

**New Braunfels ISD  
Middle School Course Catalog  
2021-2022**

**New Braunfels Middle School  
Oak Run Middle School**



# NEW BRAUNFELS ISD

## Middle School Course Guide 2021-2022

### Middle School Campuses

New Braunfels Middle School  
4150 Klein Meadow  
New Braunfels, TX 78130  
(830) 627-6270  
Principal: Greg Hughes

Oak Run Middle School  
415 Oak Run Point  
New Braunfels, TX 78132  
(830) 627-6400  
Principal: Jessica White

Parents and Students,

We are pleased to present the following course catalog. This publication provides information to assist our students as they make critically important decisions in planning their middle school and high school programs, ultimately leading to their chosen post-graduation plans.

Course decisions that students make this year will impact future course choices and help to determine which academic programs are available to these students in high school. At first glance, the information in this program may appear overwhelming; please be assured that it will become more familiar as you develop your academic goals and begin to consider plans for high school.

If you have any questions about information in this publication or questions regarding your educational goals, your teachers, counselors, and administrators are ready to provide you with guidance. We believe communication is vital to the success of our students and we encourage you to take advantage of the parent information meetings held during registration week.

New Braunfels ISD is committed to your success!

Superintendent of Schools: Dr. Cade Smith  
Assistant Superintendent for Curriculum: Kara Bock  
Assistant Superintendent of Finance and Operations: Dr. Clinton McLain  
Director of Career and Technology: Rachel Behnke  
Director of Communications: Rebecca Villarreal  
Executive Director of Human Resources: Kathy Kenney  
Executive Director of Elementary Schools: Jennifer Garcia-Edwardsen  
Executive Director of Secondary Schools: Ingia Saxton  
Executive Director of Special Education: Nina Pugh  
Director of Curriculum: Lori Gruwell  
Director of Language Learner Programs: Kimberly Brann  
Federal Programs Director: Tera Thompson

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## **Academic Planning for Successful Futures**

### **Middle School Success**

Success in middle school requires careful planning, so students progress academically and intellectually during their middle school years. This preparedness ensures advancement to the high school levels and provides students with a foundation required to meet the graduation requirements set forth by the State Board of Education. This course guide is intended to assist in answering many of the questions parents and students have about the middle school and high school course requirements. Campus administrators, counselors and teachers are a great resource for information and guidance. Below are helpful phone numbers and email addresses.

**New Braunfels Middle School** – Main Number: (830) 627-6270

**Principal** - Greg Hughes

**Counselors:**

Mary Aguirre (maryaguirre@nbisd.org)

Chris Carpenter (jcarpenter@nbisd.org)

Stefanie Kubala (skubala@nbisd.org)

**Oak Run Middle School** – Main Number: (830) 627-6400

**Principal** - Shana Behling

**Counselors:**

Lisa Frisbie (lfrisbie@nbisd.org)

Cindy Kalisky (ckalisky@nbisd.org)

### **Parent Guide for Student Success**

Parents play an influential role in helping their students to plan, prepare and enroll in appropriate courses of study.

- Parents should make every effort to stay informed by attending the registration parent meetings, reviewing materials and information as they receive them.
- Parents need to go over the course materials with their student(s) and discuss course options and other curricular opportunities.
- Parents should encourage all students to get involved in at least one extra-curricular activity or after school club/program. Students who stay involved in these activities are more likely to experience academic success.

### **Middle School Course Requirements**

Middle school courses offered in NBISD meet and exceed the requirements set forth by the Texas Education Agency. NBISD ensures sufficient time is provided for teachers to teach and for students to learn the Texas Essential Knowledge and Skills (TEKS) in all subject areas, including the core areas of English language arts, mathematics, science, and social studies. Additionally, the middle school programs offer opportunities for students to develop socially and emotionally through multiple academic and social programs and activities.

NBISD middle school campuses provide instruction in a variety of arrangements which allows for developmentally appropriate instruction for all student populations, supporting student attainment of course expectations and grade level standards. NBISD middle schools are on a semester system of two (2) semesters, approximately 90 days each.

## Course Planning and Requirements at a Glance

<b>6TH GRADE</b>	
English Language Arts 6 Mathematics 6 Science 6 Social Studies 6 Physical Education Elective Elective  <b>Total 7 Periods</b>	<b>Sample Schedule</b>  1. English Language Arts 2. Math 3. Science 4. Social Studies 5. Physical Education 6. Band 7. Introduction to Spanish
<b>7TH GRADE</b>	
English Language Arts 7 Mathematics 7 Science 7 Texas History 7 Physical Education/Equivalent Elective Elective  <b>Total 7 Periods</b>	<b>Sample Schedule</b>  1. English Language Arts 2. Math 3. Texas History 4. Science 5. Athletics 6. Synergistic Lab 7. Spanish I (high school credit)
<b>8TH GRADE</b>	
English Language Arts 8 Algebra I Honors/Mathematics 8* Science US History Elective or Physical Ed./Equivalent* Elective Elective  <b>Total 7 Periods</b>	<b>Sample Schedule</b>  1. English Language Arts 2. Algebra I (high school credit) 3. US History 4. Science 5. Athletics 6. Digital Design & Media Production (high school credit) 7. Spanish II (high school credit)
<p><b>*Mathematics 8-</b> for students not meeting state standards on 7<sup>th</sup> STAAR Math.</p> <p><b>Intervention coursework:</b>                      Students scoring below the designated standard on STAAR will be placed in appropriate intervention course(s). Each intervention course takes the place of one elective in the schedule.</p> <p><b>*Physical Activity Requirement:</b>                      Two years of Physical Education or equivalent coursework in grades 6 – 8 are required. Coursework taken in the off-campus PE program may count toward this requirement.</p> <p><b>Fine Arts Requirement:</b>                      One year of fine arts is required in grades 6 - 8. This requirement may be satisfied by successfully completing one year of art, band, choir, or theater arts.</p>	

## Grade Level Electives

**Not all elective courses are available at both middle school campuses. Please read course descriptions and course selection cards to check for availability. Elective classes must have sufficient enrollment to be offered.**

