



**SEASHORE MIDDLE ACADEMY**

# **COURSE PLANNING GUIDE 2021-22**

Includes course requirements by grade  
level & course descriptions



Seashore Middle Academy • 15437 SPID • Corpus Christi, TX  
78418



# Seashore Middle Academy



**MISSION STATEMENT:** The mission of Seashore Middle Academy is to create a safe, effective learning environment that enables each individual to reach his or her greatest potential through ample opportunities to excel.

To achieve this mission, students will:

- Be prepared
- Be respectful
- Have integrity
- Be self-motivated

As a dedicated middle school staff, we will:

- Be prepared
- Be respectful of one another, and each student
- Be rigorous
- Be engaged with family and community

To ensure this mission, the SMA family will:

- Be accountable for the needs of their student

Seashore Middle Academy will foster a safe environment to nurture individuals academically, socially, and emotionally so that they are equipped to tackle academic challenges and become productive members of society.

\* SMA will increase differentiated learning opportunities that prepare the students for the future and inspire them to realize their highest personal and educational potential.

\* SMA will create a safe and technologically rich educational environment that enhances individual learning.

\* SMA fine arts programs, clubs, and extra-curricular activities will recognize and nurture the individual interests and abilities of students.

\* SMA students will develop critical thinking skills.

\* SMA students will develop a high level of mastery of the building blocks necessary for success in high school, college, and an ever-changing global society.

\* SMA will develop responsible citizens with personal integrity, organizational and social skills.

\* SMA will recruit highly qualified staff that expects excellence from themselves and their students and instill a passion for everyday learning.

\* SMA will provide families the opportunities to be involved with the campus through volunteering, extra-curricular activities, planning and feedback.

**Seashore Middle Academy**  
**15437 South Padre Island Drive**  
**Corpus Christi, TX 78418**  
**(361)654-1134 Fax (361)654-1139**

Dear Seashore Middle Academy Families,

The information contained in this course catalog is designed to give you a deeper understanding of the curriculum requirements for SMA students and should be referenced during the course-selection process for the 2021-2022 school year. The core academic curriculum for Seashore Middle Academy is set by the requirements of the State of Texas and the Texas Education Agency. The curriculum reflects the needs of the middle school student and the preparation needed for success in high school. SMA offers a program that is challenging and developmentally appropriate.

Eligibility for some courses is based on standardized test scores, report card grades, teacher recommendations, and/or completion of prerequisite courses. This information is communicated in each course description. Make sure the eligibility guidelines are adhered to when making course selections. If a course is for high school credit, the grade will count as a part of the student's HS GPA (grade point average).

The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive and rigorous assessment based on the state-mandated curriculum, the Texas Essential Knowledge and Skills. **Student Success Initiative (SSI) grade advancement requirements apply to the math and reading STAAR assessments at grade 5 and 8.** Students not meeting standard will be placed in a reading or math intervention class in lieu of one elective.

Below is a summary of STAAR testing by grade level:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Math</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> </ul>

Please note: students will take the STAAR test for the math class they are taking regardless of their grade level. Geometry students will take the 8<sup>th</sup> grade Math STAAR. Algebra I students will take the state End of Course (EOC) for Algebra I.

Students in each grade level will have the opportunity to select electives. A description of each elective is included in this course catalog. Some electives are for one semester and other electives are full year courses and many offer the student the opportunity to earn high school credit. *If a course is for high school credit, the grade will count as a part of the student's HS GPA (grade point average).*

Seashore Middle Academy is available to support you and your child during the course-selection process. Contact SMA if you have any questions as we are here to help.

Sincerely,

Jeanine Kidwell, Principal

# SMA Required Courses



5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>English Language Arts &amp; Reading</li> <li>Social Studies</li> <li>Science</li> <li>Mathematics</li> <li>PE 5</li> <li>Technology Applications</li> <li>Elective</li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts &amp; Reading</li> <li>Social Studies – World Cultures</li> <li>Science</li> <li>Mathematics</li> <li>PE or Dance</li> <li>Elective</li> <li>Elective</li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts &amp; Reading</li> <li>Texas History</li> <li>Science</li> <li>Mathematics</li> <li>PE/Dance/Athletics</li> <li>Elective</li> <li>Elective</li> </ul>	<ul style="list-style-type: none"> <li>English Language Arts &amp; Reading</li> <li>U.S. History</li> <li>Science</li> <li>Mathematics</li> <li>PE/Dance/Athletics</li> <li>Career Exploration (semester)</li> <li>Elective (semester)</li> <li>Elective</li> </ul>

