

***Bryan Independent School
District***

**Middle School
Course Guide**

2015 – 2016

***Stephen F. Austin Middle School
Arthur L. Davila Middle School
Jane Long Middle School
Sam Rayburn Middle School***

Children First, Always...The Bryan Way



Dear Middle School Students and Parents,

Choosing courses to be taken during each school year is a very important decision. The staff of each middle school commits several weeks to assist you through this process. When wise choices are made, you make the best use of your middle school years and prepare yourself academically for high school and beyond.

Staff from each middle school campus will make orientation visits to each of the elementary schools in the spring semester to assist in the transition process and to set the stage for our parent orientation evening sessions on each middle school campus. The major goal of the middle school years is to provide a well-rounded, challenging academic experience that assists in a successful transition from elementary to high school. Our goal for high school students is that each student will graduate from Travis B. Bryan High School, James Earl Rudder High School, or Bryan Collegiate High School after having fully met all of the requirements for college and career readiness.

This course guide book has been written to help you choose the courses that will be taken during grades six through eight. It will be used in conjunction with other course selection materials during the registration process this spring. We want to encourage you to read carefully the information included here and to ask questions of your teachers, counselors, and administrators as you develop your educational plans. There will be student and parent orientations held for all campuses. Please plan now to take advantage of these opportunities to visit with the middle school staff and clarify any questions.

We are looking forward to meeting you at our parent orientation evening sessions during our spring semester.

Sincerely,

Brandon Jayroe

Brandon Jayroe, Principal
Stephen F. Austin Middle School

Shannon McGehee

Shannon McGehee, Principal
Arthur L. Davila Middle School

Lindsay Harris

Lindsay Harris, Principal
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Parents will be notified of any policy updates and the most accurate course guide will be available on each middle schools website under Academics.

PROGRAM/COURSE UPDATES FOR 2015-16

Each year Bryan ISD strives to offer courses and build programs that best meet the needs of all students. Periodic evaluations of the courses and programs are conducted and minor adjustments are made as needed. And sometimes changes are made due to changes at the State level which we must comply with.

Changes that will begin this year or will phase in through the next two years in multi-year programs:

- Inquire: Incoming 6th graders will have the opportunity to take Pre-AP Integrated Physics and Chemistry rather than Pre-AP Biology.
- Odyssey: Incoming 6th graders, along with the current 6th graders will have the opportunity to take Pre-AP Integrated Physics and Chemistry during the 8th grade year in Odyssey. Current 6th graders and thereafter will receive the content of Concepts of Engineering and Technology during the 7th grade year in Odyssey. The course material will be integrated into the core curriculum.
- 8th grade Career Portals will be replaced with Principles of Manufacturing, which is an entry level course in which students will gain an understanding of career opportunities available in manufacturing. Students will receive 1.0 high school credits upon a successful completion of the course.
- Additional levels of Band, Choir, and Orchestra will be added in as needed, based on the enrollment of the program (Local course names for these programs have also been changed-refer to grade level course descriptions)
- State level changes for Fine Arts curriculum will begin 2014-15.
 - Courses will be set up by the number of years a student has taken the course versus the student grade level. Ex: Grade 6 Student to Art 1; Grade 7 Student to Art 2.
 - ART I enrollment in 8th grade, only if previously enrolled in Art in 6th and 7th grades and submitted and approved portfolio.
 - Theatre Arts I will no longer be offered due to the extensive change in State requirements.

REGISTRATION AND SCHEDULING

Scheduling of students for the next academic year is one of the most important activities in the student's academic life. Parents and students alike are encouraged by all staff members to make wise and appropriate decisions, thus preparing students to pursue future educational opportunities.

During the spring semester, counselors will pre-register all students for the next school year and begin planning for high school graduation. The counselors distribute this course guide to better acquaint students and their parents with the required and elective courses offered at each grade level. Study of the course guide will allow time for evaluation of academic progress and provide assistance in making final course selections.

Students' registration requests are used to establish next year's master schedule. A course offering may be eliminated if a minimum number of students do not enroll in the course and/or classes may be closed when maximum enrollment is met and in both cases alternates chosen by students will be used to complete the students' schedules. Students are expected to follow their original choices so it is important to choose courses carefully in the spring. However, our counselors realize that some schedule changes will be necessary due to failure of classes, successful/unsuccessful completion of summer school, and gaining credit through other alternative methods.

Requests for schedule changes may be made up to schedule pickup night for the new school year and will be filled based on availability. No requests will be honored after that time.

MIDDLE SCHOOL SCHEDULE

The middle school year consists of six grading cycles, which are six weeks in length. All students will have a 7-period day. Students will take four core classes plus electives that meet each day. Alternative scheduling maybe implemented to best meet the individual student's academic needs.

PROMOTION REQUIREMENTS

To be promoted from one grade level to the next in grades six through eight, a student must have an overall grade average of 70. The student must also have a grade average of 70 or above in language arts and math and either science or social studies. Students must also have attended school 90% of the days the course is offered in order to receive a passing grade. See the section on attendance for more information. Report cards are issued after each six weeks grading cycle so parents can monitor their student's performance throughout the school year.

GRADING SYSTEM

A minimum of 10 daily grades and 3 major grades should be taken for each subject area for each six weeks. Sixty percent of the six-week grade must come from major grades. Major grades may be single grades for specific assignments (unit tests, major projects, tests, etc.) or composite grades for a group of assignments (journals, spelling, participation in class, or a total from daily quizzes). Grades taken as major grades should be announced in advance as such, to the students. Daily grades (quizzes, homework, notebooks, projects, etc.) are counted 40% of the six-week grade. However, no one grade in this group should count more than 20% of the six-week grade. In high school courses offered at middle school, the high school grading guidelines will apply. Regular high school courses are calculated with the middle school grading scale of 60% major grade and 40% daily grade. Academic high school courses (Pre-AP) are calculated using 70% major grade and 30% daily grade.

All students will receive progress reports in the middle of the six-week grading period. Report cards are distributed to students during the week following the end of the grading period.

FINAL EXAMS

Final exams are administered at the end of the year in grades six, seven, and eight. The final exam grade is calculated as a major grade in the sixth six weeks. The yearly average for a subject shall be calculated by adding the six week grades and dividing by six. When high school credit courses are taken in middle school, a final exam is administered at the end of each semester and counts as 20% of the semester grade.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

Students in grades six through eight take the State of Texas Assessment of Academic Readiness (STAAR) every year. All students take the STAAR test in reading and math. In grade seven, students will also take the writing test while eighth grade students will take the science and social studies tests. The reporting categories are aligned with the Texas Essential Knowledge Skills (TEKS), the standards for school curriculum in Texas. All Texas students participate in STAAR. Some students receiving special education services may participate in the STAAR alternate assessment and students receiving special education services and dyslexia students who are also 504 may qualify for the STAAR Accommodated assessment. Limited English proficient students may participate in STAAR L and/or TELPAS (Texas English Language Proficiency Assessment System) which includes reading, writing, listening and speaking components.

Students participate in the STAAR in grades three through eight to prepare for the STAAR EOC. Texas requires successful completion of the 5 EOC assessments in order to graduate. Although the STAAR writing test is given to seventh grade students in early March along with the first administration of the STAAR Reading test for 8th grade students, the remainder of the testing is administered in April. As part of the Student Success Initiative, students in grade eight will be required to pass STAAR Reading in order to be promoted to high school. Also, students who are taking Algebra I will be required to take the Algebra I End-of-Course exam instead of STAAR 8 Math.