6th Grade Electives	7th Grade Electives	8th Grade Electives
All 6th graders are required to take a Physical Education course.	Physical Education Boys Physical Education Girls	Physical Education Boys Physical Education Girls (MS students must have 2 years P.E.)
Introduction to Spanish	Spanish I Pre-AP	Problem Based Inquiry
Spanish I DL Pre-AP*	Spanish II DL Pre-AP*	Spanish I Pre-AP
Choir	Introduction to Spanish	Spanish II Pre-AP **
Beginning Band	Problem Based Inquiry	Spanish III DL Pre-AP*
Theatre Arts I	Beginning Band/Band	Introduction to Spanish
Pre-Athletics Boys (counts as PE) Pre-Athletics Girls (counts as PE)	Athletics Boys (counts as PE) Athletics Girls (counts as PE)	Communications Application (Speech)/Health
Pre-Spirit: Blue Squad (counts as PE***)	Pep Squad/Drill Team (counts as PE***)	Athletics Boys (counts as PE) Athletics Girls (counts as PE)
Art I	Dance (counts as PE***)	Dance (counts as PE***)
Beginning Journalism	Choir	Choir
Problem-Based Inquiry	Advanced Choir	Advanced Choir
Math and Reading Intervention	Theatre Arts I, II	Theatre Arts I, II, III
Computer Literacy	Computer Literacy	Pep Squad/Drill Team (counts as PE)
Recreational Reading	Digital Design & Media Production	Computer Literacy
	Art I, Art II	Digital Design & Media Production
	Investigating Careers	Art I, Art II, Art III
	Beginning Journalism	Investigating Careers
	Media Journalism	Media Journalism
	Math and Reading Intervention	Yearbook Journalism
	Cheerleading (counts as PE) tryouts required	Cheerleading (counts as PE) tryouts required
	Teen Leadership	Teen Leadership
	Recreational Reading	Math and Reading Intervention
		Band
		Recreational Reading

\*Course is designed for dual-language students and native speakers of Spanish. A proficiency test is required for admittance.

\*\*Prerequisite Spanish courses required.

\*\*\*Dance may count as a PE credit if the teacher is PE certified.

High School Credit Awarded Upon Successful Completion of the Course. (Spanish courses are included in high school rank calculation.)

### **State of Texas Assessments of Academic Readiness (STAAR)**

The State Assessments of Academic Readiness (STAAR) includes grades 3 – 8 assessments and five high school end-of-course assessments required for graduation. STAAR tests measure performance, academic growth and readiness for the high school level and beyond. The following tests are required at each grade level:

Grade 6: Reading, Math

Grade 7: Reading, Writing, Math

Grade 8: Reading, Math, Social Studies, Science

Students in grades 5 and 8 must pass the math and reading STAAR in order to be promoted to the next grade level. NBISD has established several interventions to assist students who do not pass these assessments. A grade placement committee (GPC) consisting of the principal or designee, the student's parent or guardian, and the teacher of the subject area failed by the student will prescribe the accelerated instruction that the district will provide.

If the student fails an exam for a third time, the student can be retained at the same grade level. The parent or guardian may appeal this retention to the student's grade placement committee (GPC), and the committee may place the student in the next grade level if it determines by unanimous decision that, in accordance with local school board standards, it is likely the student will perform at grade level given accelerated instruction upon placement.

### **High School Courses Taken in Middle School**

NBISD offers a number of high school credit courses in middle school. Students who take these courses may be required to meet a district-approved entrance criterion and/or must show satisfactory completion of:

- the prerequisite grade 7 and 8 Texas Essential Knowledge and Skills; and
- state requirements for the high school courses taken.

Students who successfully complete a high school level course in middle school will continue the sequence of courses in grades 9-12.

### **Class Ranking for High School Classes**

The purpose of class ranking is to determine a student's academic standing in their high school graduating class. Academic class rank is the academic position a student holds in relation to other students in his or her grade level.

High school core and foreign language courses taken at the middle school level are calculated into the student's class rank and GPA for high school. Core courses such as Algebra I require a STAAR End-of-Course (EOC) test. The EOC test is required whether the course is taken at middle or high school.

***For additional details concerning class rank and GPA, please see the NBHS Course Catalog.***

## PROGRAMS OF STUDY OVERVIEW

Foundation Plan - 22 Credits	Endorsements - 26 Credits	Distinguished – Eligible for top 10% Automatic Admission
<p><b>English Language Arts – 4 Credits</b></p> <ul style="list-style-type: none"> <li>● English I (Honors)</li> <li>● English II</li> <li>● English III</li> <li>● English IV / Additional English</li> </ul> <p><b>Mathematics – 3 Credits</b></p> <ul style="list-style-type: none"> <li>● Algebra I</li> <li>● Geometry</li> <li>● Algebra II / Additional Math</li> </ul> <p><b>Social Studies – 3 Credits</b></p> <ul style="list-style-type: none"> <li>● World Geography</li> <li>● US History</li> <li>● Government / Economics</li> </ul> <p><b>Science – 3 Credits</b></p> <ul style="list-style-type: none"> <li>● Biology</li> </ul> <p><b>AND</b> one pair from below:</p> <ul style="list-style-type: none"> <li>● Chemistry</li> <li>● Physics</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>● IPC</li> <li>● Additional Science</li> </ul> <p><b>Foreign Language or Substitute – 2 Credits</b></p> <ul style="list-style-type: none"> <li>● Year 1</li> <li>● Year 2</li> </ul> <p><b>Fine Arts – 1 Credit</b></p> <ul style="list-style-type: none"> <li>● Fine Art</li> </ul> <p><b>Physical Education – 1 Credit</b></p> <ul style="list-style-type: none"> <li>● Physical Education (or PE Substitute)</li> </ul> <p><b>Electives – 5 Credits</b></p> <ul style="list-style-type: none"> <li>● Required: Speech / Health (NBISD Board Policy)</li> <li>● Foundation Elective</li> <li>● Foundation Elective</li> <li>● Foundation Elective</li> <li>● Foundation Elective</li> </ul>	<p><b>Science, Technology, Engineering, and Mathematics (STEM)*</b></p> <ul style="list-style-type: none"> <li>● Additional /CTE Math</li> <li>● Additional /CTE Science</li> <li>● STEM Elective</li> <li>● STEM Elective</li> </ul> <p><b>Business and Industry (B&amp;I)</b></p> <ul style="list-style-type: none"> <li>● Additional /CTE Math</li> <li>● Additional /CTE Science</li> <li>● B &amp; I Elective</li> <li>● B &amp; I Elective</li> </ul> <p><b>Arts and Humanities (A&amp;H)</b></p> <ul style="list-style-type: none"> <li>● Additional /CTE Math</li> <li>● Additional /CTE Science</li> <li>● A &amp; H Elective</li> <li>● A &amp; H Elective</li> </ul> <p><b>Public Services (PS)</b></p> <ul style="list-style-type: none"> <li>● Additional /CTE Math</li> <li>● Additional /CTE Science</li> <li>● PS Elective</li> <li>● PS Elective</li> </ul> <p><b>Multidisciplinary Studies (MS)</b></p> <ul style="list-style-type: none"> <li>● Additional /CTE Math</li> <li>● Additional /CTE Science</li> <li>● MS Elective</li> <li>● MS Elective</li> </ul>	<ul style="list-style-type: none"> <li>● Algebra II (required)</li> </ul> <p style="background-color: #fce4d6; text-align: center;"><b>Performance Acknowledgments - For outstanding performance</b></p> <ul style="list-style-type: none"> <li>● In a Dual Credit course</li> <li>● In bilingualism and biliteracy</li> <li>● On an AP exam</li> <li>● On the PSAT, SAT, or ACT</li> <li>● For earning a nationally or internationally recognized business or industry certification or license</li> </ul> <p style="background-color: #fce4d6; text-align: center;"><b>Plans For the Future</b></p> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>● PSAT</li> <li>● SAT / ACT</li> <li>● Advanced Placement</li> </ul> <p><b>College Preparatory</b></p> <ul style="list-style-type: none"> <li>● Higher Ed Developmental Courses</li> <li>● Dual Credit</li> <li>● Advanced Placement</li> </ul> <p><b>Post-Secondary Applications</b></p> <ul style="list-style-type: none"> <li>● Apply Texas Application</li> <li>● Common Application</li> <li>● Community College</li> <li>● Military Recruiter</li> <li>● Technical School</li> </ul> <p><b>Financial Aid</b></p> <ul style="list-style-type: none"> <li>● FAFSA</li> <li>● Scholarships</li> </ul>