# SMA Electives



5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<ul style="list-style-type: none"> <li>Art 5/6</li> <li>Music</li> <li>Challenge Math</li> <li>Challenge Science</li> </ul>	<ul style="list-style-type: none"> <li>Art 5/6</li> <li>Music</li> <li>Music Technology</li> <li>Challenge Math</li> <li>Challenge Science</li> <li>Dance (replaces PE requirement)</li> </ul>	<p><b>Semester Courses</b></p> <p>Communication Application* (.5 HS Credit)</p> <p>Health* (.5 HS Credit)</p> <p>Ceramics</p> <p>Art &amp; Design in Theater (second semester)</p> <p>Dance (may be taken one or both semesters – replaces PE)</p> <p>Athletics (may be taken one or both semesters – replaces PE)</p> <p><b>Full-year Courses</b></p> <p>Journalism (Full year)</p> <p>Spanish I* (1 HS Credit)</p> <p>Theater I* (1 HS Credit)</p> <p>Art I* (1 HS Credit)</p> <p>Business Information Management (BIM)* (1 HS Credit)</p> <p>Robotics</p> <p>Math Counts</p> <p>Challenge Science</p> <p><b>*Can earn high school credit and will count towards students' high school GPA</b></p>	<p><b>Semester Courses</b></p> <p>Communication Application* (.5 HS Credit)</p> <p>Health* (.5 HS Credit)</p> <p>Ceramics (first semester)</p> <p>Art &amp; Design in Theater (second semester)</p> <p>Dance (may be taken one or both semesters – replaces PE)</p> <p>Athletics (may be taken one or both semesters – replaces PE)</p> <p><b>Full-year Courses</b></p> <p>Journalism (Full year)</p> <p>Spanish I* (1 HS Credit)</p> <p>Spanish II* (1 HS Credit)</p> <p>Theater I* (1 HS Credit)</p> <p>Art I* (1 HS Credit)</p> <p>Business Information Management (BIM)* (1 HS Credit)</p> <p>Robotics</p> <p>Math Counts</p> <p>Challenge Science</p> <p><b>*Can earn high school credit and will count towards students' high school GPA</b></p>

# Testing and Scheduling Information



## STAAR Testing

Fifth through eighth grade students will take the State of Texas Assessment of Academic Readiness each spring as outlined below:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"><li>• Math</li><li>• Reading</li><li>• Science</li></ul>	<ul style="list-style-type: none"><li>• Math</li><li>• Reading</li></ul>	<ul style="list-style-type: none"><li>• Writing</li><li>• Math</li><li>• Reading</li></ul>	<ul style="list-style-type: none"><li>• Math</li><li>• Reading</li><li>• Science</li><li>• Social Studies</li></ul>
Please note: students will take the STAAR test for the math class they are enrolled in regardless of their grade level. Students enrolled in Geometry will take the 8 <sup>th</sup> grade Math STAAR. Students enrolled in Algebra I will take the state End of Course (EOC) for Algebra I.			

**The Student Success Initiative (SSI) grade advancement requirements apply to the math and reading STAAR assessments at grade 5 and 8 (this was waived for the 2020-21 SY).** If a student in grade 5 or 8 does not demonstrate proficiency on these assessments, the student may advance to the next grade only if (1) he or she completes all the accelerated instruction required by the Grade Placement Committee (GPC), and (2) the GPC determines, by unanimous decision, that the student is likely to perform on grade level by the end of the next school year given accelerated instruction during the course of the year. Students at any grade level not meeting standard will be placed in a reading or math intervention class in lieu of one elective. For more information about STAAR assessments, visit the Texas Education Agency's website at [www.tea.texas.gov](http://www.tea.texas.gov).

## Promotion/Retention Policy

To be eligible for promotion to the next grade level, 5<sup>th</sup> – 8<sup>th</sup> grade middle school students must have a combined overall average of 70 or above in all courses and the student must pass both language arts and math and either science or social studies. If a student fails a course in which he has had direct instruction, he or she may take a Credit by Exam (CBE) test to receive credit. The exam is available through The University of Texas or Texas Tech University. The student must score 70% or higher to receive credit. **This may not be used if the student fails because of excessive absences.** Parents will be required to pay for these tests. Excessive absences can result in a student losing credit for classes and thus not being promoted to the next grade.