HONOR ROLL

Each six weeks an honor roll is published in the local paper to recognize students who have earned all A's. Campus activities recognize those students who receive all A's and all A's with only one B.

UIL EXTRACURRICULAR ELIGIBILITY

Excused absences for extracurricular activities are limited to fifteen (15) in a school year. To be eligible for extracurricular activities, students must be enrolled in a full schedule of instruction. For the first six weeks of the school year in grades seven and eight, students must have been promoted from the previous grade to be eligible for extracurricular activities. In order to participate in activities following the completion of the first six weeks of school, a student must pass all courses taken with a grade of 70 or above or 65 or above for Pre-AP courses.

A student is not eligible for 7th grade athletics if he/she turns age 14 before September 1st of the school year. Likewise, students who turn age 15 before September 1st of the school year are not eligible for 8th grade athletics.

If a student is suspended from extracurricular activities for failing grades, his/her grades will be reviewed at the end of each three-week period of suspension. A student who is suspended from extracurricular activities may practice or rehearse with other students for an extracurricular activity but may not participate in a competition, game, or other public performance.

PHYSICALS FOR ATHLETICS

Participation in school athletics requires a physical exam each year for students in grades seven and eight. Personal physician exams are accepted but, as a service to Bryan families, inexpensive physicals are also offered through the Bryan ISD Athletic Department each spring. Information about dates and times of the school sponsored physicals is available from the coaches at each secondary campus and the BISD Athletic Office. Physical exams must be documented on a BISD Physical Exam Form which can be obtained from the coaches. Students who do not have their physical forms turned in each year prior to the last day of school, will have athletics removed from their schedules for the following school year.

PRE-AP PROGRAM

BISD offers an accelerated academic program, the Preparatory Advanced Placement (Pre-AP) Program. Pre-AP courses are designed to extend and enrich the content of the regular curriculum while preparing students for success in Advanced Placement (AP) and International Baccalaureate (IB) classes offered in high school. Pre-AP courses are rigorous and demanding and require study time outside of school. These accelerated college preparatory classes will provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. Students must be able to balance the time requirements of all their academic classes as well as extra-curricular activities. Students who take Pre-AP classes, followed by AP and IB are more prepared for the rigors of college and are more likely to be successful in college.

Pre-AP courses are designed to challenge the academically able student as well as the gifted student. Students who have been identified as gifted are served in the secondary schools through their enrollment in Pre-AP classes. All G/T students are required to take at least one Pre-AP class. Middle school staff strongly encourages all students to enroll in at least one Pre-AP course.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Students have the opportunity to take high school courses at the middle school level. High school courses that are offered include Algebra I, Art I, Biology*, IPC*, Individual/Team Sports, Mandarin Chinese I-II*, Spanish I, Spanish II, Native Speakers Spanish, and Spanish III*. Course offerings may vary among campuses. The curriculum of these high school courses and the academic expectations for student performance are the same as when the courses are taken in grades nine through twelve. STAAR EOC exams are associated with Algebra I and Biology I courses and students must meet passing standard on these tests to fulfill high school graduation requirements. The grades earned in all of these courses are recorded on the student's high school transcript and **are used in calculating the student's grade point average (GPA)**. The GPA will be calculated two ways, unweighted and weighted. The unweighted GPA will include grades from all State credit courses and carries a maximum over all GPA of 100. The weighted GPA will include all core classes (English, math, science, and social studies); Languages other than English and any additional AP or IB courses not previously included will be calculated on a weighted 4.0 scale. The weighted GPA will also be used to determine the student's Rank in Class. Those students who are ranked in the Top 10% following the fall semester of the senior year of high school will be recognized as Honor Graduates at the graduation ceremony.

Students must meet 90% attendance requirements in order to receive credit for high school courses. For courses offered on the high school campus, transportation will not be provided by BISD.

(* Courses only offered for students in designated programs)

SEMESTER AVERAGING FOR HIGH SCHOOL COURSES

When a student fails the first semester of a two-semester course, semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Semester averaging will only be used when the student fails the first semester, passes the second semester, and the average of the two grades is 70 or above.

ALGEBRA I FOR 8TH GRADERS

Algebra has been described as a gateway course because of its linkage to school success. The completion of algebra in the eighth grade provides students additional opportunities for mathematics and other advanced courses at the high school level, increasing their chances for school success. Eligibility to take Algebra I at the middle school level is determined by meeting the standards of Algebra Readiness criteria.

WITH THE IMPORTANCE OF ALGEBRA ESTABLISHED, IT IS THE GOAL OF BRYAN ISD TO PROMOTE ALGEBRA FOR EIGHTH GRADERS. In implementing the math portion of the Texas Essential Knowledge and Skills (TEKS), an algebra strand will be emphasized beginning in kindergarten and continuing throughout each subsequent year of math. Preparing the maximum number of students to successfully complete algebra by the eighth grade will take a concerted effort because early algebra is rigorous and demanding. Bryan ISD is committed to doing whatever it takes to accomplish this goal. As we all strive to improve academic achievement, successful completion of algebra will be a major stepping-stone for all students. The district's plan will ensure that

- All staff members understand the importance of algebra.
- All staff members promote algebra as an expectation for all learners.
- All grade levels of math curriculum and instruction emphasize algebraic concepts.
- All schools provide safety nets, such as tutorials, for those in need.

COUNSELING SERVICES

The goal of the guidance and counseling process is to provide support to students in developing interests and aptitudes, setting goals and plans, meeting personal, social, and educational expectations and to be prepared for high school. Students are encouraged to talk with school counselors, teachers, and principals in order to learn about the programs and course offerings of the middle schools. All students will receive information about course requirements and course changes. The counseling program provides a means of helping individual students understand and use wisely the educational, career and technology, and personal opportunities open to them as they develop and grow as middle school students. .

SPECIAL EDUCATION

In compliance with all state and federal laws and regulations, students with identified special education needs are provided a well-balanced curriculum, which is aligned to grade level standards. Students receive instruction in a manner appropriate for their needs. Placement is determined by an Admission, Review, and Dismissal (ARD) Committee and based on the concept of least restrictive environment as appropriate for the individual student. The continuum of services offered in grades six through eight includes the following options: Mainstream, In Class Support, Resource, Content Mastery, Self-Contained Classroom, Homebound and Consultative Support.

SUMMER SCHOOL

Summer school information will be published at a later date.

ATTENDANCE

State law mandates that every student must be in attendance for 90% of the semester or school year in order to receive credit for a course. A student who has more than the allowable number of absences will lose credit for that course/grade level and will have to repeat the course/grade level. If there are extenuating circumstances, a student may file an appeal to the campus attendance committee. The campus attendance committee will then determine whether credit should be awarded. Regular attendance in school is essential for satisfactory progress. Poor attendance causes a lack of interest in school, lower grades, and/or loss of credit.

When a student is absent, parents or guardians are encouraged to call the attendance office the morning of the absence. The attendance office will verify the call and a follow-up note from the parent or guardian will be necessary. If a parent or guardian is unable to call, then a written note signed by the parent or guardian will be accepted the morning the student returns to school. The note should contain the student's name, date(s) of absence, reason for absence, parent or guardian's signature, and a phone number where the parent or guardian can be contacted during the school day. Further explanation to the attendance office will be helpful when the absence is more than a single day. A written excuse from the student's doctor is required after five consecutive days of absence and should also be submitted to the attendance clerk. If a student is absent during part of the school day due to a medical appointment and then returns to school, he/she must return with a statement from the medical office documenting the date and hours of the appointment. Verification will be recorded in the attendance office and the student will not be counted absent.