**EOC Course**

\*Algebra II required foundation for STEM and Distinguished



# ***NBISD: Developing a College - Going Culture***

## Preparing for College

### **Strategies for Opening Doors in the Future**

Middle school is a time of transition, and a time when we must give students the opportunity to learn and achieve at higher levels in order to prepare them for academic success in high school. NBISD is committed to providing all 6<sup>th</sup> – 8<sup>th</sup> grade students with the tools and strategies needed to experience success and develop the critical foundational skills needed to be successful in high school and beyond. Integration of effective teaching strategies will engage all students in active, high level learning while developing knowledge, skills, and habits of mind to support rigorous curriculum standards. Courses for high school credit used for grade point average calculation, such as Algebra I and foreign languages, are taught and weighted at the PreAP level.

### **Planning Ahead...**

High school students can earn college credits by signing up for high school courses which include **Advanced Placement, Dual Credit, or Local/State Articulations** through **Tech Prep** agreements with local colleges.

**Advanced Placement:** NBISD students may take Advanced Placement courses which are rigorous college prep courses that allow students to earn college credit through the College Board AP Examinations which are offered in May of each year. There is a fee for each AP exam but not for the course.

**Dual Credit:** New Braunfels Independent School District is partnering with the Alamo Community College District to give students an opportunity to earn college credit while in high school by enrolling in dual credit courses. These courses *may* be offered concurrently as Dual Credit and Advanced Placement. There is no fee to take these classes.

**Local/State Articulated Tech Prep courses:** Students take high school courses in which approved teachers are using college level curriculum enabling them to accrue college credits.

AP, Dual Credit and high school Pre-AP courses focus on college-preparatory and college-level skills and thinking. Often, additional time outside of class is required to adequately complete coursework. Successful students in these courses are often well-organized and self-motivated.

# **Middle School Course Descriptions**

# Sixth Grade

## **English Language Arts 6**

0611

Grade Placement: 6 Prerequisite: English Language Arts 5/5<sup>th</sup> Grade Reading STAAR

The 6<sup>th</sup> Grade English course will focus on the introduction of close reading, analyzing tone, mood, and style through a variety of genres including fiction, nonfiction, and poetry. The course will expound on the foundation in the technical aspects of writing and reading. All students will begin the process of applying, analyzing, evaluating, and creating using advanced strategies. Students will recognize and analyze basic literary elements such as plot structure, symbolism, and theme. Using their own life experiences, they will write narratives that reflect deep concerns and ideas. They will write to explain, analyze, and to understand with further development of coherence, organization, voice, depth of ideas, and conventions. This course will give students the foundation for the study of literature and composition in later grades.

*What's Next? English Language Arts 7*

## **English for Non-Native Speakers (ESL)**

0612

Grade Placement: 6 Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

*What's Next? English for Non-Native Speakers (ESL) 7 or English Language Arts 7*

## **Mathematics 6**

0631

Grade Placement: 6 Prerequisite: Mathematics 5/5<sup>th</sup> grade Math STAAR

Special emphasis is placed on problem-solving and applying concepts learned to real-world situations. Students compute fluently with rational numbers and have facility with their application in mathematical and real-world settings. Students reason with rates, ratios and proportions to solve problems. Students investigate, represent, and solve problems involving patterns, geometry, measurement, data analysis, and probability. Students will also study Algebraic concepts, such as variables, tables, graphs and symbols for representation.

*What's Next? Mathematics 7*

## **Accelerated Mathematics 6**

0637

Grade Placement: 6 Prerequisite: See Secondary Math Guide at end of course catalog

Accelerated Math 6 is the beginning of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education Advanced Placement Calculus and/or Dual Credit Mathematics Courses. This course will cover all of the Grade 6 mathematics standards and half of the Grade 7 mathematics standards. Placement of students choosing to pursue this course to begin the accelerated mathematics program will be based on student assessment data in grade 5 or by self-selection into the course by student and parent.

*What's Next? Accelerated Mathematics 7*

## **Social Studies 6 (Contemporary World)**

0621

Grade Placement: 6

Prerequisite: Social Studies 5

This course is a study of people and places in the contemporary world. The focus is on contemporary cultures using an examination of geography and the past to support critical knowledge of present circumstances and culture. This course is not a course in World History, nor is it an examination of just World Geography. The curriculum is an exploratory look at the "highpoints" of history, political science, economics and culture set in the framework of geography. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills as outlined in the TEKS. This course extends the study to include a more detailed look at content and an emphasis on the use and analysis of primary source documents.

*What's Next? Social Studies 7 (Texas History)*

## ***Science 6 / Science I***

0641

Grade Placement: 6 Prerequisite: Science 5/5<sup>th</sup> Grade Science STAAR

Sixth grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and using tools to collect, record, and analyze data. Topics of study include: space, properties of matter, energy transformation; forces and motion; the rock cycle; watersheds; interactions between matter and energy; and structure and function of organisms. In addition, students will learn about safe behaviors, puberty, and the reproductive system through “Worth the Wait” curriculum. *What’s Next? Science 7*

# Seventh Grade

## **English Language Arts**

0711

Grade Placement: 7 Prerequisite: English Language Arts 6<sup>th</sup>

The 7<sup>th</sup> Grade English course focuses on the further development of close reading, vocabulary, analyzing tone, mood, and style as they relate to theme and literary influences. The course expounds on critical thinking, and supports the development of grammar and composition. Critical thinking includes literary and textual analysis through the reading of a variety of genres including fiction, nonfiction, and poetry. Students will move to higher levels of reading as they examine the texts they read. Critical writing includes analysis of literature and language using insightful discourse in a variety of modes including persuasive and personal narratives. Coherence, organization, voice, depth of ideas, and conventions will be further developed in compositions.