## Exams for Acceleration

As per state law, the school provides advanced placement exams in the four core areas in which a student has not had prior instruction. In order to skip a grade level, students must score 90% or above on each test. The exams for acceleration may not be utilized to circumvent attendance requirements.

## Schedule Changes

Schedule changes will be considered during the first two weeks of each semester and require approval by the counselor/principal.

# Fifth Grade Required Courses



Math	English Language Arts & Reading	Social Studies	Science
<p><b>Math 5</b> The primary focal areas in Grade 5 are solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p> <p><b>Math 6 - <u>Requires an A in Math 4, masters on STAAR, and teacher recommendation</u></b> The purpose of this course is to provide a foundation for students to solve problems using number and operations; proportionality; expressions, equations, and relationships; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<p><b>ELAR 5</b> English Language Arts is aligned with the Texas Essential Knowledge and Skills (TEKS). Strategies for listening, speaking, reading, writing, and thinking using multiple texts are integrated daily to create a literacy-rich classroom which promotes engaging, student-centered learning. Through the communication of ideas, orally and in writing, students continue to develop the knowledge and skills necessary to become independent readers, writers, and thinkers. The primary goals of this course are to cultivate independent learning, encourage in-depth inquiry, and exploration of the content, and develop the habits necessary for academic success.</p> <div data-bbox="475 1035 802 1631" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>PE 5</b></p> <p>In fifth grade PE, students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for volleyball, basketball and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.</p> </div>	<p><b>Social Studies 5</b> In 5th grade social studies, students study the history of the United States from 1565 to the present. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights.</p>	<p><b>Science 5</b> In 5th grade Science, scientific investigations are used to learn about the natural world in the physical, natural, and living environment. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.</p> <div data-bbox="1187 919 1511 1745" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Technology Applications</b></p> <p>The purpose of the Technology Applications course is to provide students with a solid foundation in digital literacy through 21<sup>st</sup> century learning skills. Students will learn how to use digital tools in communicative and collaborative ways through social engagement. Creativity, critical thinking, and problem solving skills are integrated throughout the curriculum as students demonstrate how to use information and communication technologies. Topics covered include keyboarding, databases, spreadsheets, presentation software and word processing. This course is based on the TEKS for Technology Applications and emphasizes the importance of digital citizenship and Internet safety.</p> </div>

**Please note course selection(s) may change due to ARD committee placement decisions for students receiving special education services.**

# Sixth Grade Required Courses

## 6<sup>th</sup> Required Courses

Math	English Language Arts & Reading	Social Studies	Science		
<p><b>Math 6</b> The purpose of this course is to provide a foundation for students to solve problems using number and operations; proportionality; expressions, equations, and relationships; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<p><b>ELAR 6</b> Middle School English Language Arts is aligned with the Texas Essential Knowledge and Skills (TEKS). Strategies for listening, speaking, reading, writing, and thinking using multiple texts are integrated daily to create a literacy-rich classroom which promotes engaging, student-centered learning. Through the communication of ideas, orally and in writing, students continue to develop the knowledge and skills necessary to become independent readers, writers, and thinkers. The primary goals of this course are to cultivate independent learning, encourage in-depth inquiry, and exploration of the content, and develop the habits necessary for academic success.</p>	<p><b>World Cultures 6</b> In 6th grade World Cultures, students study people, places, and societies of the contemporary world. Societies of focus are the United States, Canada, and Mexico; Central America, the Caribbean, and South America; Europe; Russia; Southwest Asia, North Africa, and Central Asia; Sub-Saharan Africa; East Asia and Southeast Asia; Oceania. Students will study the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students will learn the different ways of organizing economic and governmental systems. They will study the concepts of limited and unlimited government and describe the nature of citizenship in various societies. Students will compare institutions common to all societies such as government, education, and religious institutions. Students will also learn how the level of technology affects the development of various societies.</p>	<p><b>Science 6</b> In 6th grade Science, the content focus is on physical science. Throughout this course, students conduct laboratory and field investigations to analyze data using critical thinking and scientific problem solving. Students will study a variety of topics that include elements and compounds, evidence of chemical change, physical properties of elements, energy (potential/kinetic, transformations, Law of Conservation of Energy, Earth's resources), forces, Earth's structure, rock cycle, geological events, characteristics of organisms, levels and classification of organisms, interactions of organisms within an ecosystem, components of the solar system, and space exploration.</p>		
<p><b>Math 7 – <u>Requires an A in Math 5, masters on STAAR, and teacher recommendation</u></b> This course builds on student understanding of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<table border="1" data-bbox="475 1066 800 1730"> <thead> <tr> <th data-bbox="475 1066 800 1108">PE 6-8</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 1108 800 1730"> <p>In sixth-eighth grade PE, students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for football, volleyball, basketball, and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.</p> </td> </tr> </tbody> </table>	PE 6-8	<p>In sixth-eighth grade PE, students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for football, volleyball, basketball, and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.</p>		
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<p><b>Math 8 - <u>Requires an A in Math 6, masters on STAAR, and teacher recommendation</u></b> The purpose of this course is to provide a foundation for students to solve problems using proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>					

