



Brownsville Independent School District
Curriculum, Instruction & Accountability Department

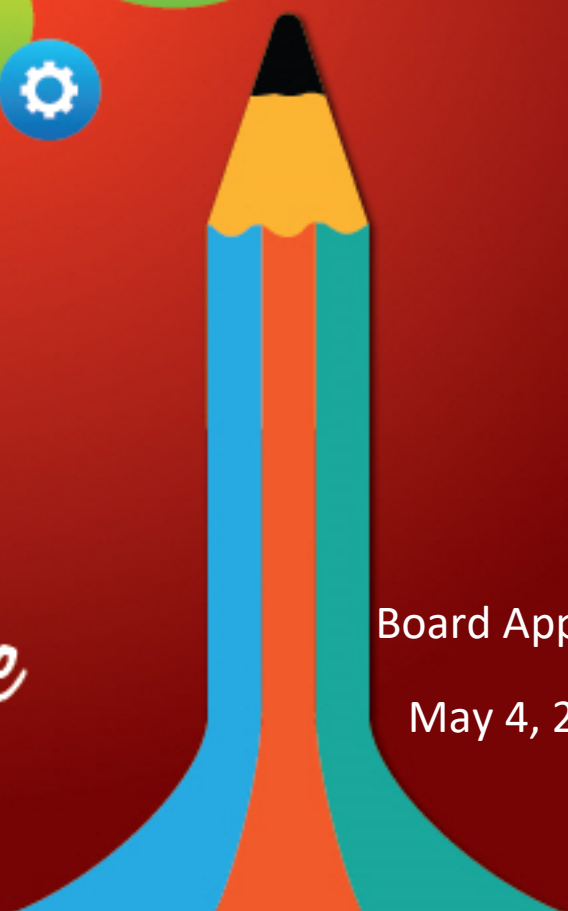


MIDDLE SCHOOL

Course Listing Guide

2020-2021

Board Approved
May 4, 2021



Brownsville Independent School District

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Quick Reference Middle School

2020 – 2021 Revisions: Highlighted in Blue

All Instances	Update School Year, Page Numbers, Dates and Grammatical Errors
7-8	Update Bilingual & OLPT updates
7	Update Testing/TELPAS Alternate
10	New PFS Learning Academy
13-14	Update Gifted and Talented Program
19	Update Course Sequence Chart
20	New Math Sequence
26-28	Update Prerequisites
31	New Pre-Algebra Enrollment Criteria
43	New CTE Courses

GENERAL INFORMATION

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

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

Academic teaming at the middle school is implemented, so students can effectively receive on-level instruction in all areas. In the core subjects of Reading, English, Math, Science, and Social Studies, the Brownsville Independent School District is committed to meeting students' needs according to graduation plans and programs of study. To provide more students greater access to advance courses, which are prerequisites at the college level, the district is including more advanced courses in the Course Listing Guide. However, during the 2018 – 2019 school, projected enrollment, staffing patterns, and budgetary constraints will continue to determine whether or not courses are available during certain semesters and/or years. Student and parents need to consult with school administration and counselors when selecting electives. BISD will continue to aggressively research avenues, such as advanced placement, correspondence and online courses, etc. to meet students' academic needs.

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

OUT OF DISTRICT STUDENTS

PLACEMENT OF OUT-OF-DISTRICT/STATE/COUNTRY STUDENTS

1. Successful completion of the five previous grades as per previous years U.S. school promotion criteria
 2. Promotion is based on successful completion of the previous grade as per the District's promotion criteria.
 3. Campus Administration or a designee will determine the appropriate grade level or appropriate sequence of courses for new students from outside the U.S. based on:
 - a. Completion of Primaria (Grades 1st – 6th) or Secundaria (Grades 7th – 9th) in Mexico or its equivalent from other countries, regardless of age and English proficiency; and
 - b. For students with little or no previous schooling*, the campus assignment will be based on their age:
 1. Less than 12 years old**.....Elementary Schools
 2. 12-14 Years old**.....Middle Schools
 3. 15 years old and over**.....High Schools
- * "Little to no previous schooling" has been determined to mean three years or less; **the campus placement will be reviewed by the Curriculum and Instruction Department and Pupil Services.**
- **The student's age shall be determined by the age on or before September 1 of the current school year.**

- c. Students, whose initial placement was at a Middle School campus, MAY NOT be remanded to an Elementary School campus by the receiving Middle School campus administration. By the same token, students whose initial placement by the campus administration has been to a High School campus, MAY NOT be remanded to a Middle School campus by the receiving High School campus administration.
 - d. The campus should evaluate the out of district transcripts and appropriately place a student in the appropriate grade level within 30 days of enrollment.
 - e. State law governing promotion/retention criteria states in section 28.021 of the Texas Education Code: "A student may be promoted **only** on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level."
4. Pupil Services will determine the zoned campus.

Returning Students from out of State

Placement of Returning students to BISD from out of State/Country

- a. Students with grade level completed in their home country will determine the grade placement upon returning to BISD;
- b. Students will be placed in the last grade not completed.
- c. Students with more than 3 years of educational gaps must follow the placement criteria detailed in letter B of the **PLACEMENT OF OUT-OF-DISTRICT/STATE/COUNTRY STUDENTS** section.

SPECIAL PROGRAMS

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

ENGLISH LEARNERS (ELs)

LEP IMMIGRANT DEFINITION:

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

G-Immigrant Subgrant and Serving Immigrant Students

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

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

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

English as Second Language (ESL) Program

§89.1201 Policy

(c) The goal of English as a Second Language Programs shall be to enable English Learner to become competent in the listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English Learners to participate equitably in school.

(d) English as a Second Language Programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English Learners. The basic curriculum content of the programs shall be based on the Texas essential knowledge and skills (TEKS), and English language proficiency standards (ELPS) required by the state.

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

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

Grade Level	*** ESL Category	*Course(s) Assignment	
6-7-8	Beginner Extended grade after PEIMS Snapshot LPAC recommendation	ESL I (1 period) English I (1 period) Reading SL (1 period) *Enrichment Course (1 period) *Optional	Content subjects using Sheltered English Methodology (required)
	Beginner/Intermediate Student completed 1 full year in BIL/ESL program or entered grade prior to PEIMS Snapshot or earned a Beginner or Intermediate rating on TELPAS Reading LPAC recommendation	ESL II (1 period) English SL (1 period) Reading SL (1 period) *Enrichment Course (1 period) *Optional	
	Intermediate or Advanced LPAC recommendation	English SL (1 period) Reading SL (1 period) *Enrichment Course (1 period) *Optional	

+ All Beginner/Intermediate ELs that receive a beginner rating on TELPAS Reading are eligible for ESL II upon LPAC recommendation.

ESL I and ESL II *cannot be combined* into one course and must follow the TEKS for English Language Arts and ELPS.

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

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

STAAR (State of Texas Assessment of Academic Readiness) Rigorous assessment program with test design focusing on readiness for success in subsequent grades or courses, and ultimately for college and career. STAAR includes assessments for mathematics and reading at grades 3-8, writing at grades 4 and 7, science at grade 5 and 8, and social studies at grade 8. End-of- Course (EOC) assessments include Algebra I, Biology, English I and II, and U.S. History	Oral Language Proficiency Test (OLPT) Content and Language Support is available. This test may be used in conjunction with other assessment to provide a complete assessment of listening, speaking, reading, and writing skills. TELPAS (Texas English Language Proficiency Assessment System) is designed to measure annual growth in the English listening, speaking, reading, and writing proficiency of second language learners, and will be adjusted as needed to ensure a strong link between academic language proficiency as defined by STAAR.
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STUDENTS RECEIVING SPECIAL EDUCATION SERVICE

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and Commissioner of Education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA). TAC §89.1001 (a). to ensure that all children with disabilities have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. 34 CF§ §3001 (a).