A school-aged student's deliberate non-attendance may also result in assessment of penalties by a court of law against both the student and his/her parent or guardian. A complaint against the parent or guardian may be filed in the appropriate court if the student is absent from school ten or more days or parts of days within a six-month period in the same school year, or is absent on three or more days or parts of days within a four-week period. Truancy charges are filed on a student who has seven or more total accumulated tardies for the semester in all classes.

LIMITED ENGLISH PROFICIENT STUDENTS

Students whose English proficiency does not allow them to participate in regular language arts classes will be offered English as a Second Language (ESL) classes. Specific schedules that meet the student's individual needs are developed during the registration process.

INQUIRE ACADEMY

The INQUIRE Academy, housed at JLMS is BISD's middle school gifted and talented magnet program composed of 6th thru 8th graders from all four BISD middle schools. It is designed to meet the needs of gifted students by initiating new quests for understanding through innovative and rigorous exploration, resulting in students who are knowledgeable, caring, and prepared to make an impact on the world. The teachers in INQUIRE Academy are trained in working with gifted students and have an understanding of their needs.

Students will have the opportunity to take advanced level courses for high school credit. These advanced courses will meet the requirements for the new Foundation Program with Endorsements. Courses will be offered in English Language Arts, Math, Science, Social Studies, PE, Spanish, Performing Arts, Visual Arts, Technology, and electives. Examples of courses offered for high school credit are: Algebra I, Biology, IPC, Spanish I, Spanish II, Chinese I, Chinese II, Art I, and Individual/Team Sports.

DUAL LANGUAGE ACADEMY

The primary focus of Dual Language Academy is to expand Bryan ISD's elementary dual language program. Housed at Jane Long Middle School, the Dual Language Academy is composed of dual language students, grades 6-8. The Middle School Dual Language Program will provide a continuation of the articulated Two-Way Bilingual Program from Elementary School. Spanish will be used as the vehicle of instruction, not the focus of instruction, for three or four periods per day. Students participating in the 50/50 program throughout their middle school years will have the opportunity to earn high school credits in Algebra 1 and Spanish 1 as well as other high school electives offered in 7th and 8th grade. These advanced courses will meet the requirements for the Distinguished Level of Achievement under the Foundation + Endorsement graduation plan.

ODYSSEY ACADEMY

Odyssey Academy is BISD's STEM (science, technology, engineering and math) magnet and is composed of students who meet rubric standards from all four middle schools and is housed at Stephen F. Middle School. The primary focus of the Odyssey Academy is interdisciplinary instruction focusing on student interests. The goals of the Academy include:

- Structuring learning to fit the needs of individual students
- Provision of innovative teaching and learning strategies
- Integration of independent study project opportunities
- Integration of technology into the instructional program
- Opportunities for student learning choices
- Focus on personal growth and development, as well as creativity
- Experience in multiage settings
- Purposeful promotion of reading for enjoyment
- Imbedding of service learning into the rich learning experiences

6th Grade

*Course
Descriptions*

Sixth Grade Course List

REQUIRED COURSES		
Course	Academies	Location
Language Arts		
Language Arts Pre-AP		
Math		
Math Pre-AP		
Science		
Science Pre-AP		
Social Studies		
Social Studies Pre-AP		
Spanish Social Studies Pre-AP	Dual Language	Long
Recreational Sports		
Spanish Recreational Sports	Dual Language	Long

ELECTIVE COURSES		
Course	Academies	Location
Art 1		
Beginning Band		
Spanish Beginning Band	Dual Language	Long
Beginning Choir		
Beginning Orchestra		
Theatre 1		
Spanish I A Pre-AP (HSC 0.5)	INQUIRE	Long
Spanish I Pre-AP NS (HSC 1.0)	Dual Language	Long
Mandarin Chinese I A (HSC 0.5)	INQUIRE	Long
Technology Applications		
Engineering & Design 101	Odyssey	SFA
KICKSTART		Davila, Long

Specially Assigned Courses <i>(to be completed by counselor if needed)</i>	
Course	
Reading	Assigned by Counselor
ESL Courses	Assigned by LPAC
Block/Lab Courses	Assigned by Counselor
Basic Courses	Assigned by ARD

NOTES:

- Registration forms will be distributed to students and parents by each middle school campus.
- HSC – High School Credit
- NS – Native Speaker
- INQUIRE/Dual Language at Long
- Odyssey at SFA

REQUIRED COURSES

LANGUAGE ARTS

Language Arts 6 includes the knowledge and skills of listening, speaking, grammar, composition, vocabulary, and reading. The reading comprehension skills and literary elements in various types of literature are combined in order to create an understanding and appreciation of reading. Students use the writing process to do research reports and projects and to write for specific purposes such as to inform, persuade, or entertain. The Accelerated Reader Program may be used.

LANGUAGE ARTS Pre-AP

Language Arts 6 Pre-AP enhances the writing process, with grammar and spelling instruction embedded in the student's writing. Divergent and evaluative thinking, problem solving, and creativity are higher-level skills used to extend the regular school curriculum. The reading component challenges students with literary analysis of the elements of literature, as well as developing an extended vocabulary. Course requirements include a summer reading assignment, other lengthy reading assignments, individual research, and projects. This is an advanced academic course, which requires extensive out-of-class commitment. The Accelerated Reader Program may be used.

MATH

The primary focal points of 6th grade mathematics are number operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

MATH Pre-AP

This course completes all 6th grade and a portion of 7th grade mathematics in order to accelerate student preparation of Algebra 1 in 8th grade. Topics in this course include patterns, fractions and their operations, ratios, proportions and percents, data and graphs, geometry and measurement, integers and equations, and problem solving. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Student planning to take Pre-AP Algebra I in the eighth grade should complete this course. This is an advanced academic course, which requires extensive out-of-class commitment. It is recommended that students who sign up for this class have passed the first administration of the 5th grade STAAR test.

SCIENCE

Students conduct field and laboratory investigations using scientific methods that support the development of skills in data analysis and decision-making. They use scientific equipment, computers, and information technology to collect, analyze, and record information. As students develop their use of these skills, they also acquire scientific knowledge about the life, physical, and earth sciences. "Hands-on, minds-on" science instruction provides learning experience in which students observe, identify, classify, and/or investigate a number of relevant science topics.

SCIENCE Pre-AP

The sixth grade Pre-AP science program follows the same format as stated above, with some exceptions. Critical thinking skills are emphasized through more in-depth laboratory write-ups involving analysis, synthesis, and application to the real world. Class lectures and discussions allow for drawing more extensive connections between previously learned science concepts. The testing of students in the Pre-AP program involves higher level thinking skills assessed through more essay-type questions. This is an advanced academic course, which requires extensive out-of-class commitment. Course requirements may include lengthy reading assignment, individual research, and projects.

SOCIAL STUDIES

The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and the Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and the cultures of each region.

SOCIAL STUDIES Pre-AP

The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and cultures of each region. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

**SPANISH SOCIAL STUDIES Pre-AP
Dual Language Program Only**

Location: Long

The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and cultures of each region. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects. Spanish will be used as the primary language for instruction.

RECREATIONAL SPORTS 6

Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise of weight loss/gain, muscle toning, flexibility, and cardiovascular and muscular endurance. Students may be required to buy a uniform.