**Please note course selection(s) may change due to ARD committee placement decisions for students receiving special education services.**

# Fifth & Sixth Grade Electives

5<sup>th</sup> & 6<sup>th</sup> Electives

Fine & Performing Arts	Math & Science
<p><b>Music</b> In this general music class, students will explore and create music through instruments and singing, as well as study music theory and music history to help give an understanding about how music is made and where it comes from. Students participate in 2 group performances and have various opportunities for music-related field trips throughout the school year.</p>	<p><b>Challenge Math</b> Advanced math students learn number sense, calculator and problem solving skills and are given an opportunity to compete in math tournaments. <i>This class is taken in addition to a required Math course.</i> (limit 15)</p>
<p><b>Music Technology (6<sup>th</sup> grade)</b> Music Technology 6 will give students an opportunity to explore the different ways technology can be used to create, consume and distribute music. Students will learn about sound science as well as using various technology programs to create music and learn the basics of sound engineering. (limit 15)</p>	<p><b>Challenge Science</b> Students explore science concepts through projects and hands-on activities. Students will be given tasks, expectations, and rubrics to guide them on their science adventures. This is an ideal class for students participating in either Science Fair, Science Bowl, or Science Olympiad. (limit 20)</p>
<p><b>Art 5/6</b> The Art 5/6 course is designed to exercise students' critical and creative thinking processes, helping them articulate and solve problems in multiple ways. The course is based on the Texas Essential Knowledge and Skills (TEKS), and will help students develop powerful skills of observation and engender true appreciation of the role of Art in society. Students will study Art and artists of different cultures and historical periods in order to gain significant understanding of themselves and others. Students will learn to view Art as a reflection of cultural ideas, beliefs, and social conditions and develop thinking and verbal skills through discussions in which life and Art are compared and contrasted. This hands-on course will allow students to work with various mediums such as painting, paper Mache, drawing, pottery, etc.</p>	
<p><b>Dance (6<sup>th</sup> grade)</b> <i>This course takes the place of PE 6-8</i> This course is designed to focus on an intensive study of the basic forms of dance at the beginner/intermediate level. Emphasis will include a guided study of dance skills and technique in ballet, modern, jazz and hip hop. Aerobic activities and fitness activities will be incorporated. Core Competencies will include: performance opportunities for school functions, recitals, theatrical and musical compilations, world and cultural dance influences, terminology, vocabulary, and dance history. Student choreography, improvisational and partnering skills guided movement will be accomplished through multiple mediums to include, text, visuals, and guest artists. (limit 20)</p>	





# Intervention and Support Classes

SMA will assign Reading or Math Intervention classes to students whose classroom and/or STAAR performance data indicate a need for additional assistance. Math or Reading Intervention classes are taken in lieu of an elective and are taken in addition to a student's core math or core ELA class and students are assigned based on need.

## **Math Intervention**

This class is designed for students who have difficulty in math class and/or on their math benchmarks and STAAR assessments. Students will be provided formal math remediation in order to fill gaps in math knowledge and practice skills. While the primary tool used is the Imagine Math application, small group and individual lessons and tutorials are also part of student support (limit 15 per class).

