



BOERNE ISD

MIDDLE SCHOOL COURSE CATALOG



2025-2026

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Middle School Pathways

Required Courses Class of 2030 and Beyond			
Content Area	6th Grade	7th Grade	8th Grade
Advisory	Advisory 6	Advisory 7	Advisory 8
Reading and Language Arts	RLA - 6 or Honors RLA - 6	RLA - 7 or Honors RLA - 7	RLA - 8 or Honors RLA - 8
Math	Math - 6 or Honors Math - 6	Math - 7 or Honors Math - 7	Math - 8 or Honors Algebra I ¹
Science	Science- 6	Science- 7 or Honors Science - 7	Science- 8 or Honors Science - 8
Social Studies	World Cultures	Texas History or Honors Texas History	American History or Honors American History
Required Course 1	Student Leadership/ Wellness	Digital Literacy 7 or Family and Consumer Science or STEM 7	College and Career Readiness
Required Course 2	Digital Literacy 6 / STEM 6		
Physical Education	4 Semesters Required Physical Education Athletics		
Fine Arts	1 Year Required Theatre, Art, Band, Orchestra, Choir		
Career and Technical Programs (OPTIONAL)			Principles of Human Services ¹ Fundamentals of Computer Science ¹ Engineering Essentials ¹
Elective Courses	Electives to get to 8 Courses		

Notes: ¹High School Credit

*Students in the LOTE pathway for 6th grade will take: Digital Literacy 6/Wellness or hold off PE or Fine Arts until 7th grade

Message to Students and Parents

Boerne ISD's middle schools serve students in grades 6-8, and the District provides middle school students with a well-balanced, rigorous curriculum that exceeds the minimum requirements set forth by the Texas Education Agency (TEA).

A key focus of the Boerne ISD academic program is to prepare all students for the high school curriculum by concentrating on the attainment of essential skills in Reading Language Arts, Math, Science, and Social Studies.

In addition to certain required courses, students may choose optional courses (electives) in fine arts, languages other than English, technology education, career exploration, and physical education. Elective course offerings may vary from school to school based on student requests, staff availability, and/or funding for instructional resources.

COLLEGE, CAREER, AND MILITARY READINESS

The Texas Essential Knowledge and Skills (TEKS) and the College and Career Readiness Standards (CCRS) serve as the official state curriculum. The TEKS learning standards represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college, career, and military-ready students.

It is the district's mission to equip teachers with the strategies and tools needed to engage their students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind, and concepts they need to succeed in post-secondary opportunities.

As students plan for their futures, they should begin to consider which career pathway or cluster they wish to explore while in high school. The Texas Education Agency through the Achieve Texas program provides career clusters for students to select from as preparation for a career path that informs post-secondary decisions.

Course offering availability is subject to student enrollment and staffing levels.

Course Designations

Courses are designated in various ways to meet the skills and interests of students and are offered as Academic on-level and Honors. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner.

Course Fees

Some elective courses require additional fees for consumable supplies and materials, and course fees may be waived in certain circumstances by contacting the teacher, counselor, or administrator.

Academic Courses

These core courses and electives prepare students for college and post-secondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem solving skills as well as master core content.

HONORS Courses

Honors courses are designed to challenge motivated students and prepare them for success in future advanced-level coursework. A special focus is made to incorporate the subject-specific activities a student will later encounter in a related high school advanced academics course.

Boerne ISD recognizes the value of advanced academic coursework and encourages all students to graduate high school with at least one advanced academic course, such as Advanced Placement (AP), Dual Credit, or a Career and Technical Education (CTE) Practicum. To this end, the district has developed an inclusive enrollment model for middle school Honors courses. Students are encouraged to access the most rigorous coursework in which they can be successful, which is generally defined as earning a "C" or better for the **semester** average.