**SPANISH RECREATIONAL SPORTS
Dual Language Program Only**

Location: Long

Sixth grade students participate in activities designed to promote physical fitness, develop good motor skills, and teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance. Students may be required to buy a physical education uniform. Spanish will be used as the primary language of instruction.

ELECTIVES

ART 1

This course is designed for the first year middle school art student. Students will understand and apply the elements of art including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will be introduced to principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.

Students will be introduced to appropriate art vocabulary and the historical and political aspects of art as part of the culture. Finally, students will develop the ability to critically evaluate art and its associated properties. The students will also have the opportunity to submit art for different events, show and/or contests.

BEGINNING BAND 6

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional wind or percussion instruments. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture, breathing technique, and basic ensemble performance, procedure, and etiquette. Students are responsible for providing the certain band instruments and materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their band experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students must consult with a director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance is required at all rehearsals, performances, and competitions.

Beginning Band classes will be grouped by instrument following tryouts

Beginning Flute
Beginning Clarinet
Beginning Saxophone (including Alto, Tenor and Baritone)
Beginning Oboe & Bassoon (Double Reeds)
Beginning Trumpet
Beginning French Horn
Beginning Trombone
Beginning Baritone/Euphonium
Beginning Tuba
Beginning Percussion

**SPANISH BEGINNING BAND 6
Dual Language Program Only**

Location: Long

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional wind or percussion instruments. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture, breathing technique, and basic ensemble performance, procedure, and etiquette. Students are responsible for providing the certain band instruments and materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their band experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students

must consult with a director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance is required at all rehearsals, performances, and competitions.

Spanish will be used as the primary language for instruction.

BEGINNING CHOIR

Comprised of students in grades 6-8, members of this class have little or no experience singing in an ensemble setting. Students will learn the basics of music theory including reading and writing music, vocal production, fundamentals and care for the voice, proper posture, breathing technique and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their choir experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. This class is comprised up of both boys and girls. Attendance at all rehearsals, performances, and competition is required.

BEGINNING ORCHESTRA

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional stringed orchestral instruments including violin, viola, cello, and bass. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain orchestra instruments and materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their orchestra experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students will consult with an orchestra director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance at all rehearsals, performances and competitions is required.

THEATRE 1

This course is designed for the first year middle school theatre student where the student will understand and apply the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will be introduced to the concepts of design, directing, theatre production skills, and appropriate theatre vocabulary. Students will also be introduced to the historical, societal, and political aspects of theatre as part of the culture. Finally, students will

develop their abilities to critically evaluate theatre and its associated properties. Students will have numerous opportunities to demonstrate their understanding of these concepts through campus based productions and out-of-class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

SPANISH I A Pre-AP INQUIRE Academy Only

Location: Long

Semesters: 2; Credit: 0.5 (HSC)

This course will include content taught during the first semester of Spanish I at the high school level. Students will be introduced to basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside of the school day. Upon successful completion of Spanish IA, students will be encouraged to take Spanish IB in the 7th grade.

623020 SPANISH I Pre-AP FOR NATIVE SPEAKERS

Dual Language Program Only

Location: Long

Semesters: 2 Credit: 1.0 (HSC)

Spanish for Native Speakers 1 gives the opportunity to improve oral language, reading skills and writing skills in standard Spanish. The course will cover advanced Spanish literature, composition, speaking and culture.

MANDARIN CHINESE I A INQUIRE Academy Only

Location: Long

Semesters: 2; Credit: 0.5 (HSC)

Mandarin Chinese introduces the student to basic vocabulary, grammatical structures, phonics, and reading in Mandarin Chinese. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum three-year sequence for college preparatory students.

TECHNOLOGY APPLICATIONS

Through a basic study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will learn to make informed decisions by understanding current and emerging technologies. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will learn to select the technology appropriate for the task. As competent researchers and responsible digital citizens, students will use creative and computational thinking to solve problems while developing career and college readiness skills.

ENGINEERING & DESIGN 101

Location: SFA – Odyssey only

Students will enjoy a hand-on/minds-on approach to learning about science, technology, engineering and math while they examine the integral steps of engineering design. After learning the basics, students will work in teams to design, build, and test various structures and models in order to solve real world problems. They will participate in challenges and competitions throughout the year to further practice and learn skills in engineering and design.

KICKSTART PROGRAM

Location: Davila & Long

The **KICKSTART** Program provides training in the martial arts as part of an overall educational program for middle school students. The ultimate goals of the **KICKSTART** Program are to develop character and to enhance resiliency by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free life styles, and remain in high school until they graduate. The **KICKSTART** Program cannot be taken in conjunction with Athletics or PE. There is a \$25 uniform fee associated with this course.

SPECIALLY ASSIGNED COURSES

(Assigned by Counselors)

READING

This class is designed to provide skills-based, small group instruction to address the needs of students who are reading two or more years below grade level. Students are administered a diagnostic test at the beginning of the year to determine their level, and instruction is differentiated according to student ability. Program components include decoding, word recognition, spelling, modeled and independent reading, reading comprehension skill development, and writing.

ESL I (Beginner Level)

Beginners are students with little or no English proficiency. Basic interpersonal communication skills are acquired through reading, writing, listening, and speaking activities. Basic grammar skills are introduced during the second semester.

ESL II (Intermediate Level)

Intermediate students have good oral English skills and minimal English reading and writing skills. Basic interpersonal communication skills are integrated with cognitive academic language through reading comprehension, grammar, and composition activities.

ESL III (Advanced Level)

Advanced students are at near-proficiency level in English. The focus of the class content is English academic language development through grammar and written composition activities.

MATH LAB 6

This course is provided for students needing more instruction in math. Math Lab 6 will focus on specific math skills and will replace an elective course.

LANGUAGE ARTS LAB 6

This course is provided for students needing more instruction in language arts. Language Arts Lab 6 will focus on specific language arts skills and will replace an elective course.

7th Grade

Course Descriptions

Seventh Grade Course List

REQUIRED COURSES		
Course	Academy	Location
Language Arts		
Language Arts Pre-AP		
Math		
Math Pre-AP		
Science		
Science Pre-AP		
Texas History		
Texas History Pre-AP		
Spanish Texas History Pre-AP	Dual Language	Long

ELECTIVE COURSES		
Course	Academy	Location
Art 1		
Art 2		
Beginning Band		
Concert Band		
Symphonic Band		
Wind Ensemble		
Beginning Orchestra		
String Orchestra		
Philharmonic Orchestra		
Chamber Orchestra		
Beginning Choir		
Boys / Girls Chorus		
Concert Boys / Girls Choirs		
“Mascot” Boys / Girls Choirs		
Theater 1		
Theater 2		
Spanish I B (.5 HSC)	INQUIRE	Long
Spanish II Pre-AP (1 HSC)	INQUIRE	Long
Spanish II Pre-AP NS (1 HSC)	Dual Language	Long
Mandarin Chinese I B (.5 HSC)	INQUIRE	Long
Technology Applications		
Exploring Careers		
Teen Leadership (.5 HSC)		

PHYSICAL EDUCATION COURSES		
Course	Academy	Location
Recreational Sports		
Spanish Recreation Sports	Dual Language	Long
Tennis	<i>(Physical required; some morning and/or afternoon practices)</i>	
Girls Athletics	<i>(Physical required; some morning and/or afternoon practices)</i>	
Boys Athletics	<i>(Physical required; some morning and/or afternoon practices)</i>	
KICKSTART Program		Davila, Long

Specially Assigned Courses <i>(to be completed by counselor if needed)</i>	
Course	
Reading	Assigned by Counselor
ESL Courses	Assigned by LPAC
Block/Lab Courses	Assigned by Counselor
Basic Courses	Assigned by ARD

NOTES:

- Registration forms will be distributed to students and parents by each middle school campus.
- HSC – High School Credit
- NS – Native Speaker
- INQUIRE/Dual Language at Long
- Odyssey Academy at SFA

REQUIRED COURSES

LANGUAGE ARTS 7

Language Arts 7 includes the knowledge and skills of listening, speaking, grammar, composition, vocabulary, and reading. The reading comprehension skills and literary elements in various types of literature are combined in order to create an understanding and appreciation of reading. Students use the writing process to produce research reports and projects and to write for specific purposes such as to inform, persuade, or entertain. The Accelerated Reader Program may be used.

