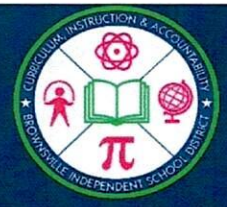




Dr. Jesus H. Chavez
Superintendent of Schools

AN EARLY COLLEGE DISTRICT
BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT



Dr. Norma Ibarra Cantú
Executive Director Secondary Education

DEPARTMENT OF CURRICULUM, INSTRUCTION & ACCOUNTABILITY

1900 Price Road • Brownsville, Texas 78521 • (956) 548-8121

2025-2026 Middle School Course Listing Guide

All Instances	Update School Year, Page Numbers, Dates and Grammatical Errors
10	Update Credit by Examination for Acceleration with No Prior Instruction Testing Windows
33	New AP Biology Statement for Rising 9 th Grade Students
35	New Social Studies Course (World Geography)

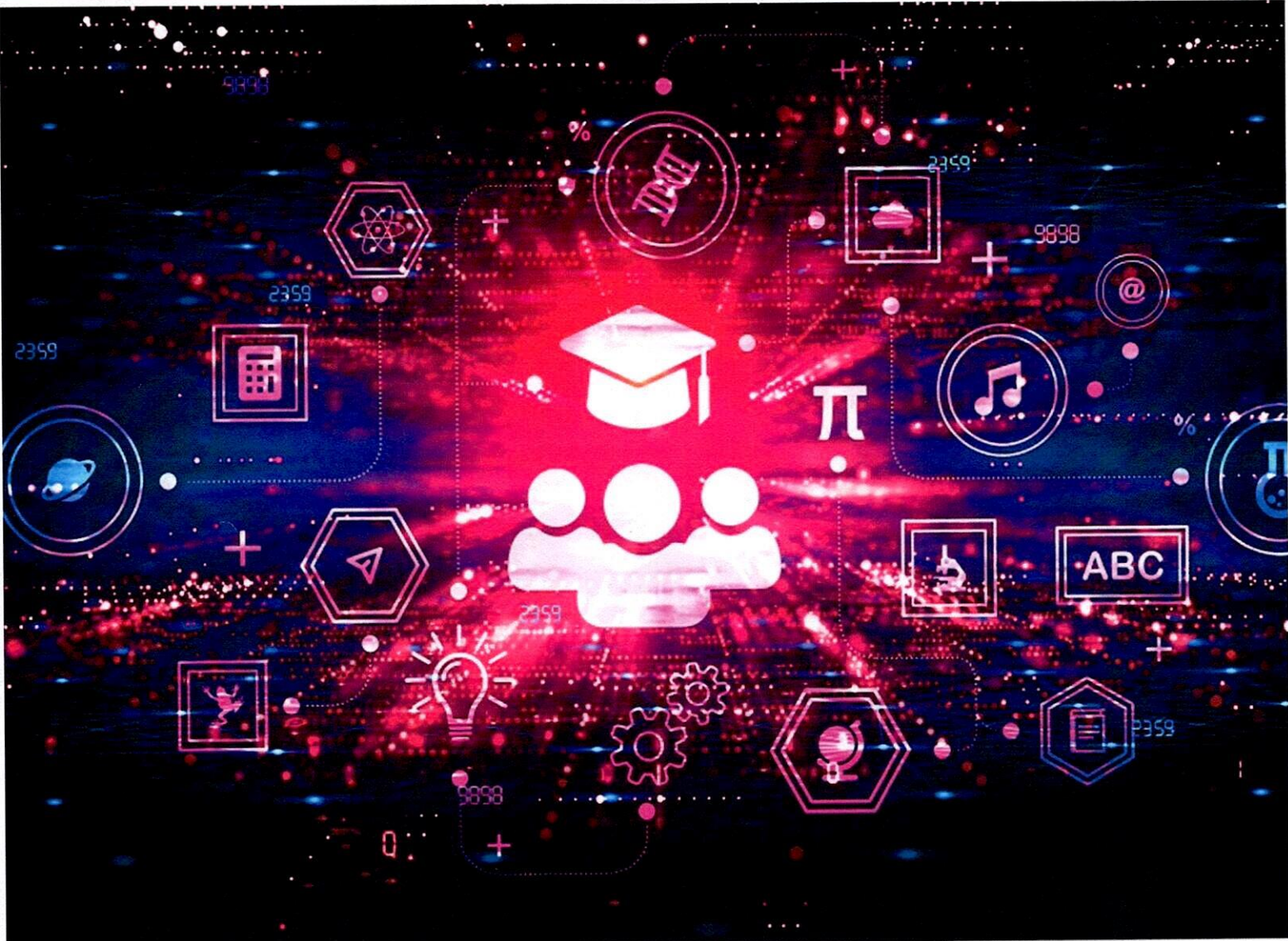


AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

Curriculum, Instruction & Accountability Department



MIDDLE SCHOOL COURSE LISTING GUIDE 2025 – 2026

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Quick Reference Middle School
2025-2026 Revisions: Highlighted in Blue

All Instances	Update School Year, Page Numbers, Dates and Grammatical
10	Update Credit by Examination for Acceleration with No Prior Instruction Testing Windows
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GENERAL INFORMATION

The information herein is to serve as a guide in developing student schedules, master schedules, and other procedures related to the credit system. The Texas Education Agency publication, STATE BOARD OF EDUCATION, RULES FOR CURRICULUM, is the basic manual, which has been used in formulating the credit system for the Brownsville Middle Schools. This guide contains the following information:

1. Course prerequisites and general information
2. Courses approved for Brownsville Secondary Schools. Grades 6, 7, and 8

In the core subjects of Reading, English, Math, Science, and Social Studies, the Brownsville Independent School District is committed to meeting students' needs according to graduation plans and programs of study. To provide more students greater access to advance courses, which are prerequisites at the college level, the district is including more advanced courses in the Course Listing Guide. Projected enrollment, staffing patterns, and budgetary constraints will continue to determine whether or not courses are available during certain semesters and/or years. Student and parents need to consult with school administration and counselors when selecting electives. BISD will continue to aggressively research avenues, such as advanced placement, correspondence and online courses, etc. to meet students' academic needs.

Beginning in the 2014-2015 academic year, a school district must ensure each student upon entering ninth grade indicates in writing an endorsement which the student intends to earn. The five endorsements include STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary Studies.

STUDENT PLACEMENT

Placement of in/out of district/state/country students

- I. **Students seeking enrollment within the same academic school year:**
 - a. Placement will be determined based on the grade level students were enrolled at the prior school district or entity.

- II. **Students seeking enrollment without any schooling or limited schooling (One year or more without schooling):**
 - a. placement will be determined by age as of *September 1*.
 - 1. Elementary School **10** years old or less
 - 1st grade - 6 years old
 - 2nd grade - 7 years old
 - 3rd grade - 8 years old
 - 4th grade - 9 years old
 - 5th grade - 10 years old
 - 2. Middle School **11-13** years old
 - 6th grade – 11 years old
 - 7th grade – 12 years old
 - 8th grade – 13 years old
 - 3. High School **14** years and over

SPECIAL PROGRAMS

At-Risk students shall receive appropriate compensatory, intensive, or accelerated instructional services at the campus, which will enable the students to perform at grade level at the conclusion of the next regular school term. This may include supplemental foundation enrichment courses, tutorials, district-wide summer programs, and other scientifically research-based interventions. Middle School campuses are to document accelerated instruction and/or interventions in the student's Grade Advancement Folder or in the Personal Graduation Plan (PGP).

