



Center Middle School Course Syllabus

Art

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
The goal for this course is to build students creativity, and critical thinking skills through the exploration of visual arts. The students will experiment with a variety of techniques. This course also emphasizes self-expression, art appreciation and will allow them to make connections to different cultures and history.	TEKS Resource	Articart <ul style="list-style-type: none">• Aboriginal dot painting• Fantasy Hybrid Animal Drawing• Yarn Painting• One Point perspective Skyscraper• Piece of art that is inspired by Vincent Van Gogh.

Course Content by Grading Period

1st Grading Period	Introductions to Foundations
2nd Grading Period	Media Exploration
3rd Grading Period	Historical and Cultural Relevance
4th Grading Period	Sculpture and Personal Themes

Grading Policy

In determining the 9-week average, a minimum of 15 grades from different assignments or components of major projects must be recorded. When calculating a nine- weeks average, NO ONE ASSIGNMENT GRADE MAY COUNT MORE THAN 20% OF THE TOTAL AVERAGE, regardless of the grade category. Some major projects and writing samples may comprise more than one component and each component should be graded separately. In determining the nine-week average, grades will be divided into 2 categories and each category will count a designated percentage to determine student's grade. The 2 categories are; Assessments/Major Grade – Assessments, Performance Assessments, Major Projects/Papers will count TWICE Quizzes/Daily Work- will count one time Semester Average shall be determined by the following: Nine Weeks 1/2 Nine Weeks 1/2



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Band

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
This course is designed for MS students interested in learning and performing music. Students will learn the fundamentals of playing a woodwind, brass or percussion instrument. Performances will include Pep Rallies, Christmas Concerts, UIL Concert and Sightreading Evaluations, Spring Concerts as well as opportunities to perform at Solo and Ensemble Contest and All Region Band.	Warm Ups designed by band staff, John McCallister Music as well as music purchased from various sources.	Music Pass Off Public Performances Small Group Instruction

Course Content by Grading Period

1st Grading Period	Pep Rallies, Football Games
2nd Grading Period	Christmas Concerts/All Region Band
3rd Grading Period	UIL Concert and Sightreading Evaluations
4th Grading Period	Spring Concerts/Solo and Ensemble

Grading Policy

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Center Middle School Course Syllabus

Jr. High P.E.

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
Focus on developing physical fitness, promoting an active lifestyle, and fostering social interaction through various sports and activities	Physical Education is guided by the Texas Essential Knowledge and Skills (TEKS) Specifically Chapter 16, Subchapter B	FitnessGram: <ul style="list-style-type: none">• Aerobic Capacity• Muscular Strength & Endurance• Flexibility• Body Composition

Course Content by Grading Period

1st Grading Period	Fitness Basics & Testing, Introductory Sports
2nd Grading Period	Skill Development, Fitness Enhancement, Individual Sport Activities
3rd Grading Period	Fitness Challenges, Team Sport Activities
4th Grading Period	Review & Reinforcements, Fitness Assessments

Grading Policy

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Center Middle School Course Syllabus

Theater

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
Theatre Arts is a collaborative discipline that blends voice, movement, and visual elements to portray both real and imagined experiences. This course offers hands-on production experience and incorporates a diverse range of exercises designed to develop key skills, including listening, critical thinking, research, and performance techniques.	N/A	In addition to various group, individual, and performance activities, students will have daily grades that include creative journaling, vocabulary, and participation. Test grades will include written exams, quizzes, projects, and performances.

Course Content by Grading Period

1st Grading Period	Introduction to Theatre & Acting Fundamentals
2nd Grading Period	Character & Scene Development
3rd Grading Period	Stagecraft & Performance
4th Grading Period	Playwriting and theatre history

Grading Policy

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Center Middle School Course Syllabus

Character Education

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
<p><u>1 SEMESTER COURSE:</u></p> <p>Unlocking students' full potential and fostering a safe, inclusive school environment requires a holistic approach beyond just addressing bullying.</p> <p>CharacterStrong integrates evidence-based strategies with core social-emotional learning (SEL) skills, aligning programming with research-backed effectiveness.</p>	Character Strong Program	Students will be assessed and evaluated through Character Strong session activities as well as extension activities to further learning.

Course Content by Grading Period	
1st Grading Period (FALL SEMESTER)	<ul style="list-style-type: none"> • Community • Values • Your Future • Goals • Positive Habits • Self-Acceptance
2nd Grading Period (FALL SEMESTER)	<ul style="list-style-type: none"> • Emotions • Self-Regulation • Teamwork • Empathy • Commitment • Reflections
3rd Grading Period (SPRING SEMESTER)	<ul style="list-style-type: none"> • Community • Values • Your Future • Goals • Positive Habits • Self-Acceptance
4th Grading Period (SPRING SEMESTER)	<ul style="list-style-type: none"> • Emotions • Self-Regulation • Teamwork • Empathy • Commitment • Reflections

Grading Policy
<p>In determining the 9-week average, a minimum of 15 grades from different assignments or components of major projects must be recorded. When calculating a nine- weeks average, NO ONE ASSIGNMENT GRADE MAY COUNT MORE THAN 20% OF THE TOTAL AVERAGE, regardless of the grade category. Some major projects and writing samples may comprise more than one component and each component should be graded separately. In determining the nine-week average, grades will be divided into 2 categories and each category will count a designated percentage to determine student's grade. The 2 categories are; Assessments/Major Grade – Assessments, Performance Assessments, Major Projects/Papers will count TWICE Quizzes/Daily Work- will count one time Semester Average shall be determined by the following: Nine Weeks 1/2 Nine Weeks 1/2</p>



Center Middle School Course Syllabus

Health		
Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
The curriculum emphasizes practical skills development through activities and assessments, enabling students to make healthy choices. It covers physical health, mental and emotional well-being, nutrition, substance use, safety, social health, and human development.	Texas Health Skills for Middle School	Students will be evaluated on their knowledge of each unit/topic taught by written tests, projects, presentations, and participation in class activities.
Course Content by Grading Period		
1st Grading Period	<ul style="list-style-type: none">• Focus on foundational concepts like defining health, personal health choices, and goal setting.• May delve deeper into mental and emotional health, including stress management and self-esteem	
2nd Grading Period	<ul style="list-style-type: none">• Often covers substance abuse prevention, analyzing influences, and decision-making related to ATOD• May focus on reproductive health, including understanding the body, healthy relationships, and STI prevention	
3rd Grading Period	<ul style="list-style-type: none">• Focus on foundational concepts like defining health, personal health choices, and goal setting.• May delve deeper into mental and emotional health, including stress management and self-esteem	
4th Grading Period	<ul style="list-style-type: none">• Often covers substance abuse prevention, analyzing influences, and decision-making related to ATOD• May focus on reproductive health, including understanding the body, healthy relationships, and STI prevention	
Grading Policy		
In determining the 9-week average, a minimum of 15 grades from different assignments or components of major projects must be recorded. When calculating a nine- weeks average, NO ONE ASSIGNMENT GRADE MAY COUNT MORE THAN 20% OF THE TOTAL AVERAGE, regardless of the grade category. Some major projects and writing samples may comprise more than one component and each component should be graded separately. In determining the nine-week average, grades will be divided into 2 categories and each category will count a designated percentage to determine student's grade. The 2 categories are; Assessments/Major Grade – Assessments, Performance Assessments, Major Projects/Papers will count TWICE Quizzes/Daily Work- will count one time Semester Average shall be determined by the following: Nine Weeks 1/2 Nine Weeks 1/2		