ASSESSMENTS FOR STUDENTS WITH DISABILITIES

The Texas Assessment Program is a statewide testing program that includes the STAAR, STAAR Spanish; (3-5), STAAR Alternate 2, TELPAS and TELPAS Alternate.

The admission, review and dismissal (ARD) committee makes educational decisions for a student, including whether satisfactory performance on an EOC assessment shall also be required for graduation per Texas Administrative Code (TAC) §89.1070(b):

- STAAR - Most students will take STAAR with or without allowable designated supports.
- STAAR Alternate 2 – Is available for students with significant cognitive disabilities who access the grade-level Texas Essential Knowledge and Skills (TEKS) curriculum through prerequisite skills. Students must meet the STAAR Alternate 2 eligibility requirements to take the STAAR Alternate 2.
- TELPAS--Most EL Students will take TELPAS.
- TELPAS Alternate -- This assessment will evaluate limited English proficient (LEP) students whose admission, review, and dismissal (ARD) committee has determined eligibility for STAAR Alternate 2.

Students receiving Special Education Services and are English Learners

- §89.1230. Eligible Students with Disabilities
- (b) Language proficiency assessment committee members shall meet in conjunction with admission, review, and dismissal committee members to review and provide recommendations with regard to the educational needs of each English learner who qualifies for services in the special education program.

MIGRANT STUDENTS

PLACEMENT OF MIGRANT STUDENTS

Before placing a migrant student in the appropriate setting, a migrant-funded district is required to give priority to migrant Priority for Services (PFS) children, who have made a qualifying move within the previous 1 year period and who are failing or most at risk of failing to meet the state's content and performance standards [P.L. 103-382 * 1304(D)].

Students are identified as Priority for Services by the New Generation System (NGS). These are K-2 students who:

- have made a qualifying move within the previous 1 year period; **AND**
- who are designated EL in the Student Designation section of the New Generation System (NGS) Supplemental Program components or have been retained, or are over age for their current grade level, **OR**
- are in grades 3-12 and identified as un-graded (UG) or out of school (OS), or have failed one or more of the state STAAR assessments, were Absent, or were not enrolled in a Texas school during the state assessment testing period for their grade level and have made a qualifying move within the previous 1 year period.

Migrant students, who are identified as Priority for Service (PFS), will receive priority placement into the MS Migrant Lab, if available. If a PFS Migrant student is performing satisfactorily, then placement into the Migrant Lab is not required. Migrant students who are not identified as PFS are not performing satisfactorily and/or who arrive late and therefore experience school interruption would, benefit from being scheduled into the MS Migrant Lab; If available.

MIGRANT LATE ENTRIES

The Brownsville Independent School District has a commitment to ensure an equal educational opportunity for migrant students. Therefore, the students' regular teachers are strongly requested to cooperate by helping migrant students meet academic requirements. Secondary migrant students, who enter late or withdraw early, are strongly encouraged to utilize the migrant lab classes, if available. The Texas Education Agency has advised, "Under no circumstances should a migrant student, due to migration, be denied the opportunity to complete coursework credit".

1. Late Entry

- A. General guidelines for working with migrant students who enter late:
 - 1. Migrant students, who enter late with partial grades from another school should be scheduled into the same or similar classes upon entering BISD. Teachers should be provided with the grades from the

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sending school for use in calculation of the student's grade for the term.

2. A middle school migrant student with partial grades, who enters late, should be provided opportunities to complete the partial work for all classes.
3. Campuses are to enroll late returning students immediately upon their arrival. **Under no circumstances are students to be told they cannot enroll until the start of the new semester or six weeks grading period.**
4. Students who enter late and have not been in school elsewhere should be scheduled into appropriate required and elective courses for their grade level. These students should be provided opportunities to complete missed work for all classes and placed in the migrant lab, if available.
- B. Migrant students entering school late MAY be eligible for credit in a subject if they:
 1. Successfully complete the major assignments of their regular classes; and/or
 2. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes; and/or
 3. Complete course requirements with options available through the migrant lab class.
 4. Enter with partial grades for a course that is not offered in BISD, but in which a student has completed a substantial amount of work. Alternative arrangements for course completion should be explored.

2. Credit

- A. Issuance of credits and grades will be reserved for the regular teacher.
- B. If a migrant student has not completed all major assignments or has not shown mastery (70%) of the TEKS by the end of the grading period in which the student enters late or withdraws early, an "incomplete" should be issued to the student until such time as the student completes assignments and/or demonstrates mastery. **The "incomplete" may be carried for six months from the date of next enrollment.**
- C. If a migrant student enters school after the completion of any grading period, he/she will be eligible to take a placement test for the work missed during the grading period (A migrant tutorial session may be recommended for these students to prepare them for the test).

3. Early Exit

- A. Migrant students who withdraw early and who will be attending another school should be provided with all the information that will assist the receiving school in making a proper placement.
- B. Migrant students leaving school during a grading period MAY be eligible for credit in a subject if they:
 1. Migrate at the end of the fifth six week grading period and have completed major course requirements and taken a final exam, (Each case should be considered on an individual basis.)
 2. Successfully complete the major assessments of their regular classes; and/or
 3. Demonstrate mastery (70%) of TEKS by passing equivalent unit examinations for their regular classes.
 4. Withdraw prior to the end of a semester and have not completed course requirements; they may request alternative placement.

4. Testing Opportunities for Migrant Students

- A. State Assessment testing opportunities are available for students who withdraw early during the summer. Counselors or migrant campus clerks need to contact the Migrant Coordinator or Migrant Counselor to make arrangements before the student withdraws from school for students who migrate in the summer.

- B. Students who are interested in testing outside of Texas need to contact the BISD Migrant Department to make the necessary arrangements.

Migrant Educational Supports

Migrant educators have found the instructional strategies effective with migrant students are often those that have become widely recognized as good practice for students in general.

1. **Project SMART**

Project SMART (Summer Migrants Accessing Resources through Technology) is a learning program sponsored by the Texas Education Agency. Curriculum is available each summer in Texas and other participating states for students from early childhood through middle School.

2. **TEXAS MIGRANT INTERSTATE PROGRAMS**

Eligible migrant students may take the STAAR test while migrating outside of Texas. The testing opportunities are available for 8th Grade STAAR. The number of participating states cooperating in this initiative depends on the willingness of the receiving states to attend appropriate STAAR Administration Trainings.

Students who are interested in testing outside of Texas need to contact the BISD Migrant Department to make the necessary arrangements. Once contacted, the BISD Migrant Department will contact the Texas Migrant Interstate Program (TMIP) to initiate the process. TMIP coordinates all STAAR testing outside of Texas. Migrant families may also reach TMIP directly at 1-800-292-7006.

3. **MIDDLE SCHOOL LEADERSHIP CONFERENCE**

The Migrant Department will host a Middle School Leadership Conference for all Middle School PFS Students. Students will be given important training on several issues including leadership, study skills, math and science skills and college awareness. Community agencies will also be invited to participate to give students additional resources. The conference will be held in **March**.

4. **PFS LEARNING ACADEMY**

The Migrant Department hosts a Learning Academy for all PFS Students. The main focus of the Learning Academy is to prepare students for the STAAR. The PFS Learning Academy is usually held during the first semester.

HOMELESS/UNACCOMPANIED YOUTH STUDENTS

YOUTH CONNECTION PROJECT

The philosophy of the BISD Homeless Youth Connection Project is to ensure educational rights and protection of children and youths experiencing homelessness. The Youth Connection Project offers support to the homeless youth in the areas of school enrollment, attendance, and academic achievement.