LANGUAGE ARTS Pre-AP 7

Language Arts 7 Pre-AP enhances the writing process with grammar and spelling instruction embedded in the student's writing. Divergent and evaluative thinking, problem solving, and creativity are higher-level skills used to extend the regular school curriculum. The reading component challenges students with literary analysis of the elements of literature as well as developing an extended vocabulary. Course requirements include a summer reading assignment, other lengthy reading assignments, individual research, and projects. This is an advanced academic course, which requires extensive out-of-class commitment. The Accelerated Reader Program may be used.

MATH 7

The primary focus of 7th grade mathematics is number operation fluency; proportionality; expressions, equations, and relationships; measurement and data; and probability. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

MATH Pre-AP 7

This accelerated course covers the standards for 7th grade as well as 8th grade math standards to ensure students will be prepared for success in Pre-AP Algebra 1. Quantitative reasoning, geometric and spatial reasoning, measurement, probability and statistics, algebraic thinking, and problem solving are the primary focus of this course. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Student planning to take Pre-AP Algebra I in the eighth grade should complete this course. It is recommended that students who sign up for this class have passed the 6th grade STAAR test. This is an advanced academic course, which requires extensive out-of-class commitment.

SCIENCE 7

Students conduct field and laboratory investigations using scientific methods and skills that support the development of critical thinking and problem solving. They analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also acquire scientific knowledge about the life, physical, and earth sciences. "Hands-on, minds-on" science instruction provides learning experiences, in which students observe, identify, classify, and/or investigate a number of relevant science topics.

SCIENCE Pre-AP 7

This course covers the core curriculum of Science 7 and expands curriculum content and depth. There is additional emphasis placed on understanding relationships between living things, applying new science concepts to current issues, and developing higher order thinking skills. Through their ability to design and conduct scientific investigations, collect and analyze data, and form valid conclusions, the student will demonstrate their knowledge and skills. Expanded writing and critical thinking skills will be required of Pre-AP students in testing situations. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

TEXAS HISTORY 7

This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects.

TEXAS HISTORY Pre-AP 7

This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects. Participation in the History Day Contest will be strongly encouraged.

SPANISH TEXAS HISTORY Pre-AP 7 Dual Language Program Only

Location: Long

This course focuses on the exploration and colonization of Texas, the achievement of Texas

independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects. Participation in the History Day Contest will be strongly encouraged. Spanish will be used as the primary language for instruction.

ELECTIVE COURSES

ART 1

This course is designed for the first year middle school art student. Students will understand and apply the elements of art including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will be introduced to principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity. Students will be introduced to appropriate art vocabulary and the historical and political aspects of art as part of the culture. Finally, students will develop the ability to critically evaluate art and its associated properties. The students will also have the opportunity to submit art for different events, show and/or contests.

ART 2

Prerequisite: Completion of Art 1

This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will increase their understanding and use of skills from Art 1 including principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, the student will have the opportunity to submit art for different events, shows and /or contests.

BAND, ORCHESTRA, AND CHOIR

Students must maintain UIL academic eligibility to participate in Band, Orchestra and Choir as discussed on Page 2.

BEGINNING BAND

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional wind or percussion instruments. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture, breathing technique, and basic ensemble performance, procedure, and etiquette. Students are responsible for providing the certain band instruments and materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their band experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students must consult with a director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance is required at all rehearsals, performances, and competitions.

Beginning Band classes will be grouped by instrument

CONCERT BAND

Prerequisite: Prior band experience, audition and director approval.

The Concert Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

SYMPHONIC BAND

Prerequisite: Prior band experience, audition and director approval.

The Symphonic Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each

band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

WIND ENSEMBLE 7/8

Prerequisite: Prior band experience, audition and director approval.

The Wind Ensemble is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BEGINNING ORCHESTRA

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional stringed orchestral instruments including violin, viola, cello, and bass. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain orchestra instruments and materials. Daily preparing students for successfully continuing their orchestra experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students will consult with an orchestra director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance at all rehearsals, performances and competitions is required.

STRING ORCHESTRA .

Prerequisite: Prior orchestra experience, audition, and director approval.

The String Orchestra is a performance-based course where skills and styles of orchestral music will be

fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

PHILHARMONIC ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The Philharmonic Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CHAMBER ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The Chamber Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in

UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BEGINNING CHOIR

Comprised of students in grades 6-8, members of this class have little or no experience singing in an ensemble setting. Students will learn the basics of music theory including reading and writing music, vocal production, fundamentals and care for the voice, proper posture, breathing technique and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their choir experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. This class is comprised up of both boys and girls. Attendance at all rehearsals, performances, and competition is required.

BOYS CHORUS

Prerequisite: Prior choral experience. Available for boys only.

The Boys Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CONCERT BOYS CHOIR

Prerequisite: Prior choral experience. Available for boys only.

The Concert Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken

into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BRONCO/LOBO/RAIDER/TEXAN BOYS CHOIR

Prerequisite: Prior choral experience. Available for boys only.

The Mascot Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

GIRLS CHORUS

Prerequisite: Prior choral experience. Available for girls only.

The Girls Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CONCERT GIRLS CHOIR

Prerequisite: Prior choral experience. Available for girls only.

The Concert Girls' Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BRONCO/LOBO/RAIDER/TEXAN GIRLS CHOIR

Prerequisite: Prior choral experience. Available for girls only.

The Mascot Girls' Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

THEATRE 1

This course is designed for the first year middle school theatre student where the student will understand and apply the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will be introduced to the concepts of design, directing, theatre production skills, and appropriate theatre vocabulary. Students will also be introduced to the historical, societal, and political aspects of theatre as part of the culture. Finally, students will

develop their abilities to critically evaluate theatre and its associated properties. Students will have numerous opportunities to demonstrate their understanding of these concepts through campus based productions and out-of-class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

THEATRE 2

Prerequisite: Completion of Theatre 1.