EMERGENT BILINGUALS (EB's)

LEP IMMIGRANT DEFINITION:

The term immigrant has three definitions approved by the Texas Education Agency. Each definition serves a unique purpose.

G-Immigrant Subgrant and Serving Immigrant Students

"Immigrant child or youth," which is defined in Section 3201(5) of the ESSA, refers to individuals who:

- (A) are age 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any or one or more States for more than 3 full academic years.

Note that "State" is defined in section 3201(13) of the ESSA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as "Immigrant" students under Title III.

English as Second Language (ESL) Program

§89.1201 Policy

- (b) The goal of bilingual education programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.
- (c) The goal of ESL programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.
- (d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

****ESL Program – 6th, 7th & 8th Grades**

ESL I, II, & English/Reading SL must be taught by ESL certified teachers. Content courses should address the ELPS and be taught through Sheltered English Instruction (SEI) methodology.

Grade Level	*** ESL Category	*Course(s) Assignment	
6-7-8	Beginner	ESL I (1 period) ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	Content subjects using Sheltered English Instruction (SEI) Methodology (required)
	Intermediate	ESL II (1 period) ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	
	Advanced	ELAR SL (1 Period) *Enrichment Course/ALI (1 period) *Optional	

+ All Beginner/Intermediate ELs that receive a beginner rating on TELPAS Reading are eligible for ESL II upon LPAC recommendation. ESL I and ESL II **cannot be combined** into one course and must follow the TEKS for English Language Arts and ELPS.

All EB students must be served by an ESL certified teacher in ESL I, ESL II, English SL and Reading SL. Also, note that all core teachers must be trained in Sheltered English Instruction (SEI). It is highly recommended that Math, Science and Social Studies teachers working with EBs are ESL certified too. Student Category shall be determined by LPAC end of year recommendation. TELPAS and STAAR results along with other data will be utilized for this determination. Recommendation: Emergent Bilinguals entering into the school district from another country should be selected to participate in the STEM Program if the following is in place: EB student completed Matemáticas I or 2 with a score of 9, Ciencias II (Física) with a score of 9, and meets the STEM Criteria. Please refer to the student's transcript for qualifications. EBs rated Advanced or Advanced High TELPAS Reading may be placed in Honors classes i.e. Spanish AP. EB students should be considered for participation for HS credit opportunities offered in MS.

STAAR with Content & Language Supports is administered as an online testing program in grades 3-8 and EOC for students who qualify for it.

<p>STAAR (State of Texas Assessment of Academic Readiness) Rigorous assessment program with test design focusing on readiness for success in subsequent grades or courses, and ultimately for college and career. The STAAR program, implemented in Spring 2012, includes annual assessments for mathematics grades 3-8, RLA grades 3-8, science grades 5 and 8, social studies grade 8, and EOC assessment for Algebra I, English I, English II, Biology, and U.S. History.</p>	<p>Oral Language Proficiency Test (OLPT) Content and Language Support is available.</p> <p>This test may be used in conjunction with other assessment to provide a complete assessment of listening, speaking, reading, and writing skills.</p> <p>TELPAS (Texas English Language Proficiency Assessment System) is designed to measure annual growth in the English listening, speaking, reading, and writing proficiency of second language learners, and will be adjusted as needed to ensure a strong link between academic language proficiency as defined by STAAR.</p>
---	---

Advanced Academic Opportunities

CREDIT BY EXAMINATION FOR ACCELERATION WITHOUT PRIOR INSTRUCTION

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. A school district must annually provide at least four testing opportunities as follows: • one window to test between January 1 and March 31; • one window to test between April 1 and June 30; • one window to test between July 1 and September 30; and • one window to test between October 1 and December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023.

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Assessment/Research/Evaluation Department.

DISTANCE LEARNING

Prior to enrolling a BISD student in any type of distance learning/correspondence course where a student can either take courses to meet grade level promotion criteria or receive graduation credits, a parent/guardian must notify the school principal or his/her designee of their intent. Since a student cannot be enrolled in two school districts simultaneously, it is the student's best interest for the school district to verify the appropriateness of the institution's program prior to the student beginning the coursework. Failure to notify the school district in advance could affect the awarding credit.

HIGH SCHOOL COURSE CREDIT AT MIDDLE SCHOOL LEVEL

For students who enter high school in the 2020-2021 school year and THEREAFTER, all high school core area courses (as per chapter 74, DE, AP, and PLTW) taken in middle school will appear on the high school transcript and will be figured into the students' high school grade point average (GPA). Students enrolled in high school credit courses in middle school must complete and meet demonstrated proficiency (70% or higher) in each semester to receive full or partial high school credit. Students will be required to take the respective End of Course exam (EOC). If the grade average of the two half units is 70 (69.5) or above, the student will receive 1 full credit. If the average of the two half units is below 70 (69.5), the student will receive credit (.5) only for the half unit that he/she passed. If the half unit grade is below 70 (69.5), the unit must be

repeated for credit. For additional information, refer to page 38-39 of the 2024-2025 High School Course Listing Guide.

Grade Weight Systems											
Students Entering Grade 9 in and after the 2019-2020 school year.											
LEVEL I	To include ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are not designated as AP, Honors, Dual Enrollment, and PLW.										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">100</td> <td style="width: 50%; text-align: center;">4.0</td> </tr> <tr> <td style="text-align: center;">90-99</td> <td style="text-align: center;">3.0-3.9</td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">2.0-2.9</td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">1.0-1.9</td> </tr> <tr> <td style="text-align: center;">Below 70</td> <td style="text-align: center;">0</td> </tr> </table>	100	4.0	90-99	3.0-3.9	80-89	2.0-2.9	70-79	1.0-1.9	Below 70	0
100	4.0										
90-99	3.0-3.9										
80-89	2.0-2.9										
70-79	1.0-1.9										
Below 70	0										
LEVEL II	To include all ELA core, Math core, Science core, and Social Studies core courses as outlined in TEA Chapter 74 subchapter B that are designated as Honors.										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">100</td> <td style="width: 50%; text-align: center;">5.0</td> </tr> <tr> <td style="text-align: center;">90-99</td> <td style="text-align: center;">4.0-4.9</td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">3.0-3.9</td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">2.0-2.9</td> </tr> <tr> <td style="text-align: center;">Below 70</td> <td style="text-align: center;">0</td> </tr> </table>	100	5.0	90-99	4.0-4.9	80-89	3.0-3.9	70-79	2.0-2.9	Below 70	0
100	5.0										
90-99	4.0-4.9										
80-89	3.0-3.9										
70-79	2.0-2.9										
Below 70	0										
LEVEL III	To include all AP, Project Lead the Way, Dual Enrollment, and approved Concurrent Enrollment Courses.										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">100</td> <td style="width: 50%; text-align: center;">6.0</td> </tr> <tr> <td style="text-align: center;">90-99</td> <td style="text-align: center;">5.0-5.9</td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">4.0-4.9</td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">3.0-3.9</td> </tr> <tr> <td style="text-align: center;">Below 70</td> <td style="text-align: center;">0</td> </tr> </table>	100	6.0	90-99	5.0-5.9	80-89	4.0-4.9	70-79	3.0-3.9	Below 70	0
100	6.0										
90-99	5.0-5.9										
80-89	4.0-4.9										
70-79	3.0-3.9										
Below 70	0										
LEVEL IV	*To include all AP exam scores of 3, 4, or 5. Applies to Middle School, 9th, 10th, and 11th Grades										
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">100</td> <td style="width: 50%; text-align: center;">7.0</td> </tr> <tr> <td style="text-align: center;">90-99</td> <td style="text-align: center;">6.0-6.9</td> </tr> <tr> <td style="text-align: center;">80-89</td> <td style="text-align: center;">5.0-5.9</td> </tr> <tr> <td style="text-align: center;">70-79</td> <td style="text-align: center;">4.0-4.9</td> </tr> <tr> <td style="text-align: center;">Below 70</td> <td style="text-align: center;">0</td> </tr> </table>	100	7.0	90-99	6.0-6.9	80-89	5.0-5.9	70-79	4.0-4.9	Below 70	0
100	7.0										
90-99	6.0-6.9										
80-89	5.0-5.9										
70-79	4.0-4.9										
Below 70	0										

§74.26. (b) AWARD OF CREDIT

For students who are able to successfully complete the second or higher level LOTE course, districts may also award credit for the lower level course(s) by verifying that the student has demonstrated that the requirements of both level courses have been successfully met. This is possible only in LOTE courses because the levels are based on

increasing proficiency and the knowledge and skills of the lower level course(s) are subsumed within each upper level course.