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The term “homeless children and youth”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who
qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses
(i) through (iii).

ASSISTANCE TO STUDENTS EXPERIENCING LEARNING DIFFICULTIES

Before a child, who is experiencing difficulty in the general education classroom, is referred for a special education evaluation, the child should be considered for all support services available to all children. These services may include, but are not limited to, tutoring, remedial services, compensatory services, response to scientific research-based intervention, and other academic or behavior support services. Response to Intervention federal law directs schools to focus on helping all children learn by addressing problems early. Response to Intervention (RtI) is the (three tier process) policy, which all schools in BISD use for identifying and helping children, who are at risk of not meeting academic success. The RtI process includes the following: the provision of scientific research-based instruction and interventions in the general education classroom, monitoring and measurements of the child’s progress in response to the interventions, and use of these measures of progress to make educational decisions.

The RTI process includes a three tier system of interventions in which each tier represents an increasingly intense level of services. Interventions, which are provided to a child, will be continually adjusted based on progress monitoring until the child is performing adequately. Children who do not respond to the initial interventions within a reasonable period of time as suggested by research are referred for more intensive interventions, and/or a possible evaluation.

SECTION 504/DYSLEXIA

SECTION 504

Section 504 is part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. A student, who is covered under section 504, may have a section 504 plan based on his/her individual needs. The student’s needs and/or progress should be

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reviewed by the campus 504 committee to determine appropriate accommodations and scheduling of required coursework. The student IEP or section 504 Student Service Plan will be developed with the needs of the students in mind. Eligibility criteria will be discussed and reviewed to determine which test accommodations are in order, if any.

DYSLEXIA

Students, who are identified with Dyslexia and have been recommended to receive Dyslexia Therapy Lab services by the campus 504 committee or ARD committee, shall be enrolled in Dyslexia Therapy Lab in addition to the Reading 6, 7 or 8 requirement. Parent consent is required for enrollment in Dyslexia Therapy Lab.

Dyslexia Therapy Lab will take the place of one elective for the school year. Students, who do not receive parental consent to forfeit an elective and enroll in Dyslexia Therapy Lab, will only receive a Dyslexia Accommodation Plan to be implemented throughout the instructional day.

DUAL ENROLLMENT PROGRAM

For students, who wish to enroll in dual enrollment courses at the high school, it is highly recommended they score an 80 or above on the core subject areas.

GIFTED POPULATION STUDENTS

- a. Academically gifted middle school students must be serviced through the campus Honors or GT program.
- b. Gifted Students will be given opportunities to work on enrichment projects or above-grade-level assignments outside the classroom, usually with gifted peers. Progress is monitored through regular report cards.
- c. Teachers of the gifted will help the student utilize his/her own giftedness and will channel resources and enhanced learning opportunities towards that student that will enlarge the student's natural gifts. Such a teacher will push gifted students to higher personal standard.
- d. To differentiate what students are learning (i.e., content), teachers might use higher level questioning, use problem-or concept-based curriculum, add depth and complexity to their curriculum, provide variations in assessments and assignments, and allow students time to pursue their interests.
- e. To differentiate for how quickly students learn new content (i.e., rate), teachers might use fewer examples to teach something new, incorporate above grade level acceleration, use pre-assessment and curriculum compacting so that students do not have to review what they already know, and organize flexible groups around students' academic strengths and interests.
- f. To differentiate for how students learn (i.e., preference), teachers might vary the method of presentation; give students choices of products, processes, and content; and arrange for mentors to work with students in their interest areas.
- g. To create an environment that encourages motivation (i.e., environment), teachers might establish a system for long-range assignments, provide opportunities for independent research, offer open-ended, self-directed activities, and allow students to work by themselves, with others, and in small groups.

GIFTED AND TALENTED PROGRAM

GT Academic Testing

The Brownsville Independent School District identifies gifted and talented youth by utilizing an identification process, which consists of three district steps: nomination, screening and selection. Nominated students for identification in academics in grades 6-8 are provided services if 3 of the following criteria are within the qualifying range.

1. Raven Progressive Matrices assessment
2. Parent Checklist
3. Renzulli-Hartmen Teacher Checklist
4. Achievement test

GT Fine Arts Testing

Nominated students for identification in fine arts in grades 7-8 are provided services if 3 of the following criteria are within the qualifying range.

Band and Choir

Phase I: *Advanced Measures of Music Audiation* assessment

(a rubric score of 4-5 needed to move on to Phase II)

Phase II:

1. Portfolio with sample recording
2. Teacher Checklist

Art

Phase I: art assessment (a rubric score of 4-5 needed to move on to phase II)

Phase II:

1. Portfolio
2. Teacher Checklist

Dance

1. Portfolio
2. Teacher Checklist
3. Interview
4. Audition

Theater

1. Portfolio
2. Teacher Checklist
3. Interview
4. Audition

COLLEGE CAREER & MILITARY READINESS OPPORTUNITIES

CREDIT BY EXAMINATION FOR ACCELERATION WITHOUT PRIOR INSTRUCTION

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. Quarterly testing windows are January 1 to March 31, April 1 to June 30, July 1 to September 30 and October 1 to December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

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

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Department of College Career & Military Readiness.

DISTANCE LEARNING

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

HIGH SCHOOL COURSE CREDIT AT MIDDLE SCHOOL LEVEL

For students who enter high school in the 2020-2021 school year and THEREAFTER, all high school core area courses (as per chapter 74, DE, AP, and PLTW) taken in middle school will appear on the high school transcript and will be figured into the students' high school grade point average (GPA). Students enrolled in high school credit courses in middle school must complete and meet demonstrated proficiency (70% or higher) in each semester to receive full or partial high school credit. Students will be required to take the respective End of Course exam (EOC). If the grade average of the two half units is 70 (69.5) or above, the student will receive credit for the full unit. If the average of the two half units is below 70 (69.5), the student will receive credit only for the half unit that he/she passed. If the half unit grade is below 70 (69.5), the unit must be repeated for credit when the average of the two half units is below 70 (69.5). For additional information, refer to page 39 of the 2019-2020 High School Course Listing Guide.

§74.26. (b) Award of Credit

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

UIL ADVANCED COURSES

All high school courses taken in middle school, with the exception of instructional modules, shall be considered as advanced level for UIL eligibility purposes.

PERSONAL GRADUATION PLAN (PGP)

PERSONAL GRADUATION PLAN REQUIREMENTS

- (a) A principal of a junior high or middle school shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in the (a) junior high or (-) middle school who:
 - (1) Does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
 - (2) Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.
- (b) A Personal Graduation Plan under this section must;
 - (1) Identify educational goals for the student;
 - (2) Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
 - (3) Include an intensive instruction program described by Section 28.0213;
 - (4) Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
 - (5) Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions which are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

Note: All BISD Middle School students are required to have a Personal Graduation Plan in conjunction with the aforementioned policy.