This course is designed for the second year middle school theatre student, following a successful completion of Theatre 1. This course will continue to expand the student's knowledge and abilities through a more in-depth investigation of the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will increase their activities of designing, directing, and producing as it relates to the theatre environment. Students will expand their theatre vocabulary, analyze and apply critical thinking skills toward the historical, societal, and political aspects of theatre as part of the culture. Students will further develop their abilities to critically evaluate theatre and its associated properties and have opportunities to demonstrate their understanding of these concepts through campus based productions and out of class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

SPANISH I B Pre-AP INQUIRE Academy Only

Location: Long

Semesters: 2 Credit: 0.5 (HSC)

Prerequisite: Spanish I A

Spanish I B sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

SPANISH II Pre-AP FOR NATIVE SPEAKERS Dual Language Program Only

Location: Long

Semesters: 2 Credit: 1.0 (HSC)

Prerequisite: Spanish I Pre-AP for Native Speakers

Spanish for Native Speakers II gives native speakers the opportunity to advance skills in oral language, reading, and writing in standard Spanish. The course will cover advanced level Spanish literature,

composition, speaking and culture. Credit is granted upon completion of standards of course as determined by teacher. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

MANDARIN CHINESE I B

INQUIRE Academy Only

Location: Long

Semesters: 2 Credit: 0.5 (HSC)

Prerequisite: Mandarin Chinese I A

This course continues the introduction of Mandarin Chinese where the student learns basic vocabulary, grammatical structures, phonics, and reading in Mandarin Chinese. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the second year of a minimum three-year sequence for college preparatory students.

TECHNOLOGY APPLICATIONS

Through an intermediate study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will learn to make informed decisions by understanding current and emerging technologies. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access and analyze the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will learn to select the technology appropriate for the task as well as synthesize knowledge to create solutions. As competent researchers and responsible digital citizens, students will use creative and computational thinking to solve problems while developing career and college readiness skills.

EXPLORING CAREERS

Students will explore educational and career information to learn more about themselves, their interests and abilities. They will learn about the 16 career clusters identified by the U.S. Dept of Education and will explore personal interests and aptitudes relating to education and career planning. Students will develop an understanding of personal financial management. This will be a one semester course that is paired with Teen Leadership.

TEEN LEADERSHIP

Semesters: 1 Credit: 0.5(HSC)

Teen Leadership is a highly interactive experience designed to develop business, professional, and leadership skills in a nurturing environment. Students learn how to handle peer pressure, build meaningful relationships, communicate effectively, make more

responsible decisions, realize the importance of principles, standards, and beliefs, and take risks in order to be successful. This will be a one semester course that is paired with Exploring Careers.

ATHLETICS

Athletic courses are open to all students who are interested in competing in interscholastic sports. Sports offered include football, volleyball, basketball, track, and cross-country. Students are encouraged to compete in more than one sport. Athletics will not interfere with other activities, but does require after-school participation in practice and games. Physical examinations are available through the Athletic Department for a minimal fee. A physical must be on file prior to participation in practice or games. This physical must be turned in each year prior to the last day of school. Students must maintain UIL academic eligibility to participate (see page 3).

GIRLS ATHLETICS 7

Athletics provides competition in volleyball, basketball, track, and cross-country. Seventh grade students participating in athletics are responsible for arranging transportation for all practices, before or after school. A physical examination by a licensed physician is required. Students will be required to buy a uniform.

BOYS ATHLETICS 7

Athletics provides competition in football, basketball, track, and cross-country. Seventh grade students participating in athletics are responsible for arranging transportation for all practices, before or after school. A physical examination by a licensed physician is required. Students will be required to buy a uniform.

TENNIS 7

Tennis students learn proper stroke technique, game rules, etiquette, and winning strategies. Physical fitness and sportsmanship are essential parts of the class. A physical examination by a licensed physician is required. Students must furnish their own tennis racket and will be required to buy a uniform. A tryout is required and students are grouped by ability.

RECREATIONAL SPORTS 7

Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance. Students may be required to buy a uniform.

SPANISH RECREATIONAL SPORTS 7

Dual Language Program Only

Location: Long

Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance. Spanish will be used as the primary language for instruction.

KICKSTART PROGRAM

Location: Davila and Long

The **KICKSTART** Program provides training in the martial arts as part of an overall educational program for middle school students. The ultimate goals of the **KICKSTART** Program are to develop character and to enhance resiliency by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free life styles, and remain in high school until they graduate.

SPECIALLY ASSIGNED COURSES

(Assigned by Counselors)

READING

This class is designed to provide skills-based, small group instruction to address the needs of students who are reading two or more years below grade level. Students are administered a diagnostic test at the beginning of the year to determine their level, and instruction is differentiated according to student ability. Program components include decoding, word recognition, spelling, modeled and independent reading, reading comprehension skill development, and writing.

ESL I (Beginner Level)

Beginners are students with little or no English proficiency. Basic interpersonal communication skills are acquired through reading, writing, listening, and speaking activities. Basic grammar skills are introduced the second semester.

ESL II (Intermediate Level)

Intermediate students have good oral English skills and minimal English reading and composition skills. Basic interpersonal communication skills are integrated with cognitive academic language through reading comprehension, grammar, and composition activities.

ESL III (Advanced Level)

Advanced students are at near-proficiency level in English. The focus of the class content is English academic language development through grammar and written composition activities.

MATH LAB 7

This course is provided for students needing more instruction in math. Math Lab 7 will focus on specific math skills and will replace an elective course.

LANGUAGE ARTS LAB 7

This course is provided for students needing more instruction in language arts. Language Arts Lab 7 will focus on specific language arts skills and will replace an elective course.

8th Grade

Course Descriptions

Eighth Grade Course List

REQUIRED COURSES		
Course	Academy	Location
English		
English Pre-AP		
Math		
Algebra I Pre-AP (1 HSC)		
Science		
Science Pre-AP		
Biology I (1 HSC)	INQUIRE	Long
U.S. History		
Spanish U.S. History	Dual Language	Long
U.S. History Pre-AP		

ELECTIVE COURSES OFFERED		
Course	Academy	Location
Art 1		
Art 2		
Art 3		
Art I (1.0 HSC)		
Beginning Band		
Concert Band		
Symphonic Band		
Wind Ensemble		
Beginning Orchestra		
String Orchestra		
Philharmonic Orchestra		
Chamber Orchestra		
Beginning Choir		
Boys / Girls Chorus		
Concert Boys / Girls Choirs		
Concert Boys / Girls Choirs		
“Mascot” Boys / Girls Choirs		
Theater 1		
Theater 2		
Theater 3		
Spanish I (1.0 HSC)		
Spanish I/II Pre-AP NS (2.0 HSC)		
Spanish II Pre-AP (1.0 HSC)	INQUIRE	Long
Spanish III Pre-AP for NS (1 HSC)	Dual Language	Long
Mandarin Chinese II Pre-AP (1 HSC)	INQUIRE	Long
Technology Applications		
Principals of Manufacturing (1.0 HSC)		

Physical Education Courses		
Course	Academy	Location
Individual/Team Sports (1 HSC)		
Recreation Sports		
Girls Athletics	<i>(Physical required; some morning or afternoon practices)</i>	
Boys Athletics	<i>(Physical required; some morning or afternoon practices)</i>	
Tennis	<i>(Physical required; some morning or afternoon practices)</i>	
KICK Start Program		Davila, Long

Specially Assigned Courses <i>(to be completed by counselor if needed)</i>	
Course	
Reading	Assigned by Counselor
ESL Courses	Assigned by LPAC
Block/Lab Courses	Assigned by Counselor
Basic Courses	Assigned by ARD

NOTES:

- Registration forms will be distributed to students and parents by each middle school campus
- HSC – High School Credit
- NS – Native Speakers
- INQUIRE/Dual Language Academy at Long

REQUIRED COURSES

ENGLISH 8

The eighth grade language arts course continues and expands basic reading, writing, and English skills. The course also covers various genre of literature, develops research and communication skills, and improves English usage.