Honors Program

The Brownsville ISD Honors Program offers preparatory classes for students interested in taking Advanced Placement courses in high school. The Advanced Placement Program offers college level courses that teach skills and concepts that prepare students for AP exams in high school. Students enrolled in the Honors course sequence are expected to enroll in AP or Dual Enrollment courses during their high school years of study. Students must meet the following criteria in order to be placed in the BISD Honors Program:

- Have at least an 85 average from the most recent grade in the specific academic discipline
- Have passed all required state assessments at the required level (see page 13)

All Honors students must complete an **Honors and Advanced Placement Application** for initial entry into the Honors program. Once enrolled, every student must have the **Program Expectations and Course Agreement** form in place per course. The agreement will be distributed and maintained by the teacher of record. These forms are annual and must be in place for each Honors course a student takes.

A **Placement Review** must be initiated for students who do not meet the program expectations listed in the course agreement for one or more grade reporting periods. The review committee will include the Principal, grade level Counselor, and campus subject Teacher.

NOTE: Alternate route to Honors and Advanced Placement admission: Letter of recommendation by the Campus Administrator.

Gifted/Talented Program:

Students active in the Brownsville ISD Gifted/Talented Program are required to complete an independent project under the Texas Performance Standards Project. It is recommended that the student and teacher work on the topic titled "Pursuit of Passion". However, 27 other topics are available, and any one may be chosen for the project. Expectations and project procedures can be found on the TEA Gifted and Talented website at the following link: <https://www.texaspsp.org>

Note: Gifted and Talented students are serviced through Honors courses.

PERSONAL GRADUATION PLANS (PGP)

Personal Graduation Plan (PGP) for Middle/Junior High School Students

Texas Education Code (TEC), §28.0212, requires the development and administration of a personal graduation plan (PGP) for each student enrolled in a school district's junior high or middle school who:

(1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) in any subject area administered at the middle/junior high level; or

(2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district.

In accordance with the statutory requirement for the agency to establish minimum standards for the middle/junior high personal graduation plan, the minimum standards are described below.

- If a student requires the development of a PGP due to not performing satisfactorily on STAAR, the minimum standard to comply with the PGP requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required PGP in this instance.
- If a student requires the development of a PGP based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the minimum standard to comply with the PGP requirement would involve documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
 - o Identification of educational goals and the parent's educational expectations for the student; and
 - o Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help promote the student's advancement. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and

methods to accelerate the student's learning. (See TEC, §28.0212(b), for PGP requirements.)

- If the student receives special education services, the minimum standard to comply with the PGP requirement would be a current and legally compliant individualized education program (IEP)

Intensive Program of Instruction (IPI)

TEC, §28.0213, requires a school district or open-enrollment charter school to offer an IPI to a student who:

(1) does not perform satisfactorily on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR end-of-course (EOC) assessments in any subject area; or

(2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the school district or charter school.

The IPI must be designed to enable, to the extent practicable, the student to perform at the student's grade level at the conclusion of the next regular school term or attain a standard of annual growth specified by the district or charter school. If applicable, the IPI would also carry out the purposes of accelerated instruction required under TEC, §28.0211.

Whereas the statutory requirements for accelerated instruction in TEC, §28.0211, in recent years have become more intentionally focused and intensive, this section in which the IPI is addressed has not been modified. Because of this, the agency has received questions about how local educational agencies (LEAs) should implement the IPI requirements.

The agency's guidance is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance.
- If a student requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's

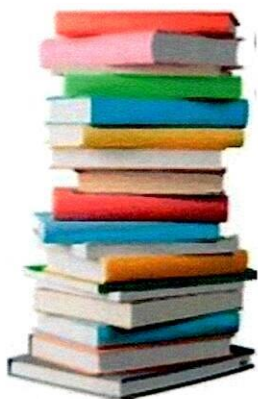
enrollment in grade nine, the expectation to comply with the IPI requirement would be:

- o Compliance with the PGP requirements as referenced above, if the student is enrolled in middle/junior high school;
- o If the student is enrolled in high school, documentation that the principal or other school administrator discussed the following with the student and student's parent or guardian:
 - Identification of educational goals related to the annual academic growth expected of the student; and
 - Any monitoring, intervention, or evaluation strategies, and any innovative methods that could help the student to perform at grade level at the conclusion of the next school term. Innovative methods could include strategic course selection, summer learning opportunities, targeted tutoring, and other instruction and methods to accelerate the student's learning.

TEC, §28.02313(e), requires that an admission, review, and dismissal (ARD) committee design an IPI for a student receiving special education services to enable the student to attain a standard of annual growth based on the student's individualized education program (IEP) and, if applicable, carry out the purposes of accelerated instruction under TEC, §28.0211. The agency's guidance for this is as follows:

- If a student requires the development of an IPI due to not performing satisfactorily on STAAR or a STAAR EOC, the expectation to comply with the IPI requirement would be compliance with the accelerated instruction requirements under TEC, §28.0211. Therefore, the documents and processes used to comply with accelerated instruction requirements would also serve as the required IPI in this instance. The ARD Committee will address participation and progress of the student in accelerated instruction as required by TEC, §28.0211, but is not expected to act specifically to address the IPI.
- If a student receiving special education services requires the development of an IPI based on the determination that the student is not likely to receive his or her high school diploma before the fifth school year following the student's enrollment in grade nine, the expectation to comply is a legally compliant IEP, as the IEP will already address expectations for academic growth of the student.
- If an IPI is required for a student who was administered the STAAR-Alt 2 assessment under TEC, §39.023(b), the expectation of IPI compliance for either reason (not performing satisfactorily on STAAR or a determination that the student is not likely to receive his or her diploma before the fifth

school year following the student's enrollment in grade 9) is for a student to have a legally compliant IEP, as the IEP will already address expectations for academic growth of the student and the accelerated instruction requirements in TEC, §28.0211, would not apply.



hello middle hello SCHOOL

**COURSE REQUIREMENTS &
SEQUENCE CHARTS**



2025-2026 Course Requirements for Students Grade 6, 7 & 8

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
CTE/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Fine Arts	2	
CTE/Spanish/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 36-44		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II/^English I	2	Pass each core area course with a 70% Final Average
Mathematics/^Algebra I	2	
Social Studies	2	
Science/^Biology	2	
Physical Education or Athletics	2	Pass electives with a 70% Overall yearly average (composite)
^Health	1	
Career & College Explorations	1	
Fine Arts/CTE/Spanish/ALI English/Math/RLA	2	
For a complete list of electives, please refer to pages 36-44		

*ESL I is only required for students identified as Beginners. NOTE: ESL II as recommended by LPAC. All EB students must be enrolled in SL courses.

