



# Center Middle School Course Syllabus

## CMS Careers

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
The goal of this course is to help students build career awareness and engage in deep exploration and study of the Texas CTE career clusters to create a foundation for success in high school, possible postsecondary studies, and careers. Students research labor market information, learn jobseeking skills, and create documents required for employment.	Career and College Exploration <a href="#">TEKS</a>	Students will be evaluated/assessed on their knowledge of each unit/topic taught through a variety of formats including online quizzes, as well as hands-on, real-world, learning activities.  At the completion of each semester, students will evaluate the different high school pathways offered and select one for their 4 year Center High School learning plan - completed at the end of their semester in Careers.

### Course Content by Grading Period

<b><u>1st Grading Period</u></b> <b>FALL SEMESTER</b>  &  <b><u>3rd Grading Period</u></b> <b>SPRING SEMESTER</b>	<ul style="list-style-type: none"> <li>Students complete career interest surveys, aptitude tests, or career assessments and explores various college and career options</li> <li>Students investigate educational and training requirements for career and education pathways in one or more of the career clusters</li> <li>Students analyze educational and career opportunities</li> <li>Students develop skills for personal success</li> </ul>
<b><u>2nd Grading Period</u></b> <b>FALL SEMESTER</b>  &  <b><u>4th Grading Period</u></b> <b>SPRING SEMESTER</b>	<ul style="list-style-type: none"> <li>Students investigate labor market information and recognizes the impact of college and career choices on personal lifestyle</li> <li>Students investigate job-seeking skills</li> <li>Students create professional documents required for employment</li> <li>Student creates an individual career and academic plan</li> </ul>

### 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

# Center Middle School Course Syllabus

## Character Education

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
<p><u><b>1 SEMESTER COURSE:</b></u></p> <p>Unlocking students' full potential and fostering a safe, inclusive school environment requires a holistic approach beyond just addressing bullying. CharacterStrong integrates evidence-based strategies with core social-emotional learning (SEL) skills, aligning programming with research-backed effectiveness.</p> <p>By combining anti-bullying techniques with broader SEL competencies, CharacterStrong empowers schools to tackle bullying behaviors while nurturing empathy, communication, and resilience in students. This integrated approach reduces the implementation burden and cultivates a culture of Kindness and Respect in schools.</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

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

### 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-week 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



# 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

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-week 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



# 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"><li>• Aerobic Capacity</li><li>• Muscular Strength &amp; Endurance</li><li>• Flexibility</li><li>• Body Composition</li></ul>

### 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

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



# Center Middle School Course Syllabus

## Principles of Ag

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
<p><i>Principles of Agriculture, Food, and Natural Resources</i> introduces students to the diverse and dynamic world of agriculture. This foundational course covers key areas such as animal science, plant and land science, industrial agriculture, food science, and natural resource management. Students explore the history, technology, and global impact of agriculture while having the opportunity for gaining hands-on experience through projects and Supervised Agricultural Experience (SAE) programs with the local FFA chapter. Leadership development, career exploration, and the role of emerging technologies in modern agriculture are also emphasized, providing students with a comprehensive understanding of the industry and its many opportunities.</p>	ICEV	Unit Assessments

### Course Content by Grading Period

<b>1st Grading Period</b>	History of Agriculture and Agriculture Leadership
<b>2nd Grading Period</b>	Livestock Production
<b>3rd Grading Period</b>	Plant Production & Natural Resources
<b>4th Grading Period</b>	Industrial Agriculture

### Grading Policy

Grade Determination (CHS) In determining the nine (9) week average, a minimum of 15 grades from different assignments must be recorded, which shall include a minimum of (3) three test grades (must have at least 5 grades per 3 week grading period). When calculating a nine weeks average, NO ONE ASSIGNMENT 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 a student's grade. Major = 50% (Assessments, Performance Indicators, Major Projects/Papers will only count once. No assessment can count for more than 20% of a student's grade) Quizzes and Daily Work = 50% Semester Average shall be determined by the following: Nine Weeks 1/2 Nine Weeks 1/2 Course Credit • Course credit shall be awarded based on the average of the two semester grades unless the course is a one-semester course. • Credit for each semester of a course may be awarded if the semester grade achieved is passing.



# Center Middle School Course Syllabus

## Computer Science

Course Description & Overview	Textbook or Curriculum Source	Assessments for Course
In this course, students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will learn how computers work and how they communicate with each other via networks. They will be introduced to programming using drag-and-drop preset blocks of code, and will write programs using a text-based programming language that will make their first coding experiences fun and approachable at no extra cost. Students will experience much of what computer programmers do in planning, developing, and testing software. They will explore the needs and methods for designing accessible software, and learn how to recognize and protect against common threats. Every unit has at least one project, giving students the opportunity to write programs, solve common computer problems, develop a cybersecurity policy, collect and analyze data, adapt a system for people with special needs, and more.	Edgenuity Course Requirements with resources embedded (videos, game activities, hands-on)	Ways to evaluate student learning is embedded in course program for Computer Science for each unit of study

### Course Content by Grading Period

<b>1st Grading Period</b>	<b>Unit 1:</b> Basic Skills <b>Unit 2:</b> Hardware and Software <b>Unit 3:</b> Devices
<b>2nd Grading Period</b>	<b>Unit 4:</b> Troubleshooting <b>Unit 5:</b> Networks and the Internet

	<b>Unit 6:</b> Cybersecurity
<b>3rd Grading Period</b>	<b>Unit 7:</b> Data and Analysis <b>Unit 8:</b> Algorithms and Programming <b>Unit 9:</b> Computational Thinking and Problem Solving
<b>4th Grading Period</b>	<b>Unit 10:</b> Program Design <b>Unit 11:</b> Cultural Impact of Computing

## 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



# Center Middle School Course Syllabus

## 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

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