ENGLISH Pre-AP 8

English 8 Pre-AP is designed to extend the regular school curriculum by challenging students to work on higher level thinking skills, such as divergent and evaluative thinking, problem solving, and creativity. The curriculum is differentiated by content, process, and product. This is an advanced academic course, which requires extensive out-of-class commitment. Course requirements include a summer reading assignment, other lengthy reading assignments, individual research, and projects.

MATH 8

The primary focus of 8th grade mathematics is proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions. Students will explore mathematical relationships and describe increasingly concepts situations. A focus on mathematical fluency and solid understanding allows opportunities for in depth exploration of the topics of this course. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

ALGEBRA I Pre-AP

Semesters: 2 Credit: 1.0 (HSC)

Algebra I is the foundational course of the study of more advanced mathematics. Students enrolling in this advanced course will deepen their understanding of the usefulness of mathematics in the real world, become more confident in their ability to work with mathematical concepts and relationships, learn how to think logically and solve problems, and use precise language communicate mathematical ideas. Content in this course includes properties of real numbers, multiple representations of functions, linear and quadratic functions, inequalities, problem solving, and algebraic proofs. Both concrete and theoretical methods of problem solving are taught to encourage higher thinking skills. Students will be expected to solve problems with and without a graphing calculator. This is an advanced academic course, which requires extensive out-of- class commitment. **MUST MEET STANDARDS OF ALGEBRA READINESS CRITERIA IN ORDER TO ENROLL.**

SCIENCE 8

Students plan and conduct field and laboratory investigations using scientific methods and skills that support the continued development of critical thinking and problem solving. Students analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also use acquired scientific knowledge about the life, physical, and earth sciences. “Hands-on, minds-on” Science instruction provides learning experiences that extend prior science understanding developed in sixth and seventh grades. Students observe, identify, classify, and/or investigate a number of relevant science topics.

SCIENCE Pre-AP 8

The Science Pre-AP class is differentiated to enable the students to analyze, synthesize, and evaluate the process of life, earth, and physical sciences. Critical thinking skills are utilized throughout all areas of the curriculum to provide each student with the opportunity to discover the complexity of our earth. Each student is encouraged to be curious, imaginative, and flexible in his/her thinking. Opportunities for original thinking and elaboration are built into the daily curriculum. Pre-AP students are required to participate in an extended (four to five months) individual scientific investigation. The student chooses a problem and then develops the investigation to prove his/her hypothesis. Investigation, experimentation, and data collecting are an integral part of this project. This is an advanced academic course, which requires extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

BIOLOGY I Pre-AP

INQUIRE Academy Only

Location: Long

Semesters: 2 Credit: 1.0 (HSC)

Biology is the study of living things and their relationships to each other and the environment. This course focuses on life-long learning skills such as critical thinking skills and problem solving by using hands-on activities. This course prepares students for higher-level science courses

IPC Pre-AP

Coming 2016-17 School Year

U.S. HISTORY 8

This course surveys the development of the United States from its beginning through the Civil War and Reconstruction Period. Students are introduced to U.S. Civics and the methods by which laws are passed by the federal government.

SPANISH U.S. HISTORY 8

This course surveys the development of the United States from its beginning through the Civil War and Reconstruction Period. Students are introduced to U.S. Civics and the methods by which laws are passed by the federal government. This class is presented in Spanish.

U.S. HISTORY Pre-AP 8

United States History Pre-AP incorporates the use of historical data to support modern theories and hypothesis. Special attention is given to the relevance of history to today's world. This class is closely coordinated with Pre-AP English to reinforce summarization techniques and research skills. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

ELECTIVE COURSES

ART 1

This course is designed for the first year middle school art student. Students will understand and apply the elements of art including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will be introduced to principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity. Students will be introduced to appropriate art vocabulary and the historical and political aspects of art as part of the culture. Finally, students will develop the ability to critically evaluate art and its associated properties. The students will also have the opportunity to submit art for different events, show and/or contests.

ART 2

Prerequisite: Completion of Art 1
This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will increase their understanding and use of skills from Art 1 including

principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, the student will have the opportunity to submit art for different events, shows and /or contests.

ART 3

Prerequisite: Completion of Art 1 & 2
This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will increase their understanding and use of skills from Art 1 including principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, the student will have the opportunity to submit art for different events, shows and /or contests.

ART I

Prerequisite: Completion of Art 1 & 2 and portfolio
Semesters: 2 Credit: 1.0 (HSC)
While enrolled in Art I, students are expected to develop and express ideas for artwork and compare and contrast the use of artistic elements and principles of design in personal artwork and those of others using vocabulary accurately. Art I students will experiment with design, drawing, painting, printmaking, sculpture, electronic media, and fibers. Emphasis will be placed on the elements and principles of design. Students will be exposed to a high quality of media and techniques as well as acquire an appreciation for various cultures and styles through studies of historical/cultural aspects of art appreciation. Students will be required to complete 2 hours of outside drawing time per week as well as maintain an art sketchbook/journal and portfolio as a way to evaluate, plan for studio experiences, and to respond to critical analysis.

BAND, ORCHESTRA, AND CHOIR

Students must maintain UIL academic eligibility to participate as discussed on Page 2.

BEGINNING BAND

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional wind or percussion instruments. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture, breathing technique, and basic ensemble performance, procedure, and

etiquette. Students are responsible for providing the certain band instruments and materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their band experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students must consult with a director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance is required at all rehearsals, performances, and competitions.

Beginning Band classes will be grouped by instrument

CONCERT BAND

Prerequisite: Prior band experience, audition and director approval.

The Concert Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

SYMPHONIC BAND

Prerequisite: Prior band experience, audition and director approval.

The Symphonic Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school

rehearsals and performances are required. UIL Academic Eligibility applies.

WIND ENSEMBLE 7/8

Prerequisite: Prior band experience, audition and director approval.

The Wind Ensemble is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement(lessons, all-region, solos, etc.). Each band's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BEGINNING ORCHESTRA

Comprised of students in grades 6-8, members of these classes have little or no experience playing traditional stringed orchestral instruments including violin, viola, cello, and bass. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain orchestra instruments and materials. Daily preparing students for successfully continuing their orchestra experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. Students will consult with an orchestra director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance at all rehearsals, performances and competitions is required.

STRING ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The String Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation

needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

PHILHARMONIC ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The Philharmonic Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CHAMBER ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The Chamber Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). Each orchestra's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to play is decided based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BEGINNING CHOIR

Comprised of students in grades 6-8, members of this class have little or no experience singing in an ensemble setting. Students will learn the basics of music theory including reading and writing music, vocal production, fundamentals and care for the voice, proper posture, breathing technique and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their choir experiences throughout middle school and high school. Performance opportunities include local concerts and festivals at the state level. This class is comprised up of both boys and girls. Attendance at all rehearsals, performances, and competition is required.

BOYS CHORUS

Prerequisite: Prior choral experience. Available for boys only.

The Boys Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CONCERT BOYS CHOIR

Prerequisite: Prior choral experience. Available for boys only.

The Concert Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public

performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BRONCO/LOBO/RAIDER/TEXAN BOYS CHOIR

Prerequisite: Prior choral experience. Available for boys only.

The Mascot Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.), Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

GIRLS CHORUS

Prerequisite: Prior choral experience. Available for girls only.

The Girls Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.), Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

CONCERT GIRLS CHOIR

Prerequisite: Prior choral experience. Available for girls only.

The Concert Girls' Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading,

pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.), Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

BRONCO/LOBO/RAIDER/TEXAN GIRLS CHOIR

Prerequisite: Prior choral experience. Available for girls only.

