identified by the campus P.E. Department. All students must complete four (4) semesters from the following wellness/physical education courses.

NOTE TO STUDENTS AND PARENTS: Students who want to take MS 1 Dance in 6th grade may choose to earn it as a Fine Arts or a PE required credit. If a student has fulfilled the PE requirement or wishes to be in Athletics concurrently with Dance, he/she may take Dance as a fine arts course, fulfilling the Fine Arts requirement. The TEKS for both Fine Arts Dance and PE/Wellness will be delivered, and the teachers are certified in both.

Dance: MS 1 PE

0662

PEIMS: #03154120

Students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults.

Dance: MS 2 PE

0663

PEIMS: # 03154220

Students will extend the learner's knowledge of basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults.

Dance: MS 3 PE

0664

PEIMS: #03154320

This course will continue to extend the learner's knowledge of basic elements of dance styles and will inspire students to continue to acquire the wellness information and skills necessary to become healthy adults.

Partners in Physical Education
Grade 7 or 8

0762

PEIMS: #03823000

This is a reverse inclusion course in which students will be trained as peer tutors and role models to assist students with special needs while actively engaging in the physical education class. **PREREQUISITE:** Students must have adapted physical education teacher approval. Students who meet eligibility for Adapted P.E. services are not eligible for this course but may take the corresponding Adapted P. E. course # 9409.

Physical Education, Adapted

9409

PEIMS: #03823000

This course is for students who qualify for Adapted P.E. services. Students will participate in a variety of individual, dual, and team sports opportunities. The focus is on lifetime fitness experiences. This class is based on modified TEKS and individual goals and objectives. ARD Committee placement is required.

Sports & Fitness
Grade 7 or 8

0730

PEIMS: #03823070

0740

PEIMS: #03823080

Students will develop knowledge and skills in activities that promote an active lifestyle through a variety of individual and team sports models, and lifetime leisure activities.

Lifetime Fitness & Wellness Pursuits**0840A/0840B PEIMS: #PES00051****GRADE: 8**

This course motivates a student to strive for optimal personal fitness and creates an awareness of wellness for a lifetime. Students will design their own personal fitness program with an emphasis on health related components of physical fitness.
HS Credit 1.0

Wellness Education**0676****PEIMS: #02850000****Grade 6**

Students will develop fitness knowledge and motor skills basic to efficient movement that promote healthy lifestyle choices and improve the quality of students' lives.

Pre-Athletics**0694****PEIMS: #02850000****Grade 6**

Skill training, agility drills, conditioning, and weight room training will be conducted year round. Sport-specific activities and fun competitions will be done periodically throughout the year. Athletic Preview Units are optional and will include any 6th grade Pre-Athletics or PE student who wishes to participate. These units last two weeks and expose students to Athletics so they can make an educated choice as to whether or not to participate in Athletics in 7th grade. Students participating in Pre-Athletics must recognize that the workouts will build up to, and then be comparable to, the workouts we give to our 7th and 8th grade athletes. The mental and physical demands are greater than what they may experience in a regular PE class. Physically, the course will focus on athletic conditioning, strength, agility and sport-specific skills. Throughout the course, leadership skills, responsibility, academic awareness, and many other aspects will be included to ensure the development of the whole child. Most of all, 6th grade student-athletes will have fun and believe in themselves as they gain confidence through sports.

Off-Campus Physical Education (OCPE) Grades 6-8

The Off-Campus Physical Education Program is a physical education substitute that authorizes RRISD to qualify a private or commercially sponsored physical activity training program. Category 1 requires 15 practice hours or more each week, with an early release period from school. Category 2 requires a minimum of five (5) hours each week, with no release from school. Each week is described as Monday-Friday, with no weekends or competitions included in those practice hours. Participation must take place with an approved RRISD agency. Approval from District OCPE Administrator and campus are required. May 1st is the deadline to submit the application to the Athletic Office. There is no high school credit for taking OCPE in middle school. All regulations, agency, and student applications are available at: www.roundrockisd.org.

Off-Campus Physical Education (OCPE) Category I**Grade 6****0691****PEIMS: #82210OC6****Grade 7****0692****PEIMS: #82931OC7****Grade 8****0693****PEIMS: #83210OC8****Off-Campus Physical Education (OCPE) Category II****Grade 6****0685****PEIMS: #82210OC6****Grade 7****0686****PEIMS: #82931OC7****Grade 8****0687****PEIMS: #83210OC8****Athletics**

Participants will develop fundamental skills as well as learn strategies, rules and procedures used for each sports activity. Transportation by the parent will be required to accommodate before or after school hours for practice time. The district will provide transportation for competitions only. All participants must have a yearly physical exam completed on the UIL form. Students may be required to try-out for participation in athletic classes. Participants must pass all courses to be eligible for competitions.