^ Courses for High School credit

Required Middle School Electives	Semester
College and Career Readiness	1
Fine Arts	2
Health	3
Physical Education	4

Courses for High School Credit

Course	Semester	Grade	Prerequisites
^English I Honors (Level II)	2	8	Meet Enrollment Criteria
^Algebra I Honors (Level II)	2	8	Successful completion of 8 th Grade Math or its equivalent
^Biology Honors (Level II)	2	8	Meet Enrollment Criteria
^World Geography (Level II)	2	8	US History 1877
^Health I (Unweighted)	1	8	3 Semesters of MS Health
^Principles of Applied Engineering & Tech. (Unweighted)	2	7	None
^Robotics (Unweighted)	2	8	Principles of Applied Engineering & Tech.
^Engineering Essentials (Level III)	2	8	Meet Program Criteria
^Professional Communications (Unweighted)	1	8	None
^Lifetime Fitness and Wellness Pursuits (Unweighted)	2	8	4 Semesters of MS Physical Education
^Principles of Education (Unweighted)	2	8	None
^Spanish I (Unweighted)	2	6-7	None
^Spanish II (Unweighted)	2	7-8	None
^Art I (Unweighted)	2	8	None

^Courses for High School Credit

For clarification on Enrollment Criteria please refer to pages 29, 31, 33 & 35

SECONDARY LANGUAGE ARTS COURSE SEQUENCE

Grade Level	All Students	Honors & GT/English I
6th	ESL I 6 & ELAR 6 SL ESL II 6 & ELAR 6 SL ELAR 6 ELAR 6 SL	ELAR 6 Honors
7th	ESL I 7 & ELAR 7 SL ESL II 7 & ELAR 7 SL ELAR 7 ELAR 7 SL	ELAR 7 Honors
8th	ESL I 8 & ELAR 8 SL ESL II 8 & ELAR 8 SL ELAR 8 ELAR 8 SL	ELAR 8 Honors <u>Or</u> English I (Acct/Grad)*

Note: The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. 110.22. English Language Arts and Reading, Adopted 2017. ELAR Teachers are expected to work collaboratively/co-teaching in the effective implementation of the 2017 ELAR TEKS.

SL Students can be scheduled in ELAR Honors as per LPAC Recommendation.

SECONDARY MATH COURSE SEQUENCE

Grade Level	Traditional	Advanced Mathematics Honors/GT (Ranking Criteria) *	Advanced Mathematics STEM (Ranking Criteria) *
6 th	Math 6	Math 6 Honors	Math 6 STEM PBL Required
7 th	Math 7	Pre-Algebra Honors	Pre-Algebra STEM PBL Required
8 th	Pre-Algebra	Algebra I Honors	Algebra 1 STEM PBL Required

6th Grade Advance Mathematics Enrollment Criteria:

Option 1: Students must have achieved “Masters” on the respective 5th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

Or

Option 2: Student must perform in the top 40 percent on the 5th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment to **automatically enroll** as per Senate Bill (SB) 2124.

7th Grade Advance Mathematics Pre-Algebra Honors and STEM Enrollment Criteria:

Option 1: Student must successfully complete Math 6 Honors or STEM.

Or

Option 2: Students must have achieved “Masters” on the respective 6th grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

8th Grade Algebra I Honors and STEM:

Students must complete and meet proficiency (70% or higher) in any Pre-Algebra section as a Math 8 Credit as per state mandated prerequisites.

Senate Bill (SB) 2124- a school district or open-enrollment charter school must **automatically enroll** in an advanced mathematics course each sixth-grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

SECONDARY SCIENCE COURSE SEQUENCE

Grade Level	All Students Course Sequence	GT/Honors & Biology Course Sequence	STEM Course Sequence
6 th	Science 6	Science 6 Honors	Science 6 STEM/ PBL required
7 th	Science 7	Science 7 Honors	Science 7 STEM/ PBL required
8 th	Science 8	Science 8 Honors/Biology	Science 8 STEM/ PBL required

Note: Students may apply for the MS STEM Program before the beginning of each grade level and remain in the MS STEM Program unless removed based on failure to meet program criteria.

STEM ELIGIBILITY CRITERIA

85% AVERAGE PER SEMESTER IN EITHER STEM Math and/or STEM Science classes, compete in at least one competition per year (ex. Science Fair, Brainsville, AMC 8, etc), establishing a 98% attendance rate, outstanding Code of Conduct record, and attending parent conferences.

SECONDARY SOCIAL STUDIES COURSE SEQUENCE

Grade Level	All Students Course Sequence	GT/Honors Course Sequence	World Geography Course Sequence
6 th	World Cultures and Societies	World Cultures and Societies Honors	World Cultures and Societies Honors
7 th	Texas History	Texas History Honors	U.S. History to 1877/Texas History Honors
8 th	U.S. History to 1877	U.S. History to 1877 Honors	World Geography Honors

SCIENCE TECHNOLOGY ENGINEERING MATH(STEM)-MS Recommended Pathway for STAMP/SPACE

Grade Level	Career Technology Education	Science	Math
6th	Technology application (1 semester) and Coding (1 semester)	Science 6 STEM	Math 6 STEM
7th	^Principles of Applied Engineering (yearlong)	Science 7 STEM	Pre-Algebra STEM
8th	^Robotics I or Engineering Essentials, and Career & College Explorations (1 semester)	Science 8 STEM	^Algebra I STEM

^Courses for High School Credit

For admission to the STAMP/SPACE program, all of the following criteria MUST be met:

- Complete and sign the Middle School STEM application and follow its eligibility criteria
- Successful completion of Algebra I in 8th grade

SECONDARY SPANISH COURSE SEQUENCE

Course Sequence for Spanish in Middle School	
Sequence I	Sequence II
6 th Grade Spanish I	7 th Grade Spanish I
7 th Grade Spanish II	8 th Grade Spanish II
9 th Grade AP Spanish Language	9 th Grade AP Spanish Language
10 th Grade AP Spanish literature	10 th Grade AP Spanish literature
11 th Grade	11 th Grade
12 th Grade	12 th Grade

PHYSICAL EDUCATION COURSE SEQUENCE

To promote an optimum level of participation in athletics and vertical teaming opportunities for the feeder high school programs, six semesters are highly recommended for students interested in an athletic program.