The Mascot Girls' Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.), Each choir's instrumentation needs are taken into consideration. The level of music chosen for each ensemble to sing is decided based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. After school rehearsals and performances are required. UIL Academic Eligibility applies.

THEATRE 1

This course is designed for the first year middle school theatre student where the student will understand and apply the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will be introduced to the concepts of design, directing, theatre production skills, and appropriate theatre vocabulary. Students will also be introduced to the historical, societal, and political aspects of theatre as part of the culture. Finally, students will develop their abilities to critically evaluate theatre and its associated properties. Students will have numerous opportunities to demonstrate their understanding of these concepts through campus based productions and out-of-class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

THEATRE 2

Prerequisite: Completion of Theatre 1.

This course is designed for the second year middle school theatre student, following a successful completion of Theatre 1. This course will continue to expand the student's knowledge and abilities through a more in-depth investigation of the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will increase their activities of designing, directing, and producing as it relates to the theatre environment. Students will expand their theatre vocabulary, analyze and apply critical thinking skills toward the historical, societal, and political aspects of theatre as part of the culture. Students will further develop their abilities to critically evaluate theatre and its associated properties and have opportunities to demonstrate their understanding of these concepts through campus based productions and out of class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

THEATRE 3

Prerequisite: Completion of Theatre 1 & 2.

This course is designed for the second year middle school theatre student, following a successful completion of Theatre 1 & 2. This course will continue to expand the student's knowledge and abilities through a more in-depth investigation of the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will increase their activities of designing, directing, and producing as it relates to the theatre environment. Students will expand their theatre vocabulary, analyze and apply critical thinking skills toward the historical, societal, and political aspects of theatre as part of the culture. Students will further develop their abilities to critically evaluate theatre and its associated properties and have opportunities to demonstrate their understanding of these concepts through campus based productions and out of class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

SPANISH I

Semesters: 2 Credit: 1.0 (HSC)

Spanish I is an introduction to the basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition.

This requires the student to be disciplined with a commitment to additional study time outside of the school day. Enrollment may be limited due to teacher availability.

SPANISH I/II Pre-AP FOR NATIVE SPEAKERS Semesters: 2 Credit: 2.0 (HSC)

Spanish for Native Speakers I gives the opportunity to improve oral language, reading skills and writing skills in standard Spanish. The course will cover advanced Spanish literature, composition, speaking and culture. SNS II gives the native speaker the opportunity to advance skills in oral language, reading, and writing in standard Spanish. SNS I/II gives the native speaker the opportunity to condense two years into one year. Credit is granted upon completion of standards of the courses as determined by the teacher. Students will be administered a test in the spring prior to enrollment to determine placement.

SPANISH II Pre-AP

INQUIRE Academy Only

Location: Long

Semesters: 2 Credit: 1.0 (HSC)

Prerequisite: Spanish II Pre-AP

Spanish II Pre-AP sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

SPANISH III Pre-AP FOR NATIVE SPEAKERS Dual Language Academy Only

Location: Long

Semesters: 2 Credit: 1.0 (HSC)

Prerequisite: Spanish II Pre-AP for Native Speakers

Spanish for Native Speakers III places emphasis on reading, writing, speaking and listening skills at an advanced level to prepare the Native Speaker for success in Level 4 AP.

MANDARIN CHINESE II Pre-AP

INQUIRE Academy Only

Location: Long

Semesters: 2; Credit: 1.0 (HSC)

Mandarin Chinese II Pre-AP/IB sharpens the student's language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

TECHNOLOGY APPLICATIONS

Through an advanced study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will learn to make informed decisions by understanding current and emerging technologies. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will learn to select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. As competent researchers and responsible digital citizens, students will use creative and computational thinking to solve problems while developing career and college readiness skills.

PRINCIPALS OF MANUFACTURING

Semesters: 2 Credit: 1.0 (HSC)

Principles of Manufacturing students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting. In addition to general academic and technical knowledge and skills, students gain an understanding of career opportunities available in manufacturing and what employers require to gain and maintain employment in these careers.

ATHLETICS

Athletic courses are open to all students who are interested in competing in interscholastic sports. Sports offered include football, volleyball, basketball, track, and cross-country. Students are encouraged to compete in more than one sport. Athletic courses do require after-school participation in practice and games. Physical examinations are available through the Athletic Department for a minimal fee. A physical must be on file prior to participation in practice or games. This physical must be turned in each year prior to the last day of school. Students must maintain UIL academic eligibility to participate (see page 3).

GIRLS ATHLETICS 8

Girls' athletic courses provide competition in volleyball, basketball, track, and/or cross-country. Students participating in athletics are responsible for arranging transportation for all practices before or after school. A physical examination by a licensed physician is required. Students will be required to buy a uniform.

BOYS ATHLETICS 8

Boys' athletic courses are open to all boys who are interested in competitive football, basketball, track, and/or cross-country. Boys may participate in one or more sports. Athletic courses will not interfere with other activities, but do require outside practice and games. Students participating in athletics are responsible for arranging transportation for all practices before or after school. A physical examination by a licensed physician is required. Students will be required to buy a uniform.

TENNIS 8

Tennis students learn proper stroke technique, game rules, etiquette, and winning strategies. Physical fitness and sportsmanship are essential parts of the class. A physical examination by a licensed physician is required. Students must furnish their own tennis racket and will be required to buy a uniform. A tryout is required and students are grouped by ability.

INDIVIDUAL / TEAM SPORTS

Semesters: 2 Credit: 1.0 (HSC)

Team Sports is a one-semester program consisting of classes in a variety of activities. Options under this course title include basketball, volleyball, flag football, soccer, rag ball, and kick ball. All of these activities will include fitness.

RECREATIONAL SPORTS 8

Students participate in activities designed to promote physical fitness, develop good motor skills and to teach individual and team sports. Other benefits are the development of problem solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance. Students may be required to buy a physical education uniform, which can be used throughout high school.

KICKSTART PROGRAM

Location: Davila and Long

The KICKSTART Program provides training in the martial arts as part of an overall educational program for middle school students. The ultimate goals of the KICKSTART Program are to develop character and

to enhance resiliency by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free life styles, and remain in high school until they graduate. The **KICKSTART** Program cannot be taken in conjunction with Athletics or PE.

SPECIALLY ASSIGNED COURSES
(Assigned by Counselors)

READING

This class is designed to provide skills-based, small group instruction to address the needs of students who are reading two or more years below grade level. Students are administered a diagnostic test at the beginning of the year to determine their level, and instruction is differentiated according to student ability. Program components include decoding, word recognition, spelling, modeled and independent reading, reading comprehension skill development, and writing.

ESL I (Beginner Level)

Beginners are students with little or no English proficiency. Basic interpersonal communication skills are acquired through reading, writing, listening, and speaking activities. Basic grammar skills are introduced the second semester.

ESL II (Intermediate Level)

Intermediate students have good oral English skills and minimal English reading and composition skills. Basic interpersonal communication skills are integrated with cognitive academic language through reading comprehension, grammar, and composition activities.

ESL III (Advanced Level)

Advanced students are at near-proficiency level in English. The focus of the class content is English academic language development through grammar and written composition activities.

MATH LAB 8

This course is provided for students needing more instruction in math. Math Lab 8 will focus on specific math skills and will replace an elective course.

LANGUAGE ARTS LAB 8

This course is provided for students needing more instruction in language arts. Language Arts Lab 8 will focus on specific language arts skills and will replace an elective course.