Football, Basketball, Track & Field, and Soccer Athletics (Boys)**0710****PEIMS: #03823070****Grade 7 or 8****0720****PEIMS: #03823080****Volleyball, Basketball, Track & Field, and Soccer Athletics (Girls)****0711****PEIMS: #03823070****Grade 7 or 8****0721****PEIMS: #038230080**

CAREER AND TECHNICAL EDUCATION (CTE)

Business Information Management I (BIM)

0745A/0745B PEIMS: #13011400

Grade 8

Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate multimedia software. (Potential college credit) This course contributes to the Business endorsement for high school graduation requirements. Students will have the opportunity to earn multiple Microsoft Office certifications. **HS Credit: 1.0**

Digital Design & Media Production

0835A/0835B PEIMS: # 03580400

Grade 7 or 8

During Digital Design & Media Production, students will have hands-on experience working with a variety of media tools (graphics/images, audio, and video) to design multimedia projects. Students will learn various software programs, like Adobe Photoshop, and will utilize hardware devices like digital cameras and Wacom tablets. Many of the projects in DDMP include art principles, like color theory, typography and composition. **HS credit: 1.0**

Fundamentals of Engineering and Robotics

0826A/0826B PEIMS: #13036200

Grade 7 or 8

Fundamentals of Engineering and Robotics is a hands-on class that explores the interrelationships of science, technology, engineering, and robotics. Students will develop various skills, such as engineering communication, 3D CAD modeling, and VEX robotics programming. **HS CREDIT: 1.0**

Computer Science, Fundamentals of

0674A/0674B PEIMS: 03580140

Grade 8

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. This course contributes to the STEM endorsement for high school graduation requirements. **PREREQUISITE:** Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8. **HS Credit: 1.0**

Navigating Your Future (Entrepreneurship I)

5318A/5318B PEIMS: #13011101

Grade 7

Navigating Your Future is a required course designed to help students create a personalized four-year high school graduation plan while developing the skills and awareness needed to be college and career ready after high school. Students will explore their strengths, interests, and potential career pathways, and examine how course selections, endorsements, and postsecondary options influence future opportunities. By the end of the course, students will be equipped with the confidence, purpose, and direction to successfully transition from high school into college, career training, military service, or the workforce. **HS Credit: 1.0**

MISCELLANEOUS ELECTIVES

Advanced Ethnic Studies: Mexican American Studies

2547A/2547B PEIMS: #03380084

Grade 7 & 8

This course develops an understanding of the historical roots of Mexican American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of ideas, social & cultural values, beliefs, and traditions. This course cannot be taken in lieu of a required social studies course in middle school. Please note that this course will count for a social studies credit in high school although it does not contribute to the GPA because it is taken in middle school. **HS CREDIT: 1**

The following courses are not offered on all campuses. Check your campus course selection sheet for details.

Some middle school campuses may offer an opportunity for a student to assist a member of the campus staff in one of the below listed capacities.

Aide, Attendance	0611	PEIMS: #82900AA6
	0617	PEIMS: #82990AA7
	0618	PEIMS: #83800AA8

Aide, Counselor	0612	PEIMS: #82900CA6
	0619	PEIMS: #82990CA7
	0620	PEIMS: #83800CA8

Aide, Library	0613	PEIMS: #82900LA6
	0628	PEIMS: #82990LA7
	0629	PEIMS: #83800LA8

Aide, Office	0614	PEIMS: #82900OA6
	0630	PEIMS: #82990OA7
	0631	PEIMS: #83800OA8

Aide, Teacher	0615	PEIMS: #82900TA6
	0632	PEIMS: #82990TA7
	0633	PEIMS: #83800TA8

Aide, Nurse	0616	PEIMS: #82900NA6
	0634	PEIMS: #82990NA7
	0635	PEIMS: #83800NA8

AVID 6	GRADE: 6	0696	PEIMS: #82900AV6
AVID 7	GRADE: 7	0697	PEIMS: #82990AV7
AVID 8	GRADE: 8	0698	PEIMS: #83800AV8

Students learn strategies for success in college and careers. The course emphasizes critical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, study skills, test taking strategies, time management, and personal organization strategies. Course enrollment is based on an application process to ensure students are interested in taking advanced coursework.