PHYSICAL EDUCATION RECOMMENDED COURSE SEQUENCE		
Grade Level	Physical Education*Courses	Athletic Courses
6th	Physical Education Boys / Girls Individual / Team Sports Physical Education 6 Adaptive Physical Education 6	PE: Pre-Athletics (Boys) 6 Or PE: Intro to Pre-Athletics (Girls) 6 (May be counted as elective)
7th	Physical Education Boys / Girls Individual / Team Sports / Health 7 Adaptive Physical Education 7	PE/Athletics (Boys) 7 Or PE/Athletics (Girls) 7 (May be counted as 2 semesters of PE)
8th	Physical Education Boys / Girls Individual / Team Sports Adaptive Physical Education 8	PE/Athletics (Boys) 8 Or PE/Athletics (Girls) 8 (May be counted as 2 semesters of PE)

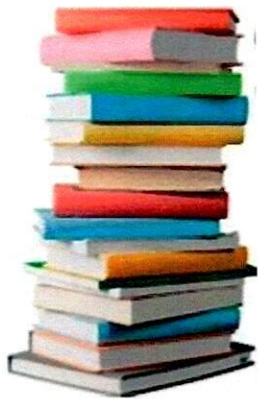
*Dance and Ballroom may count towards Physical Education Credit

Additional Courses:

7 th Grade	8 th Grade
Weights and Conditioning	Weights and Conditioning
Aerobics and Conditioning	Aerobics and Conditioning
Football/Soccer	Football/Soccer
Basketball/Track	Basketball/Track
Volleyball/Basketball	Volleyball/Basketball
Soccer/Softball	Soccer/Softball
Softball	Softball
Tennis	Tennis
Baseball	Baseball
	Swimming

SECONDARY FINE ARTS COURSE SEQUENCES

Grade Level	6th	7th	8th
Instrumental Music	Band 6	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 7 (Woodwinds); or Instrumental Ensemble 7 (Bass); or Instrumental Ensemble 7 (Percussion);	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 8 (Woodwinds); or Instrumental Ensemble 8 (Bass); or Instrumental Ensemble 8 (Percussion);
Choral Music	Beginners Choir 6	Choir Treble (Girls)7-8; or Choir Tenor Bass (Boys) 7-8; or Choir Acappela 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8	Choir Treble (Girls)7-8; or Choir Tenor Bass (Boys) 7-8; or Choir Acappela 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8
Dance	FA: Dance 6; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or	FA: Dance 7; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8	FA: Dance 8; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8
Theatre	Theatre I	Theatre I or Theatre II	Theatre I, Theatre II, or Theatre III
Art	Art I	Art I or Art II	Art I, Art II or Art III



hello middle SCHOOL

COURSE LISTINGS



ENGLISH LANGUAGE ARTS AND READING

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
510301(2)	ESL I 6	LPAC Written Approval, taken with ELAR 6 SL
510311(2)	ESL II 6	LPAC Written Approval, taken with ELAR 6 SL
610331(2)	ELAR 6	NONE
610321(2)	ELAR 6 SL	EB Students may take it concurrently with an Enrichment/ALI course
610351(2)	ELAR 6 Honors	Meet Honors Criteria
910071(2)	ALI 6 English	For HB1416 Requirements
M11301(2)	ELAR 6 Modified	ARDC approval
D10951(2)	ELAR 6 Modified (DE)	ARDC approval
A10951(2)	ELAR 6 Alternate	ARDC approval
S60211(2)	ELAR 6 Alternate (SFL)	ARDC approval
7th Grade		
520351(2)	ESL I 7	LPAC Written Approval, taken with ELAR 7 SL
520361(2)	ESL II 7	LPAC Written Approval, taken with ELAR 7 SL
610401(2)	ELAR 7	English 6
620371(2)	ELAR 7 SL	EB Students may take it concurrently with an Enrichment/ALI course
610411(2)	ELAR 7 Honors	ELAR 6 & Meet Honors Criteria
920081(2)	ALI 7 English	For HB1416 Requirements
M21701(2)	ELAR 7 Modified	ARDC approval
D21001(2)	ELAR 7 Modified (DE)	ARDC approval
A61211(2)	ELAR 7 Alternate	ARDC approval
S71211(2)	ELAR 7 Alternate (SFL)	ARDC approval
8th Grade		
530431(2)	ESL I 8	LPAC Written Approval, taken with ELAR 8 SL
530441(2)	ESL II 8	LPAC Written Approval, taken with ELAR 8 SL
610481(2)	ELAR 8	English 7
630451(2)	ELAR 8 SL	EB Students may take it concurrently with an Enrichment/ALI course

Course #	Course Description	Prerequisite
610491(2)	ELAR 8 Honors	ELAR 7 & Meet Honors Criteria
930091()	ALI 8 English	For HB1416 Requirements
M32151(2)	ELAR 8 Modified	ARDC approval
D31051(2)	ELAR 8 Modified (DE)	ARDC approval
A61221(2)	ELAR 8 Alternate	ARDC approval
S81211(2)	ELAR 8 Alternate (SFL)	ARDC approval
510701(2)	Reading Lab 6	ARDC approval
520731(2)	Reading Lab 7	ARDC approval
530801(2)	Reading Lab 8	ARDC approval
8th Grade English I		
Course #	Course Description	Prerequisite
530521(2)	^English I Honors	Refer to Enrollment Criteria & Meet Honors Criteria

^Courses for High School Credit

English I

Enrollment Criteria:

Students must have at least an overall of 85% as a final grade in 7th grade ELAR Course AND scored “Masters” on the standardized state assessment for 7th Grade RLA

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

Students enrolled in English I Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in English I, must enroll in an English I course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in English I in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

MATHEMATICS

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
512661(2)	Math 6	None
512681(2)	Math 6 Honors	Meet Honors Criteria
STE601(2)	Math 6 STEM	Math 5 &-Meet STEM Criteria
919101(2)	ALI 6 Math	For HB1416 Requirements
811321(2)	Math 6 Modified	ARDC approval
810971(2)	Math 6 Modified (DE)	ARDC approval
861301(2)	Math 6 Alternate	ARDC approval
860311(2)	Math 6 Alternate (SFL)	ARDC approval
7th Grade		
522701(2)	Math 7	Math 6
920071(2)	ALI 7 Math	For HB1416 Requirements
532631(2)	Pre-Algebra Honors	Refer to Enrollment Criteria & Meet
532641(2)	Pre-Algebra STEM	Refer to Enrollment Criteria & Meet
821721(2)	Math 7 Modified	ARDC approval
821021(2)	Math 7 Modified (DE)	ARDC approval
861311(2)	Math 7 Alternate	ARDC approval
871311(2)	Math 7 Alternate (SFL)	ARDC approval
8th Grade		
532791(2)	Pre-Algebra/Math 8	Math 7
532761(2)	^Algebra I Honors	Refer to page 31
532781(2)	^Algebra I STEM	Refer to page 31
930011(2)	ALI 8 Math	For HB1416 Requirements
832171(2)	Math 8 Modified	ARDC approval
831071(2)	Math 8 Modified (DE)	ARDC approval
861321(2)	Math 8 Alternate	ARDC approval
881311(2)	Math 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

7 TH Grade Pre-Algebra		
Course #	Course Description	Prerequisite
532631(2)	Pre-Algebra Honors	Refer to Enrollment Criteria & Meet Honors Criteria
532641(2)	Pre-Algebra STEM	Refer to Enrollment Criteria & Meet STEM Criteria

7th Grade Advanced Mathematics Pre-Algebra Honors and STEM

Enrollment Criteria:

Option 1: Student must successfully complete Math 6 Honors or STEM.

Or

Option 2: Students must have achieved “Masters” on the respective sixth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment.

8 TH Grade Algebra		
Course #	Course Description	Prerequisite
532761(2)	^Algebra I Honors	Successful completion of 8 th Grade Math or its equivalent course & Meet Honors Criteria
532781(2)	^Algebra I STEM	Successful completion of 8 th Grade Math or its equivalent course & Meet STEM Criteria

8th Grade Algebra I Honors and STEM

Enrollment Criteria:

Students must complete and meet proficiency (70% or higher) in any Pre-Algebra section as a Math 8 Credit as per state mandated prerequisites.