## **Reading Intervention**

This course is designed to reinforce strategies for approaching a variety of texts (fiction and nonfiction) and building basic reading skills, including vocabulary. Students will learn to use visual aids such as maps, charts, graphs, and text features to improve comprehension of text in all content areas. Students will develop the foundational language skills of listening, speaking, discussion, and thinking through various techniques. Furthermore, students will use the writing process to strengthen their writing skills, increase their knowledge of multiple genres, and practice self-sustained reading skills to build stamina and reading processes (limit 15 per class).

## **Reading Services**

The Reading Services dyslexia class is a continuation of the Multisensory Teaching Approach (MTA) Kits 1-7 curriculum eligible students begin at Seashore Learning Center. The focus of this course is to continue to provide students with explicit, direct instruction in reading fluency, vocabulary development and comprehension strategies. This course is for 5<sup>th</sup> and 6<sup>th</sup> grade students with dyslexia that are continuing the MTA program from SLC; it also serves as a beginning foundation for students that are identified with dyslexia while attending SMA. Students identified with dyslexia must remain in the class for two years. If data shows that continued intervention is required, then the student will be enrolled in the Reading Intervention course the following year.

# Seventh Grade Required Courses



Math	English Language Arts & Reading	Social Studies	Science						
<p><b>Math 7</b> This course builds on student understanding of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<p><b>ELA 7</b> Middle School English Language Arts is aligned with the Texas Essential Knowledge and Skills (TEKS). Strategies for listening, speaking, reading, writing, and thinking using multiple texts are integrated daily to create a literacy-rich classroom which promotes engaging, student-centered learning. Through the communication of ideas, orally and in writing, students continue to develop the knowledge and skills necessary to become independent readers, writers, and thinkers. The primary goals of this course are to cultivate independent learning, encourage in-depth inquiry, and exploration of the content, and develop the habits necessary for academic success.</p>	<p><b>Texas History 7</b> In 7<sup>th</sup> grade Texas History, students study the history of Texas from early times to present. Student will learn the full scope of Texas history, including physical and human geography, colonization and settlement, the Texas Revolution, Republic, and statehood, conflict, economic growth, globalization, and modern Texas. Students will learn about the regions of Texas and the distribution of population within and among the regions. They will also study the factors that caused Texas to change from an agrarian to an urban society. Students will learn about the structure and functions of municipal, county, and state governments, explain the influence of the US Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens.</p>	<p><b>Science 7</b> In 7th grade Science, the content focus is on organisms and the environment. Throughout this course, students conduct laboratory and field investigations to analyze data using critical thinking and scientific problem solving. Students will study a variety of topics that include cell theory, structure and function of organelles, human body systems, inherited traits, adaptations, natural selection, stimulus and response, energy transformations, biodiversity and sustainability, the impact of catastrophic events on ecosystems, the impact of weathering, erosion and deposition on the ecoregions of Texas, and the effects of human activity on watersheds.</p>						
<p><b>Math 8 - <u>Requires an A in Math 6, masters on STAAR, and teacher recommendation or completion of Grade 7 math</u></b> The purpose of this course is to provide a foundation for students to solve problems using proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>PE 6-8</b></td> </tr> <tr> <td>Students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for football, volleyball, basketball, and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.</td> </tr> <tr> <td style="text-align: center;">---OR---</td> </tr> <tr> <td><b>Athletics (Fall)</b></td> </tr> <tr> <td><b>Athletics (Spring)</b></td> </tr> <tr> <td>See course descriptions in electives section of catalog.</td> </tr> </table>	<b>PE 6-8</b>	Students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for football, volleyball, basketball, and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.	---OR---	<b>Athletics (Fall)</b>	<b>Athletics (Spring)</b>	See course descriptions in electives section of catalog.		
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<b>Athletics (Fall)</b>									
<b>Athletics (Spring)</b>									
See course descriptions in electives section of catalog.									
<p><b>Algebra I - HS Credit</b> <u>Requires successful completion of Math 8 and teacher recommendation</u> The purpose of this course is to provide a foundation for students to solve problems using functions, symbolic reasoning and mathematical modeling. The student will investigate real numbers, linear equations and inequalities as well as linear, quadratic and exponential functions. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>									

**Please note course selection(s) may change due to ARD committee placement decisions for students receiving special education services.**