Discovery	0673	PEIMS: #82900DV6
	0677	PEIMS: #82990DV7
	0678	PEIMS: #83800DV8

The goal of the class is to prepare students to be successful in middle school in preparation for success in high school and college.

Leadership	Grade: 7	0892	PEIMS: #82990LE7
	Grade: 8	0899	PEIMS: #83800LE8

This course trains students to be effective speakers and to be knowledgeable in conflict resolution matters. Students utilize leadership skills through the planning process, problem-solving, and teamwork to develop, carry out, and evaluate student-led service projects. \$10 per year for a student manual may be assessed.

Study Skills	Grade: 7	0894	PEIMS: #82990SS7
	Grade: 8	0895	PEIMS: #83800SS8

This course is a one-semester course designed to provide instruction in techniques for developing better study skills. Students will learn techniques that will improve their organizational, listening, test-taking, library, and note-taking skills. Time management will also be studied.

TAG Interdisciplinary Study/Mentorship	0870A/0870B	PEIMS: #N1290309
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Grade: 8

This high school credit course follows the Texas Performance Standards Project (TPSP) for gifted learners, emphasizing innovative product creation. Students develop proposals, conduct research, work with mentors, and prepare portfolios for public evaluation by experts. The final product has real-world applications and is presented to an external audience.

HS CREDIT: 1

Technology Applications I	0789	PEIMS: #02670060
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Grade 6

Technology Applications introduces students to a wide range of digital media processes and applications. Students will explore computer basics, keyboarding, the Google Suite software, digital graphics, animation, and web design. Students work independently at times, but are encouraged and given more opportunities to work collaboratively to complete projects and activities.

Technology IB/MYP	0779	PEIMS: #02670060
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Grade: 6

This course is concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills.

TV/Video Production	0671	PEIMS: #82600TV6
	0672	PEIMS: #82970TV7
	0675	PEIMS: #83600TV8

This class includes an introduction to video editing and news broadcasting strategies in the middle school environment.

Creative Writing		
Grade 6	0916	PEIMS: #82000XXX
Grade 7	0917	PEIMS: #82910XXX
Grade 8	0918	PEIMS: #83000XXX

Designed for young authors ready to level up their craft, this course strengthens students' writing skills through creative exploration and structured composition. Students write across genres while practicing the full writing process—planning, drafting, revising, editing, and publishing. The course includes self-assessment, peer feedback, and focused instruction in grammar and conventions to improve clarity and style. **Course Note: This course does not count for high school credit.**

Academic Intervention Course Numbers

Course Number	Description	State ID
0890I1	Math Intervention 6 Focused	82100MI6
0890I2	Math Intervention 6 Intensive	82100MI6
0890I3	Math Intervention 6 EB	82100MI6
0910I1	Math Intervention 7 Focused	82920MI7
0910I2	Math Intervention 7 Intensive	82920MI7
0910I3	Math Intervention 7 EB	82920MI7
0911I1	Math Intervention 8 Focused	83100MI8
0911I2	Math Intervention 8 Intensive	83100MI8
0911I3	Math Intervention 8 EB	83100MI8
6760I1	Reading Elective 6 Focused	03273410
6760I2	Reading Elective 6 Intensive	03273410
6760I3	Reading Elective 6 EB	03273410
7761I1	Reading Elective 7 Focused	03273420
7761I2	Reading Elective 7 Intensive	03273420
7761I3	Reading Elective 7 EB	03273420
8639I1	Reading Elective 8 Focused	03273430
8639I2	Reading Elective 8 Intensive	03273430
8639I3	Reading Elective 8 EB	03273430
0888	Science Intervention 6	82700SCI