Students Enrolled in Algebra I Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Algebra I, must enroll in an Algebra I course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in Pre-Algebra or Algebra I will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

SCIENCE

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
6th Grade		
512911(2)	Science 6	None
512931(2)	Science 6 Honors	Meet Honors Criteria
STE611(2)	Science 6 STEM	Science 5 & Meet STEM & Honors Criteria
861501(2)	Science 6 Alternate	ARDC approval
860511(2)	Science 6 Alternate (SFL)	ARDC approval
7th Grade		
522951(2)	Science 7	Science 6
522961(2)	Science 7 Honors	Science 6 & Meet Honors Criteria
STE711(2)	Science 7 STEM	Science 6 & Meet STEM & Honors Criteria
861511(2)	Science 7 Alternate	ARDC approval
871511(2)	Science 7 Alternate (SFL)	ARDC approval
8th Grade		
533071(2)	Science 8	Science 7
533081(2)	Science 8 Honors	Science 7 & Meet Honors Criteria
STE811(2)	Science 8 STEM	Science 7 & Meet STEM & Honors Criteria
534031(2)	^Biology Honors	Refer to page 33
861551(2)	Science 8 Modified	ARDC approval
861521(2)	Science 8 Alternate	ARDC approval
881511(2)	Science 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

8 th Grade Biology		
Course #	Course Description	Prerequisite
534031(2)	^Biology Honors	Pre-Algebra/Refer to Enrollment Criteria & Meet Honors Criteria

Biology

Enrollment Criteria

1.- Students must have at least an overall of 85% as a final grade in Science from the most recent grade (Grade 7) and scored “Masters” on the standardized state assessment for 7th Grade RLA.

2.- Students need to be enrolled in Biology and Algebra concurrently.

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

Students enrolled in Biology Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Biology, must enroll in a Biology course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in Biology in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

High School Note: Rising 9th grade students seeking to enroll in AP Biology, must have achieved “Masters” in the EOC Biology and Algebra I.

SOCIAL STUDIES

Courses shaded in green require the approval of the ARD Committee

Modifies (Resource) – A modified curriculum in a separate classroom for Special Education Students only.

Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.

Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.

Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
613211(2)	Contemporary World Societies 6	None
613231(2)	Contemporary World Societies 6 Honors	Meet Honors/Criteria
861401(2)	Contemporary World Societies 6 Alternate	ARDC approval
860411(2)	Contemporary World Societies 6 Alternate (SFL)	ARDC approval
IN3210	World Societies Inclusion	
7th Grade		
623251(2)	Texas History 7	Contemporary World Societies 6
623261(2)	Texas History 7 Honors	Meet Honors/ Criteria
633331(2)	7 th Grade US History to 1877 Honors	Refer to page 35
861411(2)	Texas History 7 Alternate	ARDC approval
871411(2)	Texas History 7 Alternate (SFL)	ARDC approval
8th Grade		
633301(2)	U.S. History to 1877 8	Texas History 7
633311(2)	U.S. History to 1877 8 Honors	Meet Honors/Criteria
534051(2)	^World Geography Honors	Refer to page 35
881481(2)	U.S. History to 1877 8 Modified	ARDC approval
861421(2)	U.S. History to 1877 8 Alternate	ARDC approval
881411(2)	U.S. History to 1877 8 Alternate (SFL)	ARDC approval

^Courses for High School Credit

7 th Grade U.S. History to 1877		
Course #	Course Description	Prerequisite
633331(2)	7 th Grade U.S. History to 1877 Honors	Contemporary World Societies 6 Honors/Texas History Summer Bridge

7th U.S. History to 1877/Texas History Honors

Enrollment Criteria

1.- Students must have at least an overall of 85% scored as a final grade in Social Studies from the most recent grade (Grade 6) and have scored “Masters” on the standardized state assessment for 6th Grade RLA & successfully completed the Texas History Summer Bridge.

NOTE: In the event that STAAR Scores are not available, an alternative district assessment will be administered prior the beginning of the school year and meet proficiency of 70% or higher.

8 th World Geography		
Course #	Course Description	Prerequisite
534051(2)	^World Geography Honors	U.S. History to 1877

World Geography

Enrollment Criteria

1.- Students must complete and meet proficiency (70% or higher) in the 7th U.S. History to 1877.

Students enrolled in World Geography Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in W. Geography, must enroll in a W. Geography course in the summer at one of the high school sites or repeat the course in Grade 9.

NOTE: Out of district transfer students seeking enrollment in World Geography in grade 8 will be determined collaboratively through campus administration and the Curriculum & Instruction Department.

FOREIGN LANGUAGE

SPANISH ELECTIVE: See Recommended Secondary Spanish Courses chart for placement.

Course #	Course Description	Prerequisite
761001(2)	^Spanish I	None
782001(2)	^Spanish II	Spanish I

^ Courses for High School Credit

HEALTH

Courses shaded in green require the approval of the ARD Committee

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Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
6th Grade		
663433	Health 6	One Semester Course
861603	Health 6 Alternate	One Semester Course
861601(2)	Health 6 Alternate	Two Semester Course
860613	Health 6 ALT /SFL	One Semester Course
860611(2)	Health 6 ALT / SFL	Two Semester Course
7th Grade		
663443	Health 7	One Semester Course
861613	Health 7 Alternate	One Semester Course
861611(2)	Health 7 Alternate	Two Semester Course
871613	Health 7 ALT / SFL	One Semester Course
871611(2)	Health 7 ALT / SFL	Two Semester Course
8th Grade		
663453	Health 8	One Semester Course
861623	Health 8 Alternate	One Semester Course
861621(2)	Health 8 Alternate	Two Semester Course
881613	Health 8 ALT / SFL	One Semester Course
881611(2)	Health 8 ALT / SFL	Two Semester Course
Making Connections		
811331(2)	Making Connections 6 Modified	Two Semester Course
821651(2)	Making Connections 7 Modified	Two Semester Course
832061(2)	Making Connections 8 Modified	Two Semester Course
564483	^Health	3 Semesters of MS Health

^ Courses for High School Credit

PHYSICAL EDUCATION

Beginning with the 2008-2009 school year. (H.B.530) a school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight

As per House Bill 530, a school district shall require students in grade levels, six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least 4 semesters during those grade levels as part of the Districts physical education curriculum. The four minimum semesters of PE/Athletic classes for both genders will be scheduled during grades 6th and 7th. It is strongly recommended that pre-athletic class for 6th graders be offered at the Middle School level.

According to research, it is highly recommended that students complete 6 semesters of Athletics in order to ensure a strong middle school foundation that will be vertically aligned with each respective high school athletic program.

Course #	Course Description	Prerequisite
713501(2)	Physical Education 6	6 th Grade Students
723521(2)	Physical Education 7	7th Grade Students
733551(2)	Physical Education 8	8th Grade Students
713521(2)	Introduction to Team Sports (Boys) 6	6 th Grade Students
713541(2)	Introduction to Team Sports (Girls) 6	6 th Grade Students
713601(2)	Flag Football 6	6 th Grade Students
713611(2)	Tennis 6	6 th Grade Students
733531(2)	PE: Intro to Athletics (Boys) 6	None
733541(2)	PE: Intro to Athletics (Girls) 6	None