PERSONAL GRADUATION PLAN Resource Guide and Model Provided by

**Region XIII Education Service Center
Texas Association of Secondary School Principals
Texas Education Agency
October 2003**

Personal Graduation Plan

Personal Graduation Plan Requirements

Senate Bill 1108, passed during the 88th Texas Legislature, Regular Session, 2003, requires a school principal to designate a guidance counselor, teacher or other appropriate individual to develop and implement a personal

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graduation plan for each student in junior high, middle school, or high school who does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in 9th grade (as determined by the district) (TEC §28.0212). Additionally, each district is required to provide accelerated instruction to a student enrolled in the district who has taken the secondary exit level assessment instrument and has not performed satisfactorily on each section or who is at risk of dropping out of school (TEC§29.081)

**A junior high, middle, or high school student must
have a
Personal Graduation Plan
if:**

✓ The student does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39,

OR

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

Each Personal Graduation Plan must:

1. identify educational goals for the student;
2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. include an intensive instruction program described by Section 28.0213;
4. address participation of the student's parent or guardian, including consideration of the parent's or
5. provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

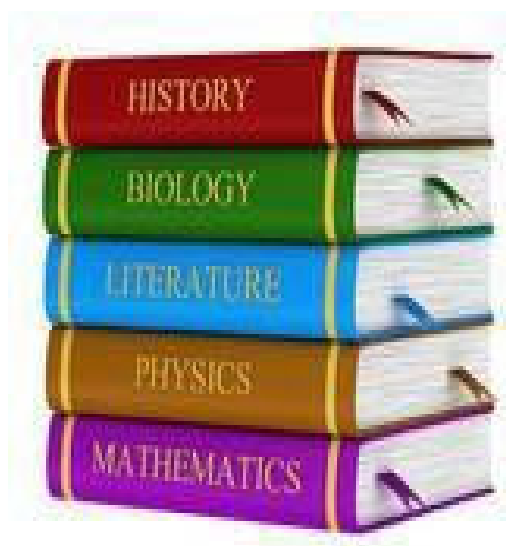
For students receiving special education services, the Personal Graduation Plan is developed by the ARD Committee as part of the Individual Education Program in accordance to TEC §29.005.

NOTE: Schools, which receive funds under the *High School Completion and Success Grant Program*

authorized under Rider 88, General Appropriations Act, 88th Texas Legislature, Regular Session, 2003, must ensure that all students have an individualized graduation plan. Individualized Graduation Plans must ensure students at risk of not graduating from high school are afforded instruction from highly qualified teachers, have access to online diagnostic and assessment instruments, and are provided accelerated instruction in areas of academic weakness. The Individualized Graduation Plan may serve as an extension of the Personal Graduation Plan. Districts which receive grant funds will be provided with additional information.

Development & Implementations Model

For the Personal Graduation Plan, the following model is offered to assist districts in the development and implementation of the PGP required under SB 1108. Neither the Texas Education Agency nor the State Board of Education (SBOE) has any rulemaking authority in this area. Therefore, it is the responsibility of each school district to interpret and implement the provisions of the TEC in a manner consistent with the statute that will best serve the school district's unique characteristics. District and campus leaders are encouraged to first read the statute and local policy, and then refer to local administrative procedures to guide them in the implementation of meeting this requirement.



Course Requirements/ Recommendations & Course Sequence Charts

Brownsville Independent School District

Course Requirements for Students Grade 6 in 2020-2021

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
Reading/Reading SL	2	70% Final Average
English/*ESL I/ESL II/English SL	2	
Mathematics	2	
Social Studies (Contemporary World Societies)	2	
Science	2	
Physical Education/Health or Pre-Athletics/Health	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Spanish I, Tech Applications, Band, Choir, Art, Dance**, Ballroom Dance**, Introduction to Team Sports, Flag Football or Tennis		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
Reading/Reading SL	2	Pass each core area course with a 70% Final Average
English/*ESL I/ESL II/English SL	2	
Mathematics	2	
Texas History	2	
Science	2	
Physical Education or Athletics	2	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Spanish II, ^Principles of Applied Engineering, Band, Choir, Art,		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
Reading/Reading SL	2	Grade Advancement Requirement:
English/*ESL I/ESL II/English SL	2	Required State Assessments. Pass each core area course with a 70% Final Average
Mathematics	2	
US History	2	
Science	2	
Health	1	
College and Career Readiness	1	Pass Electives with a 70% overall yearly average (composite)
Two Electives:	4	
Athletics Spanish, Band, Choir, Art, Dance**, Ballroom Dance**, or ^Robotics I, or Principles of Education		

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

** Dance and Ballroom Dance can count as Physical Education credit

***A complete list of PE Options is available on p. 23, 37 and 38.

^Courses for High School Credit

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

Brownsville Independent School District

Secondary Language Arts Course Sequence

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

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

*For students who are double tested, the grade level test would be used for accountability and the EOC assessment would be used for graduation.

Secondary Math Course Sequence

Grade Level	Traditional		GT/Honors		STEM	
6th	Math 6		Math 6 GT/Honors		Math 6 STEM	
7th	Math 7	*Pre-Algebra	Math 7 GT/Honors	*Pre-Algebra GT/Honors	Math 7 STEM	*Pre-Algebra STEM
8th	Math 8	Algebra 1	Math 8 GT/Honors	Algebra 1 GT/Honors	Math 8 STEM	Algebra 1 STEM

Note: Students may apply for the MS STEM Program before the beginning of each grade level and remain in the MS STEM program unless removed based on failure to meet Honors course participation criteria or by parent/guardian request.

Secondary Science Course Sequence

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

Note: Students may apply for the MS STEM Program before the beginning of each grade level and remain in the MS STEM program unless removed based on failure to meet Honors course participation criteria or by parent/ guardian request.

STEM ENTRANCE REQUIREMENTS

85% average per semester in both STEM Math and STEM Science classes, compete in at least one competition per year (ex. Science Fair, Brainsville), establishing a 98% attendance rate, outstanding Code of Conduct record, and attending parent conferences.

Secondary Social Studies Course Sequence

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

Secondary Spanish Course Sequence

Course Sequence for Students Beginning a Foreign Language Course in 6th Grade	
Sequence I	Sequence II
6 th Grade Spanish I	6 th Spanish I SL
7 th Grade Spanish II	7 th Grade Spanish II
8 th Grade Elective	8 th Grade Elective
9 th Grade AP Spanish Language	9 th Grade Spanish III
10 th Grade AP Spanish Literature	10 th Grade AP Spanish Language
11 th Grade	11 th Grade AP Spanish Literature
12 th Grade	12 th Grade
Course Sequence for Students Beginning a Foreign Language Course in 7th Grade	
Sequence I	Sequence II
7 th Grade Spanish I	7 th Grade Spanish I SL
8 th Grade Spanish II	8 th Grade Spanish II
9 th Grade AP Spanish Language	9 th Grade Spanish III
10 th Grade AP Spanish literature	10 th Grade AP Spanish Language
11 th Grade	11 th Grade AP Spanish Literature
12 th Grade	12 th Grade

Physical Education Course Sequence

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

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

*Dance and Ballroom Dance may count towards Physical Education Credit

Additional Courses:

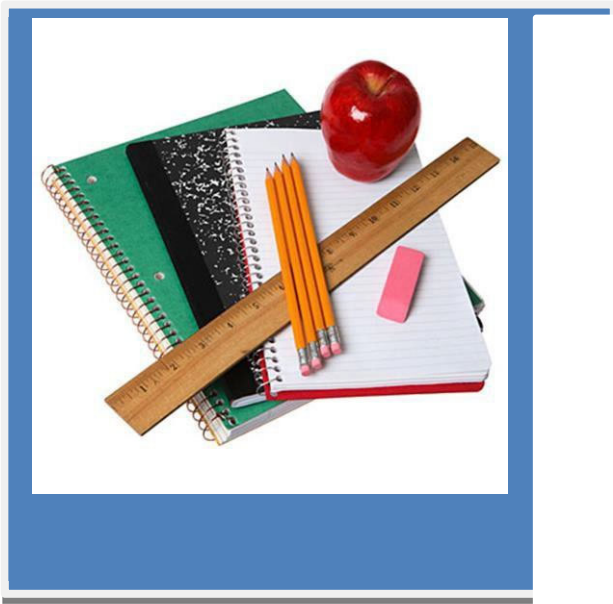
7 th Grade	8 th Grade
Weights and Conditioning (Boys)	Weights and Conditioning (Boys)
Aerobics and Conditioning (Girls)	Aerobics and Conditioning (Girls)
Football/Soccer (Boys)	Football/Soccer (Boys)
Basketball/Track (Boys)	Basketball/Track (Boys)
Volleyball/Basketball (Girls)	Volleyball/Basketball (Girls)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