# Eighth Grade Required Courses

8<sup>th</sup> Required Courses

Math	English Language Arts & Reading	Social Studies	Science
<p><b>Math 8</b> - The purpose of this course is to provide a foundation for students to solve problems using proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<p><b>ELA 8</b> Middle School English Language Arts is aligned with the Texas Essential Knowledge and Skills (TEKS). Strategies for listening, speaking, reading, writing, and thinking using multiple texts are integrated daily to create a literacy-rich classroom which promotes engaging, student-centered learning. Through the communication of ideas, orally and in writing, students continue to develop the knowledge and skills necessary to become independent readers, writers, and thinkers. The primary goals of this course are to cultivate independent learning, encourage in-depth inquiry and exploration of the content, and develop the habits necessary for academic success.</p>	<p><b>US History 8</b> This course studies U.S. History from the early colonial period through Reconstruction. The class focuses on issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, the Civil War, and Reconstruction. Student will learn about the physical characteristics of the U.S. and their impact on population distribution and settlement patterns in the past and present, analyze economic factors that influenced the development of colonial America and the early years of the republic; examine American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights; and evaluate the impact of Supreme Court cases and major reform movements of the 19<sup>th</sup> century.</p>	<p><b>Science 8</b> In 8th grade Science, the content focus is on Earth and space. Throughout this course, students conduct laboratory and field investigations to analyze data using critical thinking and scientific problem solving. Students will study a variety of topics that include atomic structure, arrangement of the Periodic Table, chemical reactivity, evidence of chemical reactions, Law of Conservation of Mass, Newton's three laws of motion, seasons, lunar cycle, ocean tides, components of the universe, classification of stars, electromagnetic spectrum, Theory of Plate Tectonics, formation of Earth's crustal features, topographic maps and satellite views, formation of weather systems, weather maps, competition within an ecosystem and human dependence on ocean systems.</p>
<p><b>Algebra I - HS Credit</b> <u>Requires successful completion of Math 8 and teacher recommendation</u> The purpose of this course is to provide a foundation for students to solve problems using functions, symbolic reasoning and mathematical modeling. The student will investigate real numbers, linear equations and inequalities as well as linear, quadratic and exponential functions. The students will utilize process standards in order to weave knowledge and skills together so that they may be successful problem solvers and use mathematics efficiently and effectively in daily life.</p>	<p style="text-align: center;"><b>PE 6-8</b></p> <p>In sixth-eighth grade PE, students will gain awareness and understand of the relationship between physical activity and health while developing the knowledge and skills for both team and individual sports. Students will enhance their skills through various activities that will prepare them for football, volleyball, basketball, and other sports. All students receiving PE credit will take the Fitnessgram to assess cardiovascular fitness, flexibility, upper body strength, abdominal strength, trunk extension, and body mass.</p>		<p style="text-align: center;"><b>Career Exploration</b> (required for all 8<sup>th</sup> grade students)</p> <p>Students will create a foundation for success in high school and future studies, including examining career pathways such as science, technology, engineering, mathematics, business and industry, public service, arts and humanities, and multidisciplinary studies. This course will include researching post-secondary options for higher education and/or careers, project-based and activity-oriented activities designed to provide students with a solid foundation in organizational planning, developing strategies and goals for careers and future learning.</p>
<p><b>Geometry – HS Credit</b> <u>Requires successful completion of Algebra I</u> The purpose of this course is to strengthen mathematical reasoning skills in geometric contexts This course includes plane and solid geometry, coordinate geometry, and transformational geometry. It provides the study of traditional and non-traditional proofs, transformations, similarities, coordinate geometry, area, and volume.</p>	<p style="text-align: center;">---OR---</p> <p><b>Athletics (Fall)</b> <b>Athletics (Spring)</b> See course descriptions in electives section of catalog.</p>		

**Please note course selection(s) may change due to ARD committee placement decisions for students receiving special education services.**