## **English Learner Language Arts 7 (ELLA-7)**

0711

Grade Placement: 7

Prerequisite: Language Proficiency Assessment Committee (LPAC) Recommendation

Substitute for 7<sup>th</sup> Grade English Language Arts

The 7<sup>th</sup> Grade English Learner Language Arts (ELLA-7) is based on the ELLA Texas Essential Knowledge and Skills (TEKS) and aligned with the knowledge and skills for 7<sup>th</sup> Grade English Language Arts. It includes additional expectations for English Learners and uses instructional methods necessary to support English language acquisition. The ELLA-7 course focuses on the further development of close reading, vocabulary, analyzing tone, mood, and style as they relate to theme and literary influences. The course expounds on critical thinking, and supports the development of grammar and composition. Critical thinking includes literary and textual analysis through the reading of a variety of genres including fiction, nonfiction, and poetry. Students will move to higher levels of reading as they examine the texts they read. Critical writing includes analysis of literature and language using insightful discourse in a variety of modes including persuasive and personal narratives. Coherence, organization, voice, depth of ideas, and conventions will be further developed in compositions.

*What's Next? English Language Arts 8*

## **English for Non-Native Speakers (ESL)**

0712

Grade Placement: 7 Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

*What's Next? English for Non-Native Speakers (ESL) 8 or English Language Arts 8*

## **Mathematics 7**

0731

Grade Placement: 7

Prerequisite: Mathematics 6

Special emphasis is placed on problem-solving, applying concepts learned to real-world situations and pre-Algebra. Students reason with proportional relationships to structure and solve problems in two- and three-dimensional geometry and to connect rate of change, slope, linear relationships, and similarity on the coordinate plane. Students compute fluently with rational numbers and apply them in solving problems, including those related to probability. Students in this course continue the transition to algebraic concepts. Students who meet 7<sup>th</sup> grade STAAR Math state standards will be placed in high school Algebra I for the 8<sup>th</sup> grade year. **\*Students who do not meet 7<sup>th</sup> grade STAAR Math state standards will be placed in Math 8 for their 8<sup>th</sup> grade year.**

*What's Next? Mathematics 8*

## **Accelerated Mathematics 7**

0737

Grade Placement: 7

Prerequisite: See Secondary Math Guide at end of course catalog

Accelerated Math 7 is the continuation of an accelerated mathematics program designed to prepare students to study Algebra I in Grade 8 and to continue their high school mathematics education to Advanced Placement Calculus and/or Dual Credit math courses. This course will cover half of the Grade 7 mathematics standards and all of the Grade 8 mathematics standards. For the 2021-2022 school year, students will be placed in this course based on student assessment data in grade 6 or by self-selection into the course by student and parent.

*What's Next? Algebra I EOC/Mathematics*

### **Social Studies 7 (Texas History)**

0721

Grade Placement: 7 Prerequisite: Social Studies 6

This course involves a detailed study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills as outlined in the TEKS, this course extends the study to include a more detailed look at content and an emphasis on the use and analysis of primary source documents.

*What's Next? Social Studies 8 (US History)*

### **Science 7**

0741

Grade Placement: 7

Prerequisite: Science 6

Seventh grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and using tools to collect, record, and analyze data. Topics of study include: physical and chemical properties; Newton's Law of Motion; the solar system; weathering and erosion; energy transformation; genetic traits; and how human activity impacts Earth's resources. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Worth the Wait" curriculum.

*What's Next? Science 8*

# Eighth Grade

## **English Language Arts 8**

0811

Grade Placement: 8 Prerequisite: English Language Arts 7

The 8<sup>th</sup> Grade English course lays the foundational strategies and skills that will bridge the transition from middle school to high school and help prepare students for the challenge and rigor of the high school PreAP/AP courses. Reading selections shall include a variety of genres including fiction, nonfiction, and poetry. Focus will be on vocabulary development and the understanding of literary elements including plot, character, theme setting, point of view, and author's tone, mood, and style. The course focuses on close reading, annotation skills, and critical thinking including literary and language analysis. Students will be expected to write in all modes with focus on basic skills for construction, analyzing, and synthesizing. Students will write expository, reflective, and persuasive pieces. The course expectation is to meet the diverse needs of all students that will help them become critical readers, writers, and thinkers.

*What's next in high school? English I*

## **English Learner Language Arts 8 (ELLA-8)**

0811

Grade Placement: 8

Prerequisite: Language Proficiency Assessment Committee (LPAC) Recommendation

Substitute for 8<sup>th</sup> Grade English Language Arts

The 8<sup>th</sup> Grade English Learner Language Arts (ELLA-8) is based on the ELLA Texas Essential Knowledge and Skills (TEKS) and aligned with the knowledge and skills for 8<sup>th</sup> Grade English Language Arts. It includes additional expectations for English Learners and uses instructional methods necessary to support English language acquisition. The ELLA-8 course lays the foundational strategies and skills that will bridge the transition from middle school to high school and help prepare students for the challenge and rigor of the high school PreAP/AP courses. Reading selections shall include a variety of genres including fiction, nonfiction, and poetry. Focus will be on vocabulary development and the understanding of literary elements including plot, character, theme setting, point of view, and author's tone, mood, and style. The course focuses on close reading, annotation skills, and critical thinking including literary and language analysis. Students will be expected to write in all modes with focus on basic skills for construction, analyzing, and synthesizing. Students will write expository, reflective, and persuasive pieces. The course expectation is to meet the diverse needs of all students that will help them become critical readers, writers, and thinkers.

*What's next in high school? English I or ESOL I\**

*\*ESOL I is based on LPAC Recommendation*

## **English for Non-Native Speakers (ESL)**

0812

Grade Placement: 8 Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

*What's next in high school? English I or ESL I*

## **Mathematics 8**

0831

Grade Placement: 8

Prerequisite: Mathematics 7 - **For students not meeting 7<sup>th</sup> grade STAAR Math state standards**

Special emphasis is placed on pre-Algebra including linear relationships, tables, graphs, problem-solving, and an introduction to inequalities, systems and quadratic functions. Students will solve problems with the Pythagorean Theorem, irrational numbers and area when dealing with geometric concepts. Students compute fluently with both rational numbers and irrational numbers, and will be introduced to exponential growth and equivalent expressions. Students will also be instructed in the use of the graphing calculator.