Secondary Fine Arts Course Sequences

Grade	6th	7th	8th
Instrumental Music	Band 6	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 7 (Woodwinds); or Instrumental Ensemble 7 (Brass); or Instrumental Ensemble 7 (Percussion); or	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8 Instrumental Ensemble 8 (Woodwinds); or Instrumental Ensemble 8 (Brass); or Instrumental Ensemble 8 (Percussion); or
Choral Music	Beginners Choir 6	Choir Treble (Girls) 7-8; or Choir Tenor Bass (Boys) 7-8; or Choir A Cappella 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8	Choir Treble (Girls) 7-8; or Choir Tenor Bass (Boys) 7-8; or Choir A Cappella 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8
Dance	FA: Dance 6; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or	FA: Dance 7; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8	FA: Dance 8; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8

*Students must meet the GT/Honors/AP criteria to enroll in these classes. Teachers must be GT/Honors/AP certified to teach these classes.

As per New TEKS – ART I, II & III



Course Listings

English Language Arts

Courses shaded in light blue require the approval of the ARD Committee
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
510301(2)	ESL I 6	LPAC Written Approval, taken with Rd 6 SL and Eng. 6 SL
510311(2)	ESL II 6	LPAC Written Approval, taken with Rd 6 SL and Eng. 6 SL
510331(2)	English 6	NONE
510321(2)	English 6 SL	All EL Students; taken concurrently with Rd 6 SL
510341(2)	English 6 GT	Meet G/T Criteria
510351(2)	English 6 Honors	Meet Honors Criteria
811301(2)	English 6 Modified	ARDC approval
810951(2)	English 6 Modified (DE)	ARDC approval
861201(2)	English 6 Alternate	ARDC approval
860211(2)	English 6 Alternate (SFL)	ARDC approval
7th Grade		
520351(2)	ESL I 7	LPAC Written Approval, taken with Rd 7 SL and Eng. 7 SL
520361(2)	ESL II 7	LPAC Written Approval, taken with Rd 7 SL and Eng. 7 SL
520401(2)	English 7	English 6
520371(2)	English 7 SL	All EL Students; taken concurrently with Rd 7 SL
520421(2)	English 7 GT	English 6 & Meet GT Criteria
520411(2)	English 7 Honors	English 6 & Meet Honors Criteria
821701(2)	English 7 Modified	ARDC approval
821001(2)	English 7 Modified (DE)	ARDC approval
861211(2)	English 7 Alternate	ARDC approval
871211(2)	English 7 Alternate (SFL)	ARDC approval
8th Grade		
530431(2)	ESL I 8	LPAC Written Approval, taken with Rd 8 SL and Eng. 8 SL
530441(2)	ESL II 8	LPAC Written Approval, taken with Rd 8 SL and Eng. 8 SL
530481(2)	English 8	English 7
530451(2)	English 8 SL	All EL Students; taken concurrently with Rd 8 SL
530501(2)	English 8 GT	English 7 & Meet GT Criteria

Brownsville Independent School District

Course #	Course Description	Prerequisite
530491(2)	English 8 Honors	English 7 & Meet Honors Criteria
832151(2)	English 8 Modified	ARDC approval
831051(2)	English 8 Modified (DE)	ARDC approval
861221(2)	English 8 Alternate	ARDC approval
881211(2)	English 8 Alternate (SFL)	ARDC approval
8th Grade English I		
Course #	Course Description	Prerequisite
530511(2)	^English I GT	Meet GT Criteria
530521(2)	^English I Honors	Meet Honors Criteria and meet Eng. I Enrollment Criteria
510671(2)	^Creative Writing Honors	Refer to Enrollment Criteria & Meet Honors Criteria

^ Courses for High School Credit

***Enrollment Criteria:**

Schools may use any of the following options for placing students in English I Honors or English I GT in Grade 8.

Option 1: Student must have at least an 85 FINAL average in 6th and 7th Grade English and have scored "Masters" on the standardized state assessment for Reading **and** for 7th Grade Writing

Option 2: Student must have at least an 85 FINAL average in 6th and 7th Grade Reading/English and have scored "Masters" on the standardized state assessment for Reading and "Meets" for 7th Grade Writing. Pending TEA assessment.

- Students taking English I for high school credit should follow all criteria in the high school grading procedures, including but not limited to, six weeks tests and semester exams and EOC.
- Students must complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in English I, must enroll in English I course in summer school in one of the hosting high school or repeat English I in Grade 9.
- The enrollment in English I in Grade 8, from an out of district transfer student will be determined collaboratively through campus administration and the Curriculum & Instruction Department.
- English I taken in middle school will appear on high school transcript beginning on 2020-2021 school year and THEREAFTER, and will be figured into student's high school transcript grade point average (GPA). [See page 14].

* Students that do not take the 7th grade standardized state assessment must complete a local assessment administered at the beginning of the 2021-2022 school year and meet proficiency of 70% or higher.

Reading

Courses shaded in light blue require the approval of the ARD Committee
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
510711(2)	Reading 6	None
SL0711(2)	Reading 6 SL	Taken with ESL I or ESL II and/or English 6 SL
510721(2)	Reading 6 GT	Meet GT Criteria
510731(2)	Reading 6 Honors	Meet Honors Criteria
811311(2)	Reading 6 Modified	ARDC approval
810961(2)	Reading 6 Modified (DE)	ARDC approval
510401(2)	Reading 6 Alternate	ARDC approval
861831(2)	Reading 6 Alternate (SFL)	ARDC approval
7th Grade		
520771(2)	Reading 7	7th grade students
SL0771(2)	Reading 7 SL	Taken with ESL I or ESL II and/or English 7 SL
520791(2)	Reading 7 GT	Meet GT Criteria
520781(2)	Reading 7 Honors	Meet Honors Criteria
821711(2)	Reading 7 Modified	ARDC approval
821011(2)	Reading 7 Modified (DE)	ARDC approval
510411(2)	Reading 7 Alternate	ARDC approval
861841(2)	Reading 7 Alternate (SFL)	ARDC approval
8th Grade		
530821(2)	Reading 8	8th grade students
SL0821(2)	Reading 8 SL	Taken with ESL I or ESL II and/or English 8 SL
530841(2)	Reading 8 GT	Meet GT Criteria
530831(2)	Reading 8 Honors	Meet Honors Criteria
832161(2)	Reading 8 Modified	ARDC approval
831061(2)	Reading 8 Modified (DE)	ARDC approval

Brownsville Independent School District

	Reading 8 Alternate	ARDC approval
861851(2)	Reading 8 Alternate (SFL)	ARDC approval
Other		
510741(2)	Reading 6 XL	Reading 2 or more yrs. Below grade level
520761(2)	Reading 7 XL	Reading 2 or more yrs. Below grade level
530851(2)	Reading 8 XL	Reading 2 or more yrs. Below grade level
Course#	Course Description	Prerequisite
560761(2)	Reading Lab 7-8	Must be enrolled in Career & Tech. Course
510701(2)	Dyslexia Therapy Lab 6	Meet Dyslexia Criteria
520731(2)	Dyslexia Therapy Lab 7	Meet Dyslexia Criteria
530801(2)	Dyslexia Therapy Lab 8	Meet Dyslexia Criteria

Brownsville Independent School District

Mathematics

Courses shaded in light blue require the approval of the ARD Committee		
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.		
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.		
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.		
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.		