Index of Courses

Course Name	Course Number	Page Number
Aide, Attendance	0611/0617/0618	24
Aide, Counselor	0612/0619/0620	24
Aide, Library	0613/0628/0629	24
Aide, Nurse	0616/0634/0635	24
Aide, Office	0614/0630/0631	24
Aide, Teacher	0615/0632/0633	24
Algebra I	8742A/8742B	11
Algebra I, TAG	8752A/8752B	11
Art I (High School Credit)	0847A/0847B	14
Art I - Art and Media Communications I (High School Credit)	7345A/7345B	14
Art: MS 1(First year in Art)	0842	13
Partners in Art	0749	13
Art: MS 2(Second year in Art)	0845	14
AVID 6/7/8	0696/0697/0698	24
Band: Beginning (MS 1)	0625/0626/0627/ 0636/0637/0638/0639	14
Band: Intermediate (MS 1, MS 2, & MS 3)	0735/0736/0737	14
Band: Advanced (MS 1, MS 2, & MS 3)	0733/0739/0743	14
Band: Jazz Ensemble (MS 1 & MS 2)	0724/0734	15
Business Information Management (BIM) Gr 8	0745A/0745B	23
Chinese IB (Mandarin)	0764	18
Chinese I (Mandarin)	0814A/0814B	18
Chinese II (Mandarin)	8616A/8616B	18
Choir: Beginning (MS 1)	0646	15
Choir: Intermediate (MS 1, MS 2, & MS 3)	0750/0751/0752	15
Choir: Advanced (MS 1, MS 2, & MS 3)	0753/0754/0755	15
Choir: Vocal Ensemble (MS 1, MS 2, & MS 3)	0647/0648/0649	15
Computer Science, Fundamentals of	0674A/0674B	23
Creative Writing	0916/0917/0918	25
Dance: MS 1/2/3 - Fine Arts	0680/0681/0682	16
Dance: MS 1/2/3 - PE	0662/0663/0664	21
Digital Design & Media	0835A/0835B	23
Discovery	0673/0677/0678	24
Discovering Languages and Culture (Exploratory Languages)	0758	18
English as a Second Language - Reading Elective Gr 6/7/8	0896R/0897R/0897R	
English Language Arts and Reading	6710/7710/8710	8
English Language Arts and Reading, TAG Gr 6/7/8	6720/7720/8720	8
English Language Development & Acquisition (ELDA) I	1128A/1128B	8
English Language Development & Acquisition (ELDA) II	1129A/1129B	8
English Learners Language Arts (ELLA) Gr 6/7/8	0856/0857/0858	9
Ethnic Studies: Mexican American Studies	2547A/2547B	23
Exploratory Languages	0758	18
Football, Basketball, and Track & Field, Athletics (Boys) Gr 7 or 8	0710/0720	22
Fundamentals of Computer Science	0674A/0674B	
French IB	0772	19
French I	0815A/0815B	19
French II	0781A/0781B	19
Fundamentals of Engineering & Robotics	0826A/0826B	23
Geometry	8762A/8762B	11

Geometry, TAG	8763A/8763B	11
German IB	0774	19
German I	0816A/0816B	19
German II	0787A/0787B	20
Journalism: News-Media Production	0791/0807	10
Journalism: Yearbook Production	0794/0809	10
Journalism: News Media Production Digital Media	5319A/5319B	10
Journalism: Yearbook Production Digital Media	5320A/5320B	10
Leadership Grade 7/8	0892/0899	25
Lifetime Fitness & Wellness Pursuits	0840A/0840B	22
Mathematics Gr 6/7/8	6730/7730/8730	10
Mathematics, Accelerated I Gr 6/7	6740	11
Mathematics, Accelerated I TAG Gr 6/7	6741	11
Mathematics, Accelerated II	7740	11
Mathematics, Accelerated II TAG	7750	11
Music Theory I	0852A/0852B	17
Navigating Your Future	5318A/5318B	23
Orchestra: Beginning (MS 1)	0665/0666/0667	16
Orchestra: Intermediate (MS 1/ MS 2/MS 3)	0801/0802/0803	16
Orchestra: Advanced (MS 1/ MS 2/MS 3)	0804/0805/0806	16
Off-Campus PE (OCPE) Category II Gr 6/7/8	0691/0692/0693	22
Off-Campus PE (OCPE) Category II Gr 6/7/8	0685/0686/0687	22
Partners in Physical Education Gr 7/8	0762	21
Physical Education, Adapted	9409	21
Physics	8783A/8783B	12
Pre-Athletics	0694	22
Reading Elective Gr 6/7/8	6760/7761/8639	9
Reading, Elective-Dyslexia-Wilson Reading	6762/7762/8641	9
Reading, Elective-ESL	0896R/0897R/0898R	9
Reading, Elective-Improvement	0880/0881/0882	9
Reading, Elective-Reading by Design I/II/III	0912/0913/0914	10
Science	6770/7780/8780	12
Science, Accel I	6775	12
Science, Accel I TAG	6778	12
Science, Accel II	8782	12
Science, Accel II TAG	8788	12
Spanish I	0783A/0783B	20
Spanish IB	0776	20
Spanish II	0800A/0800B	20
Spanish III	0790A/0790B	20
Spanish IV	0795A/0795B	21
Sports & Fitness	0730/0740	21
Study Skills Gr 7/8	0894/0895	25
TAG Interdisciplinary Study Mentorship	0870	25
Technology Applications I	0789	25
Technology IB/MYP	0779	25
Texas History Gr 7	7790	13
Texas History, TAG Gr 7	7797	13
Theatre Arts: MS 1 (First year in Theatre)	0848	17
Theatre Arts: MS 2 (Second year in Theatre)	0849	17
Theatre Arts: MS 3 (Third year in Theatre)	0883	17
Theatre Arts: Musical Theatre	0850/0851	17
TV/Video Production	0671/0672/0675	25
United States History through Reconstruction	8790	13