While Boerne ISD offers inclusive Honors enrollment, parents and students should carefully weigh the decision to enroll in advanced coursework. Students who experience success in Honors courses typically exhibit the following personal and academic characteristics:

Personal Characteristics:

- Reads on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in a particular subject

Academic Characteristics:

- Successful completion of prerequisite coursework
- Grade of 90 or higher in the previous content-related course
- Grade of 80 or higher in the previous Honors content-related course
- Masters grade level scores on most recent course-related STAAR assessments

Honors courses normally move at a faster pace, are more academically challenging, and require more independent learning and homework than academic courses. A few important factors to keep in mind are:

- Boerne ISD's on-level academic curriculum is a college-bound curriculum.
- While Honors courses are designed to better prepare students for Advanced Placement, Honors courses are not a requirement for enrolling in advanced academic courses.
- The Honors program is not "all or nothing." Students may take RLA or Math as Honors.
- For most courses, it is possible to move from Academic on-level to Honors sections from one year to the next. In mathematics, this is more difficult due to the acceleration and compacting of the curriculum in 6th and 7th grades. A student who decides to move from Academic on-level to Honors mathematics may require additional support in making the transition.

HONORS Entry Guidelines

Students who opt to participate in Honors should:

1. Successfully complete prerequisite courses as specified in the course catalog.
2. Demonstrate mastery (Masters Grade Level Performance) on the most recent course-related STAAR assessments.
3. Recognize the long-term benefits of participation, seek assistance when needed, and be committed to staying in the course for a minimum of one semester.

HONORS Exit Guidelines

Exit processes are in place to assist students in making sound course selection decisions.

1. Students petitioning to exit an Honors course must meet the following criteria: conference with the teacher and completion of course assignments and/or attendance at recommended tutorials.
2. The petition for exit may or may not be granted by the campus. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses, and the timing of the request. Students experiencing success, typically defined as the ability to maintain a "C" or better semester average, should remain in the course for the semester.
3. A recommended change from an Honors course may occur only at one of the following times: between the 4th-6th weeks of school or at the end of the 1st semester.
4. **When a student transfers from an Honors to an Academic course, grades earned in the original class will be transferred as earned without alteration. Grades earned in the first three weeks of a dropped class can impact UIL eligibility.**

Gifted & Talented Courses and Program Services

The Gifted and Talented Program's structure addresses the needs and abilities of students identified as gifted. Program services at the middle school include differentiated curriculum and instruction in the Honors classes in math and RLA. Options for G/T middle school students include Honors, high school credit courses, STEM, foreign language, fine arts, and journalism electives offered.

High School Courses in Grades 7-8

The Texas Administrative Code states that districts may offer courses designated for grades 9-12 in middle school grades, typically in grades 7-8, and shall verify that students who take these courses have satisfactorily completed the prerequisite Texas Essential Knowledge and Skills (TEKS). The academic achievement record reflects that students have satisfactorily completed the courses in grades 7 and 8, and have been awarded state graduation credit. High School courses taken in middle school can be included in the student's high school GPA. Student athletes should read the section on NCAA requirements prior to selecting high school credit courses in middle school. For more information regarding high school credit, see the Foundation High School Program and Endorsements Graduation Requirements information on pages 33-34.

Courses available for high school credit for Boerne ISD middle school students are limited and currently include the following: Honors Algebra I, Spanish I, Honors Spanish I, Honors Spanish II (DL), Honors Spanish III (DL), American Sign Language I, HS Art I, Principles of Human Services, Fundamental of Computer Science, and Engineering Essentials. Students entering 9th grade must meet the requirements of the Foundation High School Plan (FHSP) with Endorsement. Students must earn 26 credits and pass the five required End-of-Course (EOC) exams to meet graduation requirements. EOC-tested subjects are Algebra I, English I, English II, Biology, and US History.

All 26 credits can be earned during the fall and spring semesters of a student's four years in high school. However, students may begin earning required credits during middle school. Doing so provides the student more flexibility to pursue special interests and activities in high school.

An example of a middle school schedule that would yield three high school credits is below.

A-Day		B-Day	
1st Per	Principles of Human Services	5th Per	Science 8
2nd Per	Band 3 Honors	6th Per	Honors Algebra I
3rd Per	Art 1	7th Per	American History
4th Per	Honors RLA 8	8th Per	College and Career Readiness

*High school credit courses are indicated in bold type.

Credit-by-Examination (CBE) Without Prior Instruction

A secondary student may take a credit-by-exam to accelerate instruction through a district-developed, The University of Texas or Texas Tech University assessment. The student must have no prior instruction in the course and complete a written application by the announced deadline. CBE tests are available quarterly. Please check with your counselor.

A minimum score of 80 on the CBE is required to satisfy a semester course requirement. To satisfy course requirements for a two semester course, the average of the semester CBE exam grades must be 80% or above. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score before the beginning of the school year, the student must complete the course.

If high school graduation credit is awarded, the actual score for each semester is recorded on the student's academic achievement record. Students who use CBE to satisfy high school course requirements in an EOC-tested course must also take the EOC exam for that course. Contact your student's counselor for more information or to receive an application.

PROMOTION STANDARDS

6th Grade

Promotion from 5th grade with a minimum grade of 70 in three of the four core subjects (RLA, Math, Science, and Social Studies) and an overall average of at least 70

7th Grade

Promotion from 6th grade with a minimum grade of 70 in three of the four core subjects (RLA, Math, Science, and Social Studies) and an overall average of at least 70

8th Grade

Promotion from 7th grade with a minimum grade of 70 in three of the four core subjects (RLA, Math, Science, and Social Studies) and an overall average of at least 70

9th Grade

Promotion from 8th grade with a minimum grade of 70 in three of the four core subjects (RLA, Math, Science, and Social Studies), an overall average of at least 70

SCHEDULE INFORMATION

The development of a student's class schedule is a deliberate and lengthy process. Students and parents are encouraged to give careful consideration to selecting courses. The classes students select determines the master schedule of course offerings. The master schedule, though never perfect, is designed to maximize student opportunities and minimize scheduling conflicts. Student schedules will not be changed to select different teachers and lunch periods. Once a class schedule is formulated, the student is expected to follow that schedule.

Since parents are involved in the initial selection of courses, requests for changes in schedules should be signed by parents. **Initial confirmation of requested courses occurs after the registration process is completed for all grade levels. All Course change requests must be made no later than the last day of school.**

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS - STAAR

The State of Texas Assessments of Academic Readiness, STAAR, is administered to middle school students in the following content areas:

- Grade 6: Reading Language Arts and Math
- Grade 7: Reading Language Arts and Math
- Grade 8: Reading Language Arts, Math, Science, and Social Studies

Middle school students who take a high school core course for which there is an end-of-course (EOC) assessment will be required to take the applicable EOC and the EOC scores will be recorded on the student's transcript. High school students have to achieve the Approaches Grade Level Performance passing standard on Algebra I, English I, English II, Biology, and U.S. History in order to graduate. Students failing any portion of the prescribed STAAR tests will be provided accelerated instruction and/or scheduled into a specifically designed elective in that subject area to better prepare them for the next level of STAAR.

Advisory Period

The Boerne ISD Advisory Period is a designated and consistent time every school day for every middle school and high school student to learn social skills, work on homework, catch up on assignments, meet with a teacher regarding their progress and grades, and to develop self-accountability. Students may also receive intervention, enrichment, or participate in clubs and other activities or organizations during this time. The Advisory Period is a time to be proactive and responsive to students' needs such as academic, emotional, and other areas of support within the school day.

TEXAS VIRTUAL SCHOOL NETWORK – TxVSN

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

TxVSN high school courses are aligned with the Texas Essential Knowledge and Skills (TEKS) as well as the National Standards of Quality for Online Courses (iNACOL). All courses offered through the TxVSN are provided by public school districts, open-enrollment charter schools, institutions of higher education, or education service centers. All high school courses are taught by an instructor that is Texas-certified in the course subject area and grade level. In addition, instructors have completed a TxVSN-approved professional development on effective online instruction.

For successful performance in an online learning environment, a student must have:

- A strong academic record and the need to advance into course work to meet the requirements of the Texas Foundation Graduation Plan with Endorsement.
- Demonstrated mastery of any prerequisite Texas Essential Knowledge and Skills (TEKS) for the desired TxVSN course.
- Demonstrated readiness for the online environment and ready access to a computer, the internet, and Gmail.

BISD students will not be allowed to enroll in a TxVSN course if the school:

- offers a substantially similar course;
- determines that the course does not meet state standards or district standards that are of equivalent rigor for the same course provided in a traditional classroom setting;
- anticipates the course is expected to negatively affect the student's performance on a statewide assessment; decides that the course is inconsistent with the student's high school graduation plan; or
- receives a request to enroll at a time that is not consistent with the established registration period.

Additional BISD TxVSN local policy parameters are as follows:

- The student must take the applicable STAAR/STAAR EOC assessment for the corresponding TxVSN course.
- The student will be subject to "no pass, no play" UIL rules depending on the enrolled TxVSN course.
- The student is responsible for TxVSN course fees if the school:
 - offers a substantially similar course;
 - determines the course exceeds the traditional seven credit hours per school year; and
 - receives a request for summer TxVSN enrollment.
- The student is also responsible for a non-refundable registration fee of \$25/semester. If a student enrolls in a full-year course, such as French I A & B, the non-refundable registration fee is \$50.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

If you have questions or wish to make a request that your child be enrolled in a TxVSN or other online course, please contact the district's Executive Director for Student Support Services at 830-357-2000. Students interested in learning more about online course offerings through TxVSN should visit the following web site prior to contacting the school counselor: www.txvsn.org.

Reading Language Arts (RLA)

READING LANGUAGE ARTS GRADE 6 (0610)

Reading Language Arts 6 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on the interconnected nature of literacy through daily academic conversations, writing, and reading and includes cross-curricular and college/career literacy. Students read increasingly complex texts, both self-selected and teacher-selected, building understandings of challenging vocabulary and author's craft. Students hone composition and research skills through recursive writing practices in multiple genres. Students refine communication skills through informal and formal speaking activities.

- **Full-year Course**
 - **Grade Placement: 6th**
-

HONORS READING LANGUAGE ARTS GRADE 6 (0611)

Honor Reading Language Arts 6 is a course designed for high-achieving 6th-grade students demonstrating advanced English language arts and reading skills. Students will receive instruction leading to subsequent Honors and AP Language and Literature courses. Honors Reading Language Arts 6 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on developing advanced habits of the mind required to succeed in post-secondary pursuits. Emphasis is placed on developing critical thinking skills through daily close observation and analysis, evidence-based writing, higher-order questioning, and academic conversations.

- **Full-year Course**
 - **Grade Placement: 6th**
-

SPANISH LANGUAGE ARTS AND READING GRADE 6 (0623DL) (Local Elective)

Spanish Language Arts and Reading 6 students refine and master previously learned skills. TEKS-based instruction directs attention to connections across genres as students study fiction and nonfiction. Coordinating texts with English allows for integration of reading and writing. Students learn to respond to reading in a variety of ways, increase comprehension skills and critical thinking, and further develop skills for extending vocabulary.

NOTE: Spanish Language Arts and Reading is available for native speakers or students who participated in the dual language program in elementary school. Administrator or Counselor approval required. LPAC recommendation may also be required.

- **Full-year Course**
 - **Grade Placement: 6th**
-

READING LANGUAGE ARTS GRADE 7 (0710)

Reading Language Arts 7 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on the interconnected nature of literacy through daily academic conversations, writing, and reading and includes cross-curricular and college/career literacy. Students build on prior knowledge and skills to read increasingly complex texts, both self-selected and teacher-selected, and build understandings of challenging vocabulary and author's craft. Students continue to hone composition and research skills through recursive writing practices in multiple genres. Students build communication skills through informal and formal speaking activities.

- **Full-year Course**
 - **Grade Placement: 7th**
-

HONORS READING LANGUAGE ARTS GRADE 7 (0711)

Honors Reading Language Arts 7 is a course designed for high-achieving 7th-grade students demonstrating advanced English language arts and reading skills. Students will receive instruction leading to subsequent Honors and AP Language and Literature courses. Honors Reading Language Arts 7 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on developing advanced habits of the mind required to succeed in post-secondary pursuits. Emphasis is placed on increasing students' development of critical thinking skills through daily close observation and analysis, evidence-based writing, higher-order questioning, and academic conversations. Summer reading may be required.

- **Full-year Course**
 - **Grade Placement: 7th**
-

READING LANGUAGE ARTS GRADE 8 (0810)

Reading Language Arts 8 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on the interconnected nature of literacy through daily academic conversations, writing, and reading and includes cross-curricular and college/career literacy. Students build on prior knowledge and skills to read increasingly complex texts, both self-selected and teacher-selected, and build understandings of challenging vocabulary and author's craft. Students continue to hone composition and research skills through recursive writing practices in multiple genres. Students build communication skills through informal and formal speaking activities. The course prepares students for the transition to high school English courses.

- **Full-year Course**
 - **Grade Placement: 8th**
-

HONORS READING LANGUAGE ARTS GRADE 8 (0811)

Honors Reading Language Arts 8 is a course designed for high-achieving 8th-grade students demonstrating advanced English language arts and reading skills. Students will receive instruction leading to subsequent Honors and AP Language and Literature courses. Honors Reading Language Arts 8 is a TEKS-based course designed to increase and refine students' foundational literacy skills in listening, speaking, reading, writing, and thinking. The course focuses on developing advanced habits of the mind required to succeed in post-secondary pursuits. Emphasis is placed on honing students' development of critical thinking skills through daily close observation and analysis, evidence-based writing, higher-order questioning, and academic conversations in preparation for the transition to high school Honors English I. Summer reading may be required.

- **Full-year Course**
 - **Grade Placement: 8th**
-

ENGLISH LEARNERS LANGUAGE ARTS 7 (ELLA) (0712)

ENGLISH LEARNERS LANGUAGE ARTS 8 (ELLA) (0812)

English Learners Language Arts (ELLA) introduces and fosters the non-English speaker's acquisition of English. Beginning Emergent Bilingual (EB) students focus on vocabulary expansion, written and oral communication, reading comprehension, and attentive listening. Intermediate EB students read a variety of genres, use and apply developmental vocabulary and reading strategies to increase comprehension, and produce written text for a variety of purposes and audiences. Advanced EB students expand their academic vocabulary in order to successfully participate in content courses. Emphasis is also placed on producing written material to demonstrate mastery of the structure and mechanics of English with appropriate organization and development of ideas. Boerne ISD does not substitute this course for the regular RLA course.

- **Full-year Course**
- **Grade Placement: 7-8**
- **Administrator or Counselor Placement/ LPAC Recommendation**

ACCELERATED MULTISENSORY STUDIES GRADES 6, 7, & 8 (0625)

Accelerated Multisensory Studies (AMS) is a comprehensive blended literacy course that offers instruction in a small group setting. Instructional approaches include: explicit, direct instruction that is systematic, sequential, and cumulative; intensive, meaning-based instruction that is directed toward purposeful reading, spelling, and writing; multisensory instruction that addresses sensory pathways; and, technology-based design to maximize the development of literacy fundamentals and student engagement.

This elective course supports identified students with dyslexia/related disorders that require multisensory reading, spelling, and writing instruction. Components of instruction are described in the Dyslexia Handbook, revised 2018, by the Texas Education Agency. Teachers who provide the appropriate instruction for students with dyslexia are trained in the components as specified by 19 TAC §74.28. Course is graded Pass/Fail.

- **Full-year Course**
 - **Grade Placement: 6-8**
 - **Placement by Dyslexia Committee of Knowledgeable People, or ARD**
-

Mathematics

Calculators are available to students for in-class use in appropriate math courses. Algebra I and 8th Grade math students are encouraged to obtain their own graphing calculator for personal use on homework and projects. A calculator model that offers capabilities and features similar to those of the TI-Nspire CX is recommended. DESMOS (<https://www.desmos.com/>) provides a free online graphing calculator.

MATHEMATICS PATHWAYS

Grade Level	Traditional Pathway		One Year Acceleration				Two Year Acceleration		
6	Math 6: <u>STAAR</u>		Honors Math: 6th <u>STAAR</u> (All Grade 6 TEKS and approximately ½ Grade 7 TEKS)				Honor Math 6: 6th Math <u>STAAR</u> <i>and</i> 7 th and 8 th Math CBEs* (Taken in summer prior to 7 th grade)		
7	Math 7: <u>STAAR</u>		Honors Math 7 : 8th Math <u>STAAR</u> (Remaining Grade 7 TEKS and all of Grade 8 TEKS)				Honors Algebra I <u>Algebra I EOC</u>		
8	Math 8: <u>STAAR</u>		Honors Algebra I <u>Algebra I EOC</u>				Honors Geometry <u>8th Math STAAR</u>		
9	Algebra I, Honors Algebra I, or Algebra I with Lab <u>Algebra I EOC</u>		Honors Geometry or Honors GeometryT				Honors Algebra II		
10	Geometry		Honors Algebra II				AP PreCalculus		
11	Math Models with Applications	Algebra II <i>or</i> Algebraic Reasoning	AP PreCalc / Dual Credit 1414 & 2412	Dual Credit College Algebra 1414	AP/ Dual Credit Statistics	AP PreCalculus / Dual Credit 1414 & 2412 <i>and</i> AP/Dual