Course #	Course Description	Prerequisite
723531(2)	Athletics (Boys) 7	Meet Program Criteria
723541(2)	Athletics (Girls) 7	Meet Program Criteria
713621(2)	Weights and Conditioning (Boys) 7	Meet Program Criteria
713631(2)	Aerobics and Conditioning (Girls) 7	Meet Program Criteria
713641(2)	Football/Soccer (Boys) 7	Meet Program Criteria
713651(2)	Basketball/Track (Boys) 7	Meet Program Criteria
713661(2)	Volleyball/Basketball (Girls) 7	Meet Program Criteria
713671(2)	Soccer/Softball (Girls) 7	Meet Program Criteria
713681(2)	Softball (Girls) 7	Meet Program Criteria
713691(2)	Tennis 7	Meet Program Criteria & must be offered 9 th pd.
713701(2)	Baseball (Boys) 7	Meet Program Criteria
733561(2)	Athletics (Boys) 8	Meet Program Criteria
733571(2)	Athletics (Girls) 8	Meet Program Criteria
713711(2)	Weights and Conditioning (Boys) 8	Meet Program Criteria
713721(2)	Aerobics and Conditioning (Girls) 8	Meet Program Criteria
713731(2)	Football/Soccer (Boys) 8	Meet Program Criteria
713741(2)	Basketball/Track (Boys) 8	Meet Program Criteria
713751(2)	Volleyball/Basketball (Girls) 8	Meet Program Criteria
713761(2)	Soccer/Softball (Girls) 8	Meet Program Criteria
713771(2)	Softball (Girls) 8	Meet Program Criteria
713781(2)	Tennis 8	Meet Program Criteria & must be offered 9 th pd.
713791(2)	Baseball (Boys) 8	Meet Program Criteria
713801(2)	Swimming 8	Meet Program Criteria
713821(2)	^Lifetime Fitness and Wellness Pursuits	4 Semesters of MS Physical Education

^ Courses for High School Credit

Courses in Partner PE

Partner Physical Education/Peer Tutor is a success oriented physical education program featuring supervised peer tutors and individualized learning and instruction. The focus of the course is to encourage a variety of physical fitness activities, increased knowledge of health and fitness strategies and assist in the acquisition of individual and team lifetime recreational skill and activities. This course addresses the unique physical education needs of students with variety of disabilities in a setting that allows for positive interaction with peers, achieve success, improve social skills, and build self-esteem. Peers need to be encouraging at all times and dress appropriately for activities.

Students to teacher ratio: 10-15 special needs students to one Partner PE teacher with consultation from an Adapted PE teacher and para-educators will also go to the Partner PE class.

The total number of student partners should include 3-5 over the number of students with special needs.

Peer Partner – Prerequisite: PPE Application, interview and instructor approval.

General Education students must submit an application to become a peer tutor. Parent and student must sign a permission form allowing the student to become a peer tutor.

Courses in blue are for students with disabilities who require an alternate curriculum and approval by the ARD committee.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite
713813	Peer Assistance for SWD I	6	.5	Application approval
713826	Physical Education, Departmentalized	6	.5	ARDC approval
713833	Peer Assistance for SWD II	7	.5	Application approval
713836	Physical Education	7	.5	ARDC approval
713843	Peer assistance for SWD III	8	.5	Application approval
713846	Physical Education	8	.5	ARDC approval

FINE ARTS

House Bill 3

House Bill 3, each student is required to take one fine arts credit in middle school. The strong recommendation is for students to take the fine arts requirement in the 6th or 7th grade. However, according to research, it is highly recommended that students complete 6 semesters of fine arts in order to ensure a strong middle school foundation that will vertically align with each respective high school.

As per House Bill 5, PE credit may be earned through completion on any Texas Essential Knowledge and Skills based course that meets the requirement in subparagraph (#) of this paragraph for 100 minutes of moderate to vigorous physical activity

INSTRUMENTAL MUSIC: BAND

Course #	Course Description	Prerequisite
813901(2)	Band (6)	None
813911(2)	Band 6 GT	Meet GT Criteria
863911(2)	Beginners Band (7-8)	None
863921(2)	Concert Band I (7-8)	Meet Program Criteria
863951(2)	Concert Band I (7-8) GT	Meet Program and GT Criteria
863931(2)	Concert Band II (7-8)	Meet Program Criteria
863961(2)	Concert Band II (7-8) GT	Meet Program and GT Criteria
863941(2)	Symphonic Band (7-8)	Meet Program Criteria
863971(2)	Symphonic Band (7-8) GT	Meet Program and GT Criteria
833981(2)	Instrumental Ensemble 7 (Woodwinds)	Concurrent member of band
833991(2)	Instrumental Ensemble 7 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834001(2)	Instrumental Ensemble 7 (Brass)	Concurrent member of band
834011(2)	Instrumental Ensemble 7 GT (Brass)	Concurrent member of band & Meet GT Criteria
834111(2)	Instrumental Ensemble 7 (Percussion)	Concurrent member of band
834211(2)	Instrumental Ensemble 7 GT (Percussion)	Concurrent member of band & Meet GT Criteria
834311(2)	Instrumental Ensemble 8 (Woodwinds)	Concurrent member of band
834411(2)	Instrumental Ensemble 8 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834511(2)	Instrumental Ensemble 8 (Brass)	Concurrent member of band
834611(2)	Instrumental Ensemble 8 GT (Brass)	Concurrent member of band & Meet GT Criteria
834811(2)	Instrumental Ensemble 8 (Percussion)	Concurrent member of band
834911(2)	Instrumental Ensemble 8 GT (Percussion)	Concurrent member of band & Meet GT Criteria

CHORAL MUSIC		
Course #	Course Description	Prerequisite
814131(2)	Beginner Choir 6	None
864041(2)	Beginner Choir GT 6	Meet GT Criteria
864111(2)	Choir Treble (Girls) (7-8)	None
864031(2)	Choir Treble GT (Girls) (7-8)	Meet GT Criteria
864001(2)	Choir Tenor-Bass GT (Boys) (7-8)	Meet GT Criteria
864121(2)	Choir Tenor-Bass (Boys) (7-8)	None
864131(2)	Choir Adv. Treble (7-8)	Meet Program Criteria or Audition
864141(2)	Choir Adv. Treble GT (7-8)	Meet Program GT Criteria
834141(2)	Choir Adv. Vocal Ensemble (7-8)	Meet Program Criteria or Audition
834151(2)	Choir Adv. Vocal Ensemble GT (7-8)	Meet GT Criteria
834161(2)	Applied Music (Piano) (7-8)	None
834171(2)	Applied Music GT (Piano) (7-8)	Meet GT Criteria

DANCE: Dance may be used to satisfy the requirement to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight beginning with the 2008 – 2009 school year (HB 530).

Course #	Course Description	Prerequisite
733601(2)	PE: Dance 6	None
746401(2)	PE: Dance 6 GT	Meet GT Criteria
733611(2)	PE: Dance 7	None
746501(2)	PE: Dance 7 GT	Meet GT Criteria
743631(2)	PE: Adv. Dance 6–8	Meet Program Criteria
743641(2)	PE: Newcomer Ballroom Dance 6-8	None
713511(2)	FA: Dance 6	None
713521(2)	FA: Dance 6 GT	Meet GT Criteria
713531(2)	FA: Dance 7	None
713541(2)	FA: Dance 7 GT	Meet GT Criteria
713551(2)	FA: Dance 8	None
713561(2)	FA: Dance 8 GT	Meet GT Criteria
723501(2)	FA: Adv. Dance 6–8	Meet Program Criteria or Audition
713571(2)	FA: Newcomer Ballroom Dance 6-8	None
713581(2)	FA: Intermediate Ballroom Dance 6-8	Newcomer Ballroom Dance 6
	FA: Advanced Ballroom Dance 6-8	Meet Program Criteria or Audition

VISUAL ARTS:

Course #	Course Description	Prerequisite
813801(2)	Art I (6)	None
814001(2)	Art I (6) GT	Meet GT Criteria
863811(2)	*Art I (7-8)	None
863831(2)	Art II (7-8)	Art I
814011(2)	Art II (7-8) GT	Meet GT Criteria ART I
863821(2)	Art II (7-8) Honors	Meet Honors Criteria ART I
833831(2)	Art III (8)	Art II
814021(2)	Art III (8) GT	Art II & Meet GT Criteria
833811(2)	Art II (8) Honors	Art II & Meet Honors Criteria
814031(2)	^Art I	

*Art I (7-8) for students who are new to Art in Middle School

THEATRE ARTS:

Course #	Course Description	Prerequisite
833821(2)	Theatre I	None
833841(2)	Theatre I GT	Meet GT Criteria
833861(2)	Theatre II	Theatre I
833871(2)	Theatre II GT	Theatre I GT; or Theatre I and meet GT Criteria
833901(2)	Theatre III	Theatre II
833911(2)	Theatre III GT	Theatre II GT; or Theatre II and meet GT Criteria

^ Courses for High School Credit

CAREER & TECHNICAL EDUCATION

Course #	Course Description		Prerequisite
Electives		Grade	
834713	Technology Application 6 – 8 Grades	6-8	None (one semester course)
564431(2)	^Principles of Applied Engineering and Technology	7	None
861803	Technology Application 6-8 Alternate (1 semester)		ARDC Approval
861801(2)	Technology Application 6-8 Alternate		ARDC Approval
860713	Technology Application 6-8 ALT/SFL (1 semester)		ARDC Approval
860711(2)	Technology Application 6-8 ALT/SFL		ARDC Approval
530473	Career & College Explorations	8	None (one semester course)
ALT473	Career & College Explorations		ARDC Approval
SFL473	Career & College Explorations		ARDC Approval
530463	Coding	6-8	None (one semester course)
564451(2)	^Robotics	8	Principles of Applied Engineering
564461(2)	^Principles of Education	8	None
564473	^ Professional Communications	8	None
PLW481(2)	^ Engineering Essentials	8	Meet program Criteria

^ Courses for High School Credit

INCLUSION SCHEDULING

Course #	Course Description
The following course numbers may be used for scheduling purposes only.	
IN3210	World Societies 6 (Inclusion)
IN2910	Science 6 (Inclusion)
IN2660	Math 6 (Inclusion)
IN0710	Reading 6 (Inclusion)
IN0330	English 6 (Inclusion)
IN3250	Texas History 7 (Inclusion)
IN2950	Science 7 (Inclusion)
IN2700	Math 7 (Inclusion)
IN0770	Reading 7 (Inclusion)
IN0400	English 7 (Inclusion)
IN3300	US History 8 (Inclusion)
IN3070	Science 8 (Inclusion)
IN2790	Math 8 (Inclusion)
IN0820	Reading 8 (Inclusion)
IN0480	English 8 (Inclusion)

OTHER COURSES, ELECTIVES and TUTORIALS

During the Instructional Day	
Course #	Course Description
950011(2)	Lunch
950021(2)	See Counselor
910071(2)	Accelerated Learning Instruction ELAR 6 (LC)
920081(2)	Accelerated Learning Instruction ELAR 7 (LC)
930091(2)	Accelerated Learning Instruction ELAR 8 (LC)
919101(2)	Accelerated Learning Instruction MATH 6 (LC)
920071(2)	Accelerated Learning Instruction MATH 7 (LC)
930011(2)	Accelerated Learning Instruction MATH 8 (LC)
980011(2)	RLA Readiness 6 (LC)
980041(2)	RLA Readiness 7 (LC)
980061(2)	RLA Readiness 8 (LC)
980081(2)	Innovate X
Extended Day/After School Funding Sources	
970010	162 Account (State)
970020	211 Account (Federal)
970030	Esser
Contact C&I for Approval	
TSI011(2)	TSIA 2.0 PREP for 8 th Grade Students ONLY

Note: Local Credit improvement courses for students with non-mastery of any section to be scheduled on each campus.

PRE-ENGINEERING TEX PREP COURSES

Course #	Course Description	Grade	Credit	Prerequisite(s)
Innovative-High School Elective Credit				
540001(2)	TEXPREP I	9-10	1/2 LC	None
540021(2)	TEXPREP II	10-11	1/2	TEXPREP I
540031(2)	TEXPREP III	11-12	1/2	TEXPREP II
540011(2)	TEXPREP IV	11-12	1/2	TEXPREP III

Appendices

Texas Education Agency Graduation Toolkit

Graduation Program – *Overview*

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

The Foundation requirements (22 credits) include:

- | | | | | |
|---|--|--|---------------------------|------------------------------|
| English (4 credits) | • English I | • English II | • English III | • An advanced English course |
| Mathematics (3 credits) | • Algebra I | • Geometry | • An advanced math course | |
| Science (3 credits) | • Biology | • Integrated Physics & Chemistry or an advanced science course | | |
| | • An advanced science course | | | |
| Social Studies (3 credits) | • World History or World Geography | • U.S. History | | |
| | • U.S. Government (one-half credit) | • Economics (one-half credit) | | |
| Languages Other Than English (2 credits) | • 2 credits in the same language or | | | |
| | • 2 credits from Computer Science I, II, III | | | |
| Physical Education (1 credit) | Fine Arts (1 credit) | Electives (5 credits) | | |
| Speech: Demonstrated proficiency | | | | |

Endorsements Total credits with endorsements 26

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgments

- dual credit course
- bilingualism and biliteracy
- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

*A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

TSIA2 (Texas Initiative) Assessment 2.0

The Texas Legislature mandates students be assessed on a state exam in TSIA2 ELAR includes MS and Essay and TSIA2 Mathematics before enrolling in any college-level course work (dual enrollment). The TSIA2 is the instrument used for this mandate. 8th grade middle school students interested in participating in the Early College High School cohort or in Early College High School dual enrollment are required to attempt the reading portion of the TSIA2 prior to requesting any dual enrollment courses for their 9th grade year.

While most dual enrollment courses offered in grades 9 and 10 require only an attempt on the TSIA2 reading (courses include dual enrollment Spanish, Art Appreciation, Music Appreciation, and Speech), any other dual enrollment course will require passing TSIA2 scores.

For a list of TSIA2 requirements per dual enrollment course, click on the following link:

http://www.bisd.us/echs/html/05_TSC.htm

The TSIA2 is offered free to all interested 8th graders during the fall semester at their home campuses.

Once in high school, students may retake the TSIA2 free at each of the district's Early College High School in order to qualify for additional dual credit courses.

Resources for Secondary Education

The following links are provided as resources that districts and campuses may utilize in the development of a Personal Graduation Plan.

Division of Curriculum, Texas Education Agency (512.483.9581)

[Curriculum Standards | Texas Education Agency](#)

Division of Discretionary Grants, Texas Education Agency High School Completion and Success Grant Program

<https://tea.texas.gov/finance-and-grants/grants>

Division of Assessment, Texas Education Agency

<https://tea.texas.gov/student-assessment>

Dropout Prevention Clearinghouse, Texas Education Agency

[Dropout Prevention and Recovery Resources | Texas Education Agency](#)

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003), U.S. Department of Education

[21st Century Community Learning Centers Descriptive Study of Program Practices -- July 2010 \(PDF\)](#)

ESL TEA Web Site for resources

<https://www.txel.org/Educators>

Appendix A: Education Code

Senate Bill 1108, Section 7, Personal Graduation Plan (TEC §28.0212)

<http://ritter.tea.state.tx.us/taa/stanprog102303.html>

Note: The enclosed PGP forms may be used for reference.

HB 1416

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/accelerated-instruction-hb-1416-overview-and-optional-webinar-opportunity>