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
512661(2)	Math 6	None
512671(2)	Math 6 GT	Meet GT Criteria
512681(2)	Math 6 Honors	Meet Honors Criteria
STE601(2)	Math 6 STEM	Math 5 &-Meet STEM Criteria & Honors Criteria
811321(2)	Math 6 Modified	ARDC approval
810971(2)	Math 6 Modified (DE)	ARDC approval
861301(2)	Math 6 Alternate	ARDC approval
860311(2)	Math 6 Alternate (SFL)	ARDC approval
7th Grade		
522701(2)	Math 7	Math 6
522721(2)	Math 7 GT	Math 6 & Meet GT Criteria
522711(2)	Math 7 Honors	Meet 6 & Honors Criteria
STE701(2)	Math 7 STEM	Math 6 & Meet STEM Criteria & Honors Criteria
821721(2)	Math 7 Modified	ARDC approval
821021(2)	Math 7 Modified (DE)	ARDC approval
861311(2)	Math 7 Alternate	ARDC approval
871311(2)	Math 7 Alternate (SFL)	ARDC approval
8th Grade		
532791(2)	Math 8	Math 7
532811(2)	Math 8 Honors	Math 7 & Meet Honors Criteria
STE801(2)	Math 8 STEM	Math 7 & Meet STEM Criteria & Honors Criteria
832171(2)	Math 8 Modified	ARDC approval
831071(2)	Math 8 Modified (DE)	ARDC approval
861321(2)	Math 8 Alternate	ARDC approval
881311(2)	Math 8 Alternate (SFL)	ARDC approval

8 th Grade Algebra I		
Course #	Course Description	Prerequisite
532611(2)	Pre-Algebra	See enrollment criteria
532621(2)	Pre-Algebra GT	Refer to Enrollment Criteria & Meet GT Criteria
532631(2)	Pre-Algebra Honors	Refer to Enrollment Criteria & Meet Honors Criteria
532641(2)	Pre-Algebra STEM/Honors	Refer to Enrollment Criteria & Meet STEM & Honors Criteria
532652(2)	^Algebra I	Successful completion of 8 th Grade Math or its equivalent course
532771(2)	^Algebra I GT	Successful completion of 8 th Grade Math or its equivalent course & Meet GT Criteria
532761(2)	^Algebra I Honors	Successful completion of 8 th Grade Math or its equivalent course & Meet Honors Criteria
532781(2)	^Algebra I STEM/Honors	Meet Algebra I/STEM Criteria & Honors Criteria

^ Courses for High School Credit

***Pre-Algebra**

Enrollment Criteria:

Schools may use any of the following options for placing students in Pre-Algebra and Pre-Algebra STEM in Grade 7.

Option 1: An overall average 85% as a final grade and Meets on the respective 6th grade standardized state assessment in the area of math.

Option 2: Masters on the respective 6th grade standardized state assessment in the area of math

Students enrolled in Pre-Algebra and Pre-Algebra STEM during Grade 7.

Students not meeting proficiency (69% or lower) must follow District Policy.

Algebra I

Enrollment Criteria:

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

Students taking Algebra I for high school credit should follow all criteria in the high school grading procedures: six weeks tests, semester exams and EOC. Students must complete and meet demonstrated proficiency (70% or higher) in each semester to receive partial or full high school credit.

Students not meeting proficiency (69% or lower) in Algebra 1 must attend summer school in one of the hosting high schools or repeat Algebra 1 in Grade 9.

Algebra I taken in middle school will appear on high school transcript and will be figured into student's high school transcript grade point average (GPA).

NOTE: The enrollment in Pre-Algebra or Algebra I from an out of district transfer student will be determined collaboratively through Campus Administration and the Curriculum & Instruction Department.

* Students that do not take the 6th grade standardized state assessment must complete a local assessment administered at the beginning of the 2021-2022 school year and meet proficiency of 70% or higher.

Science

Courses shaded in light blue require the approval of the ARD Committee
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.

Course #	Course Description	Prerequisite
6th Grade		
512911(2)	Science 6	None
512921(2)	Science 6 GT	Meet GT Criteria
512931(2)	Science 6 Honors	Meet Honors/ Criteria
STE611(2)	Science 6 STEM	Science 5 & Meet STEM Criteria & Honors Criteria
861501(2)	Science 6 Alternate	ARDC approval
860511(2)	Science 6 Alternate (SFL)	ARDC approval
7th Grade		
522951(2)	Science 7	Science 6
522971(2)	Science 7 GT	Science 6 & Meet GT Criteria
522961(2)	Science 7 Honors	Science 6 & Meet Honors Criteria
STE711(2)	Science 7 STEM	Science 6 & Meet STEM Criteria & Honors Criteria
861511(2)	Science 7 Alternate	ARDC approval
871511(2)	Science 7 Alternate (SFL)	ARDC approval
8th Grade		
533071(2)	Science 8	Science 7
533091(2)	Science 8 GT	Science 7 & Meet GT Criteria
533081(2)	Science 8 Honors	Science 7 & Meet Honors Criteria
STE811(2)	Science 8 STEM	Science 7 & Meet STEM Criteria & Honors Criteria
861551(2)	Science 8 Modified	ARDC approval
861521(2)	Science 8 Alternate	ARDC approval
881511(2)	Science 8 Alternate (SFL)	ARDC approval

8th Grade Biology		
Course #	Course Description	Prerequisite
534011(2)	^Biology GT	Meet GT Criteria
534031(2)	^Biology Honors	Meet Honors/Criteria
534041(2)	^Biology STEM/Honors	Meet Algebra I/STEM Criteria & HonorsCriteria

^ Courses for High School Credit

***Biology**

Enrollment Criteria:

Students must meet the following criteria in order to take Biology in Grade 8:

- Students must have at least an 85 average in science from the most recent grade (Grade 7) and have scored "Masters" on the standardized state assessment for Grade 7 Reading.
- Students taking Biology for high school credit should follow all criteria in the high school grading procedures, including but not limited to, six weeks tests, semester exams, and EOC.
- Students must complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Biology must attend summer school in one of the hosting high schools or repeat the course in Grade 9.
- The enrollment in Biology, Grade 8, from an out of district transfer student will be determined collaboratively through Campus Administration and the Curriculum & Instruction Department.
- Biology taken in middle school will appear on the student's high school transcript beginning on 2019-2020 school year and THEREAFTER, and will be figured into the student's grade point average (GPA). [See page 14].

* Students that do not take the 7th grade standardized state assessment must complete a local assessment administered at the beginning of the 2021-2022 school year and meet proficiency of 70% or higher.

Social Studies

Courses shaded in light blue require the approval of the ARD Committee		
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.		
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.		
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.		
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.		