United States History through Reconstruction, TAG	8797	13
United States History through Reconstruction, Advanced	8799	13
Volleyball, Basketball, & Track & Field (Girls) Gr 7 or 8	0711/0721	22
Wellness Education Grade 6	0676	22
World Cultures	6790	13
World Cultures, TAG	6799	13

Middle School Science Acceleration Pathways and Guidance (Spring 2026)

Goal: Provide appropriately challenging science placements for all students by establishing multiple access points to advanced science pathways.

Please use the following criteria as your primary reference when advising students and families during the course selection process. These guidelines ensure that students are placed in the most appropriate instructional environment based on their current mastery levels.

Open Enrollment: Accelerated Science I

Accelerated Science I is accessible to any student entering the 6th grade. There are no prerequisite scores or performance hurdles required for enrollment. We encourage counselors to discuss this option with any student looking for a more rigorous pace as they transition to middle school.

Enrollment Restrictions for Accelerated Science II

It is important to note that the accelerated science curriculum is sequential. Students may not skip Accelerated Science I to enroll directly in Accelerated Science II. Mastery of Accel I Science is required before a student can progress to the second, regardless of 5th-grade performance.

Acceleration via Credit by Exam (Bypassing 6th Grade Science)

In cases where a student seeks to bypass the 6th-grade curriculum entirely to enroll in Grade 7 Science, a formal acceleration process is required:

- **Assessment:** The student must complete the Grade 6 Science acceleration exam.
- **Qualification:** A score of **80% or higher** is required to demonstrate sufficient mastery of the 6th-grade Texas Essential Knowledge and Skills (TEKS).
- **Placement:** Students who meet this 80% threshold will be cleared to enroll in Grade 7 Science as their 6th-grade science credit.

Rationale

These pathways are structured to prevent "knowledge gaps" in foundational lab safety and scientific inquiry. While we support acceleration, the 80% mastery requirement for skipping a grade level ensures that the student is prepared for the increased complexity of future coursework and state assessments.

Middle School Science Pathway Options

Science Pathways	Grade 6	Grade 7	Grade 8
Standard Pathway	6th Grade Science	7th Grade Science	8th Grade Science *8th Grade Science STAAR Assessment
Accelerated Pathway	Accel I Science	Accel II Science *8th Grade Science STAAR Assessment	Physics

→ TAG Sections of Accel I, Accel II, and Physics science courses are available. Placement requires identification for TAG science services through campus screening and placement committee.

Accelerated Science Course Content:

- **Accel 1** - most of 6th grade TEKS and some 7th, 8th grade TEKS
- **Accel 2** - remainder of 6th, 7th, and 8th grade TEKS
- **Physics** - high school physics course

For students who wish to accelerate outside these two pathways, the guidance below should be followed.

Current Class	Desired Goal	Action	Considerations/Notes:
Grade Science 6 OPTION A: Recommended	Physics during their 8th grade year	EFA for 7th grade with 80% or above, enroll in Science 8 during their 7th grade year. This would allow them to take physics during 8th grade.	Students would take the 8th Grade STAAR during their 7th grade year.
Grade Science 6 OPTION B:	Physics during their 8th grade year AND remain with their cohort	Enroll them directly into Accel 2 and communicate to families that by doing this, the student will have missed 18 TEKS. Because of this, the student may need to seek <i>additional support through tutorials or other campus-based resources</i> .	This document outlines the TEKS gap between Science 6 and Accel 2 and could be provided to students and families looking to pursue this option. Monitoring progress of students after the first marking period (grades, student conference, parent conference) to determine if additional support are needed for students to be successful.
Grade 7 Science	Physics (during 8th grade year)	EFA for 8th grade science with 80% or above.	Contact assessment for guidance regarding STAAR testing.

Please note: beginning 2026-2027, students will no longer be bussed to high schools or enrolled in courses at high schools for science.