# Seventh & Eighth Grade Electives



Fine & Performing Arts	Classes for PE Credit
<p><b>*Art I</b> This course introduces the elements and principles of art and provides experiences that will enable students to express creative ideas through a variety of mediums including design, drawing, painting, printmaking, and sculpture. Students are expected to creatively solve design problems and to be able to work independently as well as collaboratively. Critical evaluation of artworks of self and others will be practiced. Students will participate and assist in curating a winter and spring art show as well as collaboratively creating public pieces to support other Fine and Performing Art disciplines. (limit 20)</p>	<p><b>Athletics (Fall)</b> This course is designed to optimize sports performance and reduce risk of injury for the in/off-season Seashore athlete. Course content will include: sport specific skill development, sport specific strength training, cardiovascular conditioning, agility work, speed training and flexibility exercises. This class is not required in order to participate in competitive sports. Students will participate in all activities even if not competing actively in a sport. <b>The Fall athletics class focuses on the sports of Volleyball, Basketball and Cross Country.</b></p>
<p><b>Art &amp; Design in Theater (Spring Semester)</b> This course will work closely with SMA's theater class to develop and produce scenery, props, and costumes for the spring production. Focus on history, application in traditional and nontraditional theater, of sets, props, costumes.</p>	
<p><b>*Theater I</b> The purpose of this course is to provide an opportunity for students to study the art of theatre, including theatre history, acting, dramatic literature, production techniques and stage design. Students will have the opportunity to increase their proficiency in acting, directing, playwriting, stage management, design, and technical theatre skills through performance projects. Students will learn improvisation techniques, stage movement, voice and diction, pantomime, and how to create a character. Students will demonstrate their learning in all aspects of theatre through the production of scenes, short plays, student-written works and/or full productions of plays and/or musicals for school and community audiences. This class typically involves three productions and an optional UIL opportunity. (limit 20)</p>	<p><b>Athletics (Spring)</b> This course is designed to optimize sports performance and reduce risk of injury for the in/off-season Seashore athlete. Course content will include: sport specific skill development, sport specific strength training, cardiovascular conditioning, agility work, speed training and flexibility exercises. This class is not required in order to participate in competitive sports. Students will participate in all activities even if not competing actively in a sport. <b>Spring focuses on Volleyball, Basketball, and Track &amp; Field.</b></p>
<p><b>Ceramics (semester course)</b> Studio class focusing on the processes for creating ceramic art. Students will be guided through proper studio safety as well as learning the physical and chemical changes that must occur for clay to transform into pottery. Students will create functional and decorative pottery using traditional hand building techniques. (limit 20)</p>	<p><b>Dance <i>This course takes the place of PE 6-8</i></b> This course is designed to focus on an intensive study of the basic forms of dance at the beginner/intermediate level. Emphasis will include a guided study of dance skills and technique in ballet, modern, jazz and hip hop. Aerobic activities and fitness activities will be incorporated. Core Competencies will include: performance opportunities for school functions, recitals, theatrical and musical compilations, world and cultural dance influences, terminology, vocabulary, and dance history. Student choreography, improvisational and partnering skills guided movement will be accomplished through multiple mediums to include, text, visuals, and guest artists. (limit 20)</p>
<p><b>Dance (see course description under PE credit)</b></p>	
Communication Courses	Foreign Language
<p><b>*Communication Application (semester course)</b> Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. <i>Student speeches and debates can cover more mature topics.</i> (limit 20)</p>	<p><b>*Spanish I (7<sup>th</sup> or 8<sup>th</sup> grade) <i>Successful completion of this course will enable students to take Spanish II. SMA will begin offering Spanish II in the 2021-22 school year.</i></b> Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. This course will challenge students to convey meaning through the spoken and written exchange of information. Students will present information orally and in written form using a mixture of words, phrases, and simple sentences with appropriate grammar structure. Each unit of this course consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, and speaking and writing activities which reinforce vocabulary and grammar. Students must be willing to spend extra</p>