*What's next in high school? Algebra I EOC Pre-AP*

## **Algebra I Honors**

0400

Grade Placement: 8

(1 Credit)

Prerequisite: Mathematics 7

High school Algebra I will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students reason with expressions, equations, inequalities, and functions to model and solve problems in linear settings and to investigate nonlinear settings (exponential and quadratic) in order to further their understanding of linear and nonlinear settings. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. Students will be required to take the Algebra I End of Course (EOC) exam. This course will count as a high school math credit and will also count towards high school class rank and grade point average (GPA). Students taking a high school course in middle school may choose to retake the course in high school. The high school course may replace the middle school course\*. **Students who take and pass the Algebra I EOC in middle school will be required to take the SAT/ACT in high school at least once for federal accountability purposes.** *What's next in high school?*

*Geometry, and/or Algebra II Pre-AP, Algebraic Reasoning, Algebra I*

using tools to collect, record, and analyze data. Topics of study include: properties of matter and chemical reactions; the universe; genetics; properties of waves; the rock cycle; and how natural events and human activities can alter Earth systems. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Worth the Wait" curriculum.

*What's next in high school? Biology PreAP*

## **Social Studies 8 (US History)**

0821

Grade Placement: 8 Prerequisite: Social Studies 7

This course is a survey course from the beginning of America through the era of Reconstruction. Students will be introduced to the geographical, social, cultural, political, and economic influences that have shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills are outlined in the TEKS, this course extends the study to include a more detailed look at the content and an emphasis on the use and analysis of primary source documents.

*What's next in high school? World Geography*

## **Science 8**

0841

Grade Placement: 8

Prerequisite: Science 7

Eighth grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and



# Physical Education

## **Physical Education 6 Boys**

0650

Grade Placement: 6 Prerequisite: none

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

*What's Next? Physical Education 7 or Athletics*

## **Physical Education 6 Girls**

0651

Grade Placement: 6 Prerequisite: none

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

*What's Next? Physical Education 7 or Athletics*

## **Physical Education 7/8 Boys**

0750

Grade Placement: 7, 8 Prerequisite: none

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

*MS students are required to have at least 2 years of P.E.*

## **Physical Education 7/8 Girls**

0751

Grade Placement: 7, 8 Prerequisite: none

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

*MS students are required to have at least 2 years of P.E*

## **Pre-Athletics 6 Boys**

0653

Grade Placement: 6 Prerequisite: none

Pre-Athletics is designed for students who plan to try-out for sports in 7<sup>th</sup> grade. Students choosing this course should expect a rigorous daily workout, learning specialized skills to promote competency and participation in middle school athletics. Athletic seasons will be observed in Pre-Athletics. Boys in Pre- Athletics will learn football fundamentals during football season, basketball skills during basketball season, etc.

*What's Next? 7<sup>th</sup> Grade Athletics*

## **Pre-Athletics 6 Girls**

0654

Grade Placement: 6 Prerequisite: none

Pre-Athletics is designed for students who plan to try-out for sports in 7<sup>th</sup> grade. Students choosing this course should expect a rigorous daily workout, learning specialized skills to promote competency and participation in middle school athletics. Athletic seasons will be observed in Pre-Athletics. For example, girls in Pre-Athletics will learn volleyball fundamentals during volleyball season, basketball skills during basketball season, etc.

*What's Next? 7<sup>th</sup> Grade Athletics*

### **Athletics All Year (Boys)**

0754, 0854

Grade Placement: 7, 8 Prerequisite: none

This athletic period is offered to those students who are playing football and are trying out for basketball and track. Team selection for basketball is by tryouts and coaching staff approval. Students must have a strong work ethic and limited absences. Students must then pass all classes each six weeks to remain eligible for participation. Students who are selected for athletic teams must show proof of insurance and pass a physical exam that will be good for two years.

### **Athletics All Year (Girls)**

0755, 0855

Grade Placement: 7, 8

This athletic period is offered to those students who are trying out for volleyball, basketball and track. Team selection for individual sports is by tryouts and coaching staff approval. Students must have a strong work ethic and limited absences. Students must then pass all classes each six weeks to remain eligible for participation. Students who are selected for athletic teams must show proof of insurance and pass a physical exam that will be good for two years.

### **Blue Squad**

0655

Grade Placement: 6-8

Prerequisite: none

Blue Squad promotes spirit and sportsmanship in all middle school activities. This course develops students' understanding of basic cheer techniques, dance movement, and stunt building using Dance, Middle School 1 and Physical Education TEKS. Students also participate in game day activities such as sitting in the student section and supporting the athletic teams. This class is open to all interested 6<sup>th</sup> graders. In addition, 7th and 8th grade students who do not make the cheer or dance team should enroll in this course. Student skill sets will be assessed and personal interest in particular dance, cheer, and/or other spirit building techniques will be used to instruct students accordingly. The student pays costs incurred from this course. This course will count toward one year of the middle school PE requirement. *What's Next? Try-outs for spirit teams!*

### **Cheerleading/Satisfies PE\***

0757, 0857

Grade Placement: 7, 8

Prerequisite: Tryouts

Cheerleaders promote spirit and sportsmanship in all middle school activities. This course develops students' understanding of cheer techniques, stunt building, and dance movement. Students also participate in intense physical conditioning. The student pays costs incurred from this course. Students must try out in front of trained judges for a position on the squad. Students will earn 1.0 Physical Education credit after successfully completing this course. **Students who tryout and are chosen for the cheerleading class will be placed in the cheerleading course. 7<sup>th</sup> graders should pre-register for the alternative physical education of their choice in the event that they do not make the squad.**

### **NBMS Legends/Satisfies PE\***

0756

Grade Placement: 7 & 8

Prerequisite: Dance or instructor approval

This course is designed for the student interested in preparing for the high school drill team & color guard. The basic skills needed for Legends tryouts will be introduced and several opportunities will be presented to perform the routines learned in class. Students who have not taken Dance must complete an informal audition with the instructor prior to the end of the registration period to enroll. Parent meeting is required. Class size will be limited.

**This course is only offered at NBMS.**

### **Oak Run Blaze Drill Team/Satisfies PE\***

0756

Grade Placement: 8

Prerequisite: Instructor approval

This course is designed for the student interested in preparing for the high school drill team & color guard. The basic skills needed for Blaze tryouts will be introduced and several opportunities will be presented to perform the routines learned in class. Students who have not taken Dance must complete an informal audition with the instructor prior to the end of the registration period to enroll. Parent meeting is required. Class size will be limited.

**This course is only offered at Oak Run.**

### **Dance/Satisfies PE\***

0758

Grade Placement: 7,8 Prerequisite: none

In this P.E. elective, different facets of the world of dance will be explored. Along with experiencing the physical activity of dance, students will also learn about choreography, how fitness relates to dance and the cultural aspects of dance. Students will also gain a broader understanding of dance through video presentations and by working on group projects. \*If teacher is PE certified

# Electives

Please note that all Spanish classes for high school credit are taught only at the Pre - AP level, preparing students to take advanced Spanish coursework in high school.