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
613211(2)	Contemporary World Societies 6	None
613221(2)	Contemporary World Societies 6 GT	Meet GT Criteria
613231(2)	Contemporary World Societies 6 Honors	Meet Honors/Criteria
861401(2)	Contemporary World Societies 6 Alternate	ARDC approval
860411(2)	Contemporary World Societies 6 Alternate (SFL)	ARDC approval
7th Grade		
623251(2)	Texas History 7	Contemporary World Societies 6
623271(2)	Texas History 7 GT	Meet GT Criteria
623261(2)	Texas History 7 Honors	Meet Honors/ Criteria
861411(2)	Texas History 7 Alternate	ARDC approval
871411(2)	Texas History 7 Alternate (SFL)	ARDC approval
8th Grade		
633301(2)	U.S. History to 1877 8	Texas History 7
633321(2)	U.S. History to 1877 8 GT	Meet GT Criteria
633311(2)	U.S. History to 1877 8 Honors	Meet Honors/Criteria
881481(2)	U.S. History to 1877 8 Modified	ARDC approval
861421(2)	U.S. History to 1877 8 Alternate	ARDC approval
881411(2)	U.S. History to 1877 8 Alternate (SFL)	ARDC approval

Foreign Language

SPANISH ELECTIVE: See Recommended Secondary Spanish Courses chart for placement.		
Course #	Course Description	Prerequisite
761021(2)	Spanish Cultural Topics	None
761031(2)	*Spanish I SL	None
761001(2)	* Spanish I	None
761011(2)	* Spanish I Honors	Meet Honors/AP Criteria
761041(2)	*Spanish II SL	Spanish I SL
782001(2)	* Spanish II	Spanish I
782011(2)	* Spanish II Honors	Spanish I & Meet Honors/AP Criteria
782031(2)	* Spanish III	Spanish II
782041(2)	* Spanish III Honors	Spanish II & Meet Honors/AP Criteria

* Must complete and meet demonstrated proficiency (70% or higher) to receive high school credit.

Health

Courses shaded in light blue require the approval of the ARD Committee		
Modified (Resource) – A modified curriculum in a separate classroom for Special Education students only.		
Modified (DE) (Resource) – A modified curriculum in a separate classroom specifically designed for students with auditory impairments.		
Alternate – An alternate curriculum for students with significant cognitive disabilities that requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum.		
Alternate (SFL) – (Structured for Life) An alternate curriculum for students with significant cognitive disabilities that require access to the TEKS through prerequisite skills that are linked to the grade-level curriculum and require a more structured educational environment.		

BISD requires that one semester of Health be taken in the 8th grade. One semester is required.
BISD requires that one semester of Health be taken in the 6th grade and one semester in 8th grade to be equivalent to 1 credit.

Course #	Course Description	Prerequisite
6th Grade		
663433	Health Quest 6	One Semester Course
861603	Health Quest 6 Alternate	One Semester Course
861601(2)	Health Quest 6 Alternate	Two Semester Course
860613	Health Quest 6 ALT /SFL	One Semester Course
860611(2)	Health Quest 6 ALT / SFL	Two Semester Course
7th Grade		
663443	Health Quest 7	One Semester Course
861613	Health Quest 7 Alternate	One Semester Course
861611(2)	Health Quest 7 Alternate	Two Semester Course
871613	Health Quest 7 ALT / SFL	One Semester Course
871611(2)	Health Quest 7 ALT / SFL	Two Semester Course
8th Grade		
663453	Health Quest 8	One Semester Course
861623	Health Quest 8 Alternate	One Semester Course
861621(2)	Health Quest 8 Alternate	Two Semester Course
881613	Health Quest 8 ALT / SFL	One Semester Course
881611(2)	Health Quest 8 ALT / SFL	Two Semester Course
Social Skills		
811331(2)	Social Skills 6 Modified	Two Semester Course
821651(2)	Social Skills 7 Modified	Two Semester Course
832061(2)	Social Skills 8 Modified	Two Semester Course
534063	^Health	3 Semesters of MS Health

^ Courses for High School Credit

Physical Education

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

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

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

Course #	Course Description	Prerequisite
713501(2)	Physical Education 6	6 th Grade Students
723521(2)	Physical Education 7	7 th Grade Students
733551(2)	Physical Education 8	8 th Grade Students
753511(2)	Adaptive Physical Education 6-8	Approval of ARD Committee
713521(2)	Introduction to Team Sports (Boys) 6	6 th Grade Students
713541(2)	Introduction to Team Sports (Girls) 6	6 th Grade Students
713601(2)	Flag Football 6	6 th Grade Students
713611(2)	Tennis 6	6 th Grade Students
733531(2)	PE: Intro to Athletics (Boys) 6	None
733541(2)	PE: Intro to Athletics (Girls) 6	None

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Course #	Course Description	Prerequisite
723531(2)	Athletics (Boys) 7	Meet Program Criteria
723541(2)	Athletics (Girls) 7	Meet Program Criteria
713621(2)	Weights and Conditioning (Boys) 7	Meet Program Criteria
713631(2)	Aerobics and Conditioning (Girls) 7	Meet Program Criteria
713641(2)	Football/Soccer (Boys) 7	Meet Program Criteria
713651(2)	Basketball/Track (Boys) 7	Meet Program Criteria
713661(2)	Volleyball/Basketball (Girls) 7	Meet Program Criteria
713671(2)	Soccer/Softball (Girls) 7	Meet Program Criteria
713681(2)	Softball (Girls) 7	Meet Program Criteria
713691(2)	Tennis 7	Meet Program Criteria & must be offered 9 th pd.
713701(2)	Baseball (Boys) 7	Meet Program Criteria
733561(2)	Athletics (Boys) 8	Meet Program Criteria
733571(2)	Athletics (Girls) 8	Meet Program Criteria
713711(2)	Weights and Conditioning (Boys) 8	Meet Program Criteria
713721(2)	Aerobics and Conditioning (Girls) 8	Meet Program Criteria
713731(2)	Football/Soccer (Boys) 8	Meet Program Criteria
713741(2)	Basketball/Track (Boys) 8	Meet Program Criteria
713751(2)	Volleyball/Basketball (Girls) 8	Meet Program Criteria
713761(2)	Soccer/Softball (Girls) 8	Meet Program Criteria
713771(2)	Softball (Girls) 8	Meet Program Criteria
713781(2)	Tennis 8	Meet Program Criteria & must be offered 9 th pd.
713791(2)	Baseball (Boys) 8	Meet Program Criteria
713801(2)	Swimming 8	Meet Program Criteria
534053	^Foundations of Personal Fitness	4 Semester of MS P.E

^ Courses for High School Credit

Courses in Partner PE

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

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

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

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

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

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

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

Fine Arts

House Bill 3

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

As per House Bill 5, PE credit may be earned through completion on any Texas Essential Knowledge and Skills based course that meets the requirement in subparagraph (#) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week. Therefore, students may receive PE credit through Dance courses.

INSTRUMENTAL MUSIC: BAND

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

*Requires Band Director Recommendation.

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CHORALE MUSIC		
Course #	Course Description	Prerequisite
814131(2)	Beginners Choir 6	None
864041(2)	Beginners Choir GT 6	Meet GT Criteria
864111(2)	Choir Treble (Girls) (7-8)	None
864031(2)	Choir Treble GT (Girls) (7-8)	Meet GT Criteria
864001(2)	Choir Tenor Bass GT (Boys) (7-8)	Meet GT Criteria
864121(2)	Choir Tenor Bass (Boys) (7-8)	None
864131(2)	Choir A Cappella (7-8)	Meet Program Criteria or Audition
864141(2)	Choir A Cappella GT (7-8)	Meet GT Criteria
834141(2)	Choir Vocal Ensemble (7-8)	Meet Program Criteria or Audition
834151(2)	Choir Vocal Ensemble GT (7-8)	Meet GT Criteria
834161(2)	Applied Music (Piano) (7-8)	None
834171(2)	Applied Music GT (Piano) (7-8)	Meet GT Criteria
864021(2)	Choral Music (7-8)	Choir Director Recommendation
864051(2)	Choral Music GT (7-8)	Meet GT Criteria

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

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

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

*Art I and Art II for students taking art second year (7-8).

**Art III for students taking art third year (8). This aligns with new TEKS.

THEATRE ARTS:		
Course #	Course Description	Prerequisite
833821(2)	Theatre I	None
833841(2)	Theatre I GT	GT Theatre Arts Designation
833851(2)	Theatre I Honors	Honors Designation
833861(2)	Theatre II	Theatre I
833871(2)	Theatre II GT	Theatre I GT ; or Theatre I and GT Designation
833881(2)	Theatre II Honors	Theatre I Honors ; or Theatre I and Honors Designation
833901(2)	Theatre III	Theatre II
833911(2)	Theatre III GT	Theatre II GT; or Theatre II and GT Designation
833921(2)	Theatre III Honors	Theatre II Honors; or Theatre II and Honors Designation

Career & Technical Education

Course #	Course Description	Prerequisite
Electives		
834713	Technology Application 6 – 8 Grades	None (one semester course)
564431(2)	Principles of Applied Engineering and Technology	None (High School Credit)
861803	Technology Application 6-8 Alternate (1 semester)	ARDC Approval
861801(2)	Technology Application 6-8 Alternate	ARDC Approval
860713	Technology Application 6-8 ALT/SFL (1 semester)	ARDC Approval
860711(2)	Technology Application 6-8 ALT/SFL	ARDC Approval
530453	College and Career Readiness	None (one semester course)
ALT453	College and Career Readiness ALT	ARDC Approval
SFL453	College and Career Readiness SFL	ARDC Approval
530463	Coding	None (one semester course)
564451(2)	Robotics	Principles of Applied Engineering
564462(2)	Principles of Education	

Inclusion Scheduling

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

For scheduling tasks only:

- To identify students on choice slip/tally;
- To “block” regular course “blockettes” for teachers/periods assigned for inclusion.

Example: (must be same section)

613211-50 World Societies A

613212-50 World Societies B

IN3210-50 INC BK World Societies

To assign “inclusion” teacher schedule

INC3210 – 100 NOT ISSUED

Period Meet MP = YYY

Teacher Use MP Mark = NNN

Room Use EX Mark = NNN

“0” Seats Use TG Mark = NNN

Other Courses, Electives and Tutorials

During the Instructional Day	
Course #	Course Description
950011(2)	Lunch
950021(2)	See Counselor
910071(2)	Enrichment ELA 6 (LC)
919101(2)	Enrichment Math 6 (LC)
910081(2)	Enrichment SCIENCE 6 (LC)
910091(2)	Enrichment SOC ST 6 (LC)
910061(2)	Enrichment WRITING 6 (LC)
920081(2)	Enrichment ELA 7 (LC)
920071(2)	Enrichment Math 7 (LC)
910051(2)	Enrichment SCIENCE 7 (LC)
920041(2)	Enrichment SOCIAL STUDIES 7
930011(2)	Enrichment Math 8 (LC)
930091(2)	Enrichment ELA 8 (LC)
930021(2)	Enrichment SOC ST 8 (LC)
930031(2)	Enrichment SCIENCE 8 (LC)
930071(2)	Enrichment WRITING 7 (LC)
930081(2)	Enrichment WRITING 8 (LC)
Extended Day	
970010	ATRISK Tutorial (SCE)
970020	Title 1 Tutorial (Federal)
500013	ATF Tutorial
970090	SCE Tutorial
Contact C&I Administrator for course approval.	
999010	Reading Lab
999020	Math Lab
999030	Science Lab
999050	Technology Lab
TSI011	*TSI PREP

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

*Edgenuity Computer Based Curriculum will be used.

Pre-Engineering TEX PREP Courses

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

Appendices

Texas Education Agency Graduation Toolkit

Graduation Program – Overview

Foundation High School Program

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

The program contains up to four parts:

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

The Foundation requirements (22 credits) include:

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

Endorsements Total credits with endorsements 26

Enhancements

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

Distinguished Level of Achievement

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

Performance Acknowledgments

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

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

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

TSI (Texas Success Initiative)

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

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

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

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

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

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

Recommended Replacement Courses for Middle School Honors**

Previous Course	New Course	New Course Pre-Requisites
Pre-AP English 6 th , 7 th , and 8 th grade	Honors English 6 th , 7 th and 8 th grade	85+ in prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Pre-AP English I	Honors English I	85+ in prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Writing test
Pre-AP Science 6 th , 7 th , and 8 th grade	Honors Science 6 th , 7 th , and 8 th grade	85+ in prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Pre-AP Biology	Honors Biology I	85+ in prerequisite course Masters in most recent STAAR Reading test Meets Expectations in most recent STAAR Math test
Pre-AP Math 6 th , 7 th , and 8 th grade	Honors Math 6 th , 7 th , and 8 th grade	85+ in prerequisite course Meets Expectations in most recent STAAR Math test
Algebra I Pre-AP	Honors Algebra I	85+ in prerequisite course Meets Expectations in most recent STAAR Math test
Pre-AP History 6 th , 7 th , and 8 th grade	Honors History 6 th , 7 th , and 8 th grade	85+ in prerequisite course Masters in most recent STAAR Reading test

***Honors courses will be the replacement class for Pre-AP. All academic GT students will be serviced through an Honors course when applicable. Teacher requirements: teachers are required to have the 30 GT core hour training. Advanced Academics will offer 6 on-going hours of curriculum differentiation, tiered instruction, and project based learning during the fall semester with select Honors teachers from each middle school. Trained teachers will then go back to home campuses and train all other Honors teachers. Training must be completed by the end of the fall semester.*

Honors teachers training requirements: 30 GT core hours
6 on-going hours

Resources for Secondary Education

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

Division of Curriculum, Texas Education Agency (512.483.9581)

<http://www.tea.state.tx.us/curriculum/>

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

<http://www.tea.state.tx.us/grant/>

Division of Assessment, Texas Education Agency

<http://www.tea.state.tx.us/student.assessment/index.html>

Dropout Prevention Clearinghouse, Texas Education Agency

<http://www.tea.state.tx.us/dpch>

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

<http://www.ed.gov/21stcclc/>

ESL TEA Web Site for resources

<http://www.tea.state.tx.us/curriculum/biling/tearesources.html>

**Appendix A: Education Code
Senate Bill 1108, Section 7, Personal Graduation Plan (TEC §28.0212)**
<http://ritter.tea.state.tx.us/taa/stanprog102303.html>

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

District Resources

DEPARTMENT	HANDBOOK AND MANUALS	WEBSITE
College Career & Military Readiness	Gifted & Talented Advanced Placement Dual Enrollment	http://www.bisd.us/AdvancedAcademics/ http://www.thecb.state.tx.us
ASSESSMENT/RESEARCH/EVALUATION	State & Federal Information	tea.texas.gov http://bisd-weebly.com/
BILINGUAL EDUCATION	Bilingual/ESL	https://bilingualeslbisd.wixsite.com/home
CARRER & TECHNICAL EDUCATION	CTE Program of Studies STAMP Program SPACE Academy	http://www.bisd.us/CTE/
CURRICULUM & INSTRUCTION	Course Listing Guides Grading Procedures	http://cnibisd.weebly.com/
FINE ARTS		http://www.bisd.us/FineArts/
GUIDENCE & COUNSELING	Financial Aid TSI Applying to College	http://www.bisd.us/Guidance/
MIGRANT EDUCATION	C.A.M.P Scholarships/Applications Career Guidance	http://www.bisd.us/Migrant/
PEIMS	PEIMS Standards Student Accountability	http://www.bisd.us/PEIMS/
PUPIL SERVICES	Student – Parent Handbook	http://www.bisd.us/PupilServices/
SPECIAL SERVICES	Policies/Procedures Programs	http://www.bisd.us/SpecialServices/

*If a department does not have a manual or handbook, please refer to their respective websites for resources.