	<p>time and effort at home to be successful and will need to come to class fully prepared and ready to participate.</p> <p><b>Successful completion Spanish I required for HS credit.</b> (limit two classes of 18)</p>
<p><b>Journalism (full-year course)</b>  Students enrolled in journalism photograph events on and off campus at SMA and SLC, using Adobe Photoshop and InDesign to produce both schools' yearbooks, the Island Foundation calendar, and other creative projects. Enrollees must be self-motivated and responsible. (limit 15)</p>	<p><b>*Spanish II (8<sup>th</sup> grade)</b> <i>Prerequisite is successful completion of Spanish I in 7<sup>th</sup> grade.</i></p> <p>Spanish II builds on the fundamental language elements taught in Spanish I and continues to focus on the four language skills-reading, writing, speaking, and listening in the target language. Students will broaden their knowledge of Spanish grammatical structures and vocabulary, allowing them to more easily communicate ideas using various tenses. Students will be exposed to the past and future tenses and the conditional and subjunctive moods. Students will be expected to apply them in their writing and speaking.</p> <p>Students are challenged through their lessons and assignments to improve and further develop their language skills and Spanish comprehension. Students are also introduced to native aspects of Spanish-speaking cultures which will allow connections to be made with their own culture.</p> <p><i>Note: Because this is a high school credit course, students taking this course are expected to complete homework (daily) and take the initiative to study their vocabulary words at home, which includes practicing with the Quizlets or Kahoots provided. Students are also expected to speak Spanish aloud in the classroom.</i></p> <p><b>Successful completion Spanish II required for HS credit.</b> (limit two classes of 18)</p>
<b>Technology Courses</b>	<b>Other</b>
<p><b>*Business Information Management (BIM)</b>  Students are introduced to the basic concepts and skills related to microcomputer systems. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for rapidly evolving workplace and educational environments. Students enhance reading, writing, computer, communication, and reasoning skills and apply them to the information technology environment. (Limit 20)</p>	<p><b>*Health</b> (semester course)  In health education, students will acquire the health information and skills to become healthy adults and learn about behaviors in which they should and should not participate. Students will gain a deeper understanding of how overall health is influenced by a variety of factors. Students will use problem-solving, research, goal-setting and communication skills to protect their health as well as the health of their community. Emphasis will be on abstaining from tobacco, vaping, alcohol, drugs, including drugs prescribed to others, and sexual activity. (Limit 20/semester)</p>
<p><b>Robotics</b>  Students will learn the foundational concepts and skills of computer science (CS). They will explore how to use the power of computers to solve big, real-world problems. The course is designed to be fun, engaging, relevant, collaborative, and creative. Students will build their understanding of computing concepts using many unplugged activities and will apply their understanding through creative projects in the Scratch programming language and Python programming language. (Limit 15)</p>	<p><b>Math Counts</b>  Instructor Approval needed.  This course will provide students with the opportunity to explore problem solving, mental mathematics, and the scientific calculator. It is designed to enhance a student's natural ability. Students will be given an opportunity to compete in math tournaments and UIL competitions. <i>This class is taken in addition to a required Math course.</i></p> <p><b>Challenge Science</b>  Students explore science concepts through projects and hands-on activities. Students will be given tasks, expectations, and rubrics to guide them on their science adventures. This is an ideal class for students participating in either Science Fair, Science Bowl, or Science Olympiad. (limit 20)</p>
<b>*Can earn high school credit and will count towards students' high school GPA</b>	





# Intervention and Support Classes

SMA will assign Reading or Math Intervention classes to students whose classroom and/or STAAR performance data indicate a need for additional assistance. Math or Reading Intervention classes are taken in lieu of an elective and are taken in addition to a student's core math or core ELA class and students are assigned based on need.

## **Math Intervention**

This class is designed for students who have difficulty in math class and/or on their math benchmarks and STAAR assessments. Students will be provided formal math remediation in order to fill gaps in math knowledge and practice skills. While the primary tool used is the Imagine Math application, small group and individual lessons and tutorials are also part of student support (limit 15 per class).

## **Reading Intervention**

This course is designed to reinforce strategies for approaching a variety of texts (fiction and nonfiction) and building basic reading skills, including vocabulary. Students will learn to use visual aids such as maps, charts, graphs, and text features to improve comprehension of text in all content areas. Students will develop the foundational language skills of listening, speaking, discussion, and thinking through various techniques. Furthermore, students will use the writing process to strengthen their writing skills, increase their knowledge of multiple genres, and practice self-sustained reading skills to build stamina and reading processes (limit 15 per class).

## **Reading Services**

The Reading Services dyslexia class is a continuation of the Multisensory Teaching Approach (MTA) Kits 1-7 curriculum eligible students begin at Seashore Learning Center. The focus of this course is to continue to provide students with explicit, direct instruction in reading fluency, vocabulary development and comprehension strategies. This course is for students with dyslexia that are continuing the MTA program from SLC; it also serves as a beginning foundation for students that are identified with dyslexia while attending SMA. Students identified with dyslexia must remain in the class for two years. If data shows that continued intervention is required, then the student will be enrolled in the Reading Intervention course the following year.