Students who take Spanish I at the 9<sup>th</sup> Grade Center or NBHS may take Spanish at the Pre-AP level but will also have an academic level option.

## **Intro to Spanish**

0900

Grade Placement: 6-8

Prerequisite: None

This course is an introduction to the nature of the Spanish language and is designed to evaluate and understand a Language Other Than English (LOTE) that exists in the world. This course is intended to evaluate the five C's of a foreign language: Communication, Cultures, Connections, Comparisons, and Communities. After completion of the course, students will be able to listen, read, and write the basic formation of Spanish through the use of vocabulary, basic grammar, and syntax. In addition, students will be able to broaden their horizons by learning about a new language, its cultures, history, and art. This course is highly recommended, but not required, for students who plan to take Spanish I Pre-AP in 7<sup>th</sup> or 8<sup>th</sup> grade.

*What's Next? Spanish I Pre-AP*

## **Spanish I Pre-AP Dual Language (DL)**

0418DL

Grade Placement: 6

(1 HS Credit)

Prerequisite: Spanish Proficiency Exam required for incoming 6<sup>th</sup> graders.

This challenging year long course is taught at the high school level and is differentiated to meet the needs of fluent Spanish speakers, both native speakers and dual-language learners. The emphasis will be placed on higher-level critical thinking and the development of accuracy in reading, writing, and speaking.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

*What's Next? Spanish II Pre-AP DL*

## **Spanish I Pre-AP**

0419

Grade Placement: 7-8

(1 HS Credit)

Prerequisite: Open enrollment for 7<sup>th</sup> and 8<sup>th</sup> graders, Intro to Spanish is recommended but not required.

This challenging year long course is taught at the high school level and may be differentiated to meet the needs of fluent Spanish speakers and beginners. This course lays the foundational strategies and skills that help prepare students for the challenge and rigor of Spanish II Pre-AP. The course is designed for the committed student who desires to integrate the Spanish language into his or her personal and professional goals. The major elements of reading, writing, listening, and speaking are taught, including an integration of the cultural aspects of Spanish-speaking countries. Students are expected to be highly motivated to work during and after class hours.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

*What's Next? Spanish II Pre-AP*

## **Spanish II Pre-AP /Spanish II Pre-AP Dual Language (DL)**

0429/0428DL

Grade Placement: 7-8

(1 HS Credit)

Prerequisite: Spanish I Pre-AP/Spanish I Pre-AP DL  
Spanish II Pre-AP is specifically designed for the committed language student who desires to integrate the Spanish language in his professional and personal goals. Students will develop the basic communication skills thoroughly, specifically, and accurately. Students will be responsible for doing much of the necessary drill and practice outside of school so the class time can be used for more creative and interactive listening, speaking, reading, and writing activities. The cultural focus will be on the customs of countries where Spanish is spoken. Students are expected to be highly motivated to work during and after class hours.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

*What's next? Spanish III Pre-AP/Spanish III Pre-AP DL*

### **Spanish III Pre-AP Dual Language (DL)**

0438

Grade Placement: 8

(1 HS Credit)

Prerequisite: Spanish II Pre-AP DL

Spanish III Pre-AP is specifically designed for the committed language student who desires to integrate the Spanish language in his professional and personal goals. Spanish III Pre-AP is for students who have mastered the fundamentals of the language and are now ready to apply their ability in a wide variety of subject matter. That is, students enrolled in this course will apply the skills of comprehension in both listening and reading activities. Students will also utilize their knowledge of the language in conversation and writing activities on selected topics. Because the cultures of the countries in which the language is spoken contribute to its history and development, their study will also be a major focal point. The presentation of basic grammar is completed and refined in Spanish III Pre-AP. This course prepares students for college-level instruction in Spanish. Students are expected to be highly motivated to work during and after class hours.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

*What's next? Spanish IV AP*

### **Art I**

0911

Grade Placement: 6-8

Prerequisite: none

Through various art media, students learn the language of art and express themselves through the elements and the principles of design. Activities include drawing, shading, weaving, pastels, painting, and mask making.

### **Art II**

0912

Grade Placement: 7, 8

Prerequisite: Art I

Art II is a continuation of Art I. Students build on knowledge and skills learned in Art I. More advanced techniques are introduced and utilized. Activities include mosaics, watercolor, sculpture, etc.

### **Art III**

0913

Grade Placement: 8

Prerequisite: Art II

Art III is a continuation of Art II. The teacher develops independence in the student by honing art skills. Activities include oil painting, airbrushing, claymation, and an art field trip.

### **Beginner Band**

0960

Grade Placement: 6, 7 Prerequisite: None

No prior instrumental musical training is required as a prerequisite to begin in the band program. Beginner Band is devoted to the fundamentals of music. Classes are grouped by instrument. Personal interviews will be conducted with parents and students in order to select an appropriate instrument for the student. Interviews are held in the spring before the new school year. Parents/Students are required to purchase beginner instruments with the exception of the larger school owned instruments. Please do not purchase an instrument until you have a conference with the band director. Students will need the recommended instrument and/or supplies by the end of the third week of school in order to participate in the band program. Although beginner band is available to 7<sup>th</sup> graders, band directors highly recommend that beginner band be taken in grade 6.

### **Band**

0961

Grade Placement: 7, 8

Prerequisite: Beginner Band

This class is for students who play a musical instrument. Students will be assigned to appropriate bands based on tryouts and teacher recommendation. Students have the opportunity to participate in large and small ensembles, as well as to perform solos, if they desire. Band concerts are scheduled throughout the year to give the students an opportunity to perform for the public. There is further opportunity for UIL competitions. In order for students to be in band, they must have participated in band the previous year.

### **Choir**

0970

Grade Placement: 6

Prerequisite: none

Beginning choir is for 6<sup>th</sup> grade students who have no prior choral experience. This choir is for those who have a desire to sing and to learn more about music.

### **Advanced Choir**

0972

Grade Placement: 7-8 Prerequisite: beginning choir, audition with director

This choir is made of 7<sup>th</sup> and 8<sup>th</sup> grade students who have earned their place in the ensemble by audition or director invitation only. These choir members must possess a working knowledge of music, sight reading skills, and ensemble singing experience. This group must be highly motivated to perform at the highest level in all areas.

### **Theater Arts I**

0901

Grade Placement: 6-8 Prerequisite: none

This is a full year course where students learn audience etiquette, basic stage movement, acting concepts, play writing and basic technical aspects for production. Students will also participate in performance and production of a play, pantomime and story-telling. Students will learn building and the ability to access and showcase their individual talents.

### **Theater Arts II**

Prerequisite: Theater Arts I

0902

Grade Placement: 7, 8

This is a full year course where students work together in an ensemble setting toward production and performance. There will be significant memorization and acting required in this course. In the past students have had the opportunity to tour at least one of their plays. In addition, they will cover stage movement, stage combat, reader's theater, Bunraku puppetry, set design, and costume design.

### **Theater Arts III**

Prerequisite: Theater Arts II

0903

Grade Placement: 7, 8

This course is a continuation of Theater II. Emphasis will be placed on established dramatic techniques to enhance performance, including developing stage management and the technical aspects of theater and the historical development of theater.

### **Computer Literacy**

0944

Grade Placement: 6-8

Prerequisite: none

In this computer course students extend and continue developing computer skills. This class focuses on computer related terminology, basic computer operation and troubleshooting, keyboarding, word processing, databases, spreadsheets, and presentation software. Appropriate Internet use will be a continuing theme in lessons involving online communications (email, blogs, message boards) and Internet searching. Aspects of Internet safety and ethics will be emphasized. There will also be an introduction to creating web pages, animation, photo editing and digital video and audio.

### **Investigating Careers**

0953

Grade Placement: 7, 8

Prerequisite: none

Course description: Career and Technical Education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### **Digital Design & Media Production**

0405

Grade Placement: 7, 8

(1 HS Credit)

Prerequisite: none, but students should be familiar with a keyboard.

Digital Design & Media Production is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. Students will incorporate journalistic principles in design and layout of publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem solving and critical thinking activities, simulations, and project-based learning activities.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

### ***Beginning Journalism***

0927

Grade Placement: 6-8

Prerequisite: none

The purpose of this course is to introduce students to the writing and production skills related to various forms of media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students will examine and analyze a variety of broadcast news productions.

### ***Media Journalism***

0929

Grade Placement: 7, 8

Prerequisite: Beginning Journalism

This course will introduce students to technical and non-technical skills of broadcasting and news media. Students practice managerial skills in journalistic contexts. Students write, edit, and produce school and local news. Students will also be responsible for the script writing, directing, and hands-on camera and studio skills such as sound and editing for the live morning announcements. Students will be responsible for producing the live Morning News and maintaining the online newspaper, the Unicorn Express at Oak Run and The NBMS Herald.

### ***Yearbook Journalism***

0942

Grade Placement: 8

Prerequisite: See note below

The purpose of this course is to further refine writing and production skills related to yearbook journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts in the development of the campus yearbook.

**Students who want to take Yearbook in 8<sup>th</sup> grade should take Beginning Journalism in either 6<sup>th</sup> or 7<sup>th</sup> grade.**

### ***Communication Applications (Speech)***

0404

Grade Placement: 8

(.5 HS Credit)

Prerequisite: none

This is the only course that meets the 1/2 credit speech requirement for high school graduation. Students will examine the communication process, interpersonal communication, group communication, and public speaking. Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and service components to this course. Students will be required to give oral presentations.

**Students will receive .5 high school credit and should expect the rigor and challenge of a high school level course.**

### ***Health/High School Credit***

0406

Grade Placement: 8

(.5 HS credit)

Prerequisite: none

This course in health education is required of all students in high school. In Health, students develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships.

**Students will receive .5 high school credit and should expect the rigor of a high school level course.**

### ***Problem-Based Inquiry***

0939

Grade Placement: 6-8

Prerequisite: advanced learners

Problem-Based Inquiry is geared toward the gifted and advanced learner. The multi-disciplinary course prepares students for challenging situations with undefined problems, incomplete information, and unasked questions. Units of study will present significant subject matter content in a variety of academic arenas such as math, science, history, arts, and language. Each unit will allow students to develop creative and unique ideas for solving problems using a variety of research skills. This course will prepare students for group content area research projects in 7<sup>th</sup> grade and for the Texas Performance Based Project in 8<sup>th</sup> grade.

### ***Recreational Reading***

0928

Grade Placement: 6-8

Prerequisite: none

This elective class is designed for students who are interested in reading for fun. Students will be provided with a wide range of opportunities to select books from a variety of genres and participate in common interest book studies and discussions. This book club environment is designed to nurture a lifelong love of reading for pleasure and information.

### ***Teen Leadership***

0469

Grade Placement: 7, 8

(1 HS Credit)

Prerequisite: none

This course is an activity and discussion-based course designed to build responsibility and leadership skills. Course activities will assist students in developing public speaking and communication skills, and decision-making, goal-setting. This course is intended for students of all backgrounds and abilities and would be especially helpful for students who are interested in seeking leadership positions in middle school and school.

**Students will receive 1.0 high school credit and should expect the rigor and challenge of a high school level course.**

### ***Reading and Math Intervention***

0904/0905

Grade Placement: 6-8

Prerequisite: none

This course is designed for those students who need additional academic support services in reading and math. Students who score below the designated standard on their grade level STAAR in the previous school year may be assigned to an intervention course which will focus on their particular academic needs based on district benchmark results, STAAR and other relevant data.

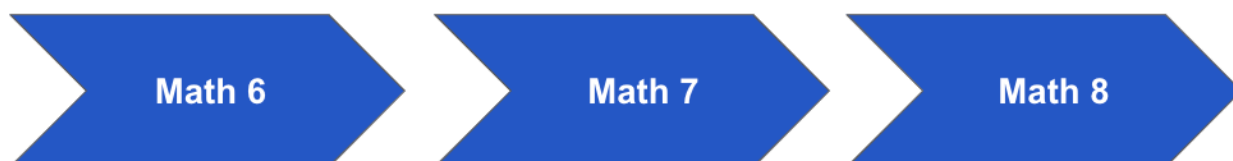
# New Braunfels ISD Secondary Math Guide

## Information for Parents and Students

The pathways below are meant for general guidance only. Individual student needs may differ.

### MS Math Traditional Pathway

The typical mathematics course path for a student in middle school is:

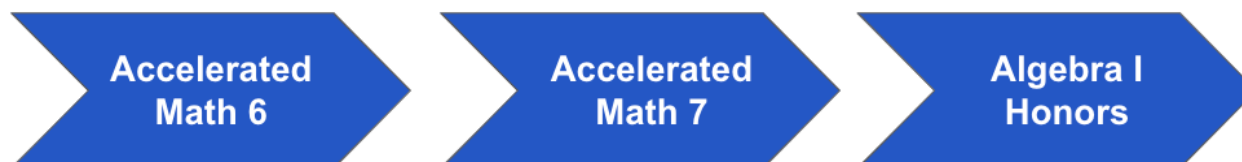


Math courses in middle school meet the grade level standards for each course:

NBISD Course	Course Content
Math 6	<a href="#">All 6th Grade Math TEKS</a>
Math 7	<a href="#">All 7th Grade Math TEKS</a>
Math 8	<a href="#">All 8th Grade Math TEKS</a>

### MS Accelerated Pathway

Some middle school students may be prepared to study mathematics at an accelerated rate. New Braunfels ISD offers accelerated mathematics courses in middle school which provide students with both acceleration and enrichment. The accelerated math pathway in middle school is:



Accelerated math courses in 6<sup>th</sup> and 7<sup>th</sup> grades address three years of math content over two years:

NBISD Course	Course Content
Accelerated Math 6	<a href="#">All 6th Grade Math TEKS</a> + Half of <a href="#">7th Grade Math TEKS</a>
Accelerated Math 7	Remaining half of <a href="#">7th Grade Math TEKS</a> + <a href="#">All 8th Grade Math TEKS</a>
MS Algebra I Honors	<a href="#">All Algebra I TEKS</a>



# Transitioning to the Accelerated Pathway

Students may enter the accelerated pathway at the end of their 5th, 6th, or 7th grade year. The request for a student to transition to the accelerated mathematics pathway can be made by the teacher, student, or parent. Regardless of who initiates the request, it is important for the campus to first confer with any student desiring this transition. This informal conference should include the teacher, student, parent, counselor, and/or administrator, and should include a discussion on the differences in courses, the course pathways to HS math, and the steps the student will need to take in order to make the transition to the accelerated pathway. For middle school students, New Braunfels ISD offers exams for acceleration (EA) for Accelerated Math 6, and Math 8, which each assess the TEKS aligned to each of these courses.

## 5th GRADE MATH → Accelerated MATH 6

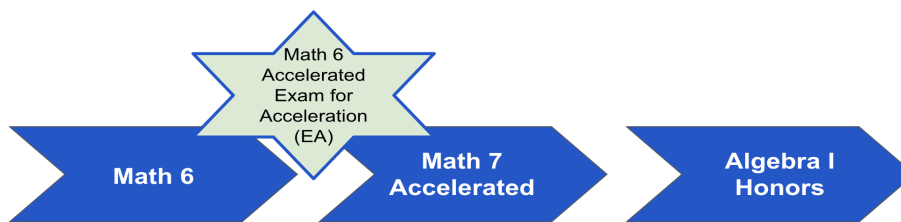
Students who successfully complete 5th Grade Math may select the accelerated math pathway when they enter middle school by enrolling in the Math 6 accelerated class at the beginning of the 6th grade year. To be a good candidate for acceleration, the student should:

- Demonstrate the ability to persevere through difficult tasks
- Demonstrate a high level of mathematical fluency
- Demonstrate the ability to learn at a brisk pace
- Score at or near Masters Level on 4th and 5th grade Mathematics STAAR



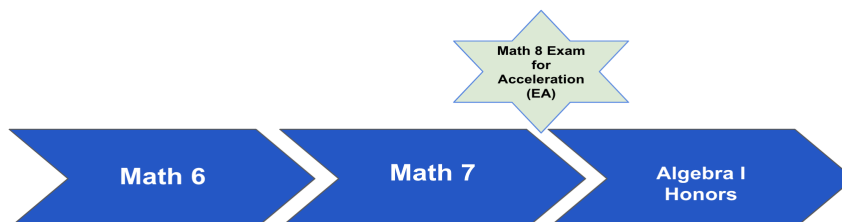
## MATH 6 → Accelerated MATH 7

Students can choose to enter the accelerated pathway at the end of their 6th grade year. However, students transitioning from Math 6 to Math 7 Accelerated will have missed a ½ year of content taught in the Math 6 Accelerated course, so they are required to take the Math 6 Exam for Acceleration (EA) prior to the start of 7th grade to demonstrate their understanding of the bridge material.



## MATH 7 → MS ALGEBRA I HONORS

Students can choose to enter the accelerated pathway at the end of their 7th grade year. However, students transitioning from Math 7 to MS Algebra I Honors will have missed a full year of content taught in the Math 7 Accelerated course, so they are required to take the Math 8 Exam for Acceleration (EA) prior to the start of 8th grade to demonstrate their understanding of the Math 8 TEKS.



## High School Pathways

NBISD offers a wide variety of high school mathematics courses which are meant to meet the educational and career goals for all of our students. Because each student is unique, the pathways below represent general guidelines only. It is highly recommended that students seek advice and guidance from their teachers, counselors, and guardians about which choice is right for them.

### **Traditional Pathway Option 1: For students who are interested in pursuing a technical certification**

*Technical or skilled employment traditionally relies on shorter, job-specific training. Career and technical education programs can generally be completed in two or fewer years--with many lasting less than a year. Although some CTE programs result in an associate degree, most award a certificate, diploma, or career-specific credential.*



### **Traditional Pathway Option 2: For students who are interested in pursuing a two or four year degree and whose majors do not require calculus such as, but not limited to:**

Archaeology, Business, Accounting, Criminal Justice, Dental Hygiene, Environmental Studies, Information/Data Science, Nursing, Social Sciences, Elementary Education and Social Work. For this path, it is strongly recommended that students take at least one course during their senior year which will be taught at a post secondary level such as Dual Credit College Algebra/Precal or UT On Ramps Statistics. A student can greatly improve their scores on college entrance exams and their chances of clepping out of required college math courses by enrolling in two math classes during their senior year.



# Accelerated Pathway Options

**Accelerated Pathway Option 1:** For students interested in the following college majors which require calculus such as, but not limited to:

Computer Science, Biological Sciences, Chemistry, Economics, Engineering, Geology, Geosciences, Mathematics, Natural Science, and Physics



**Accelerated Pathway Option 2:** For students interested in majors which do not require calculus such as, but not limited to:

Archaeology, Business, Accounting, Criminal Justice, Dental Hygiene, Education, Environmental Studies, Information/Data Science, Nursing, Social Sciences, and Social Work. For this path, it is strongly recommended that students take at least one course which will be taught at a post secondary level such as Dual Credit College Algebra/Precal or UT On Ramps Statistics.



*New Braunfels Independent School District offers career and technology education programs in business, health careers, agriculture, law enforcement, automotive technology, engineering/manufacturing graphics, and consumer science education. Admission to these programs is based on interest and aptitude, age appropriateness and class space available.*

*It is the policy of the New Braunfels Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap, in its career and technology programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.*

*The New Braunfels Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technology programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Kathy Kenney at the Administration Center, 1000 N. Walnut, 830/643-5700.*

*El Distrito Escolar Independiente De New Braunfels ofrece programas vocacionales en Educación Tecnológica y de Carrera. La admisión a estos programas se basa en interés y aptitud, edad apropiada y disponibilidad de espacio en clase.*

*Es norma de el Distrito Escolar Independiente De New Braunfels de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.*

*Distrito Escolar Independiente De New Braunfels tomará las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua ingles no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese acerca sus derechos o procedimientos para quejas, comuníquese con el Coordinador de el Título IX, nombre Kathy Kenney en dirección Centro de Administración, 1000 N. Walnut, número de teléfono 830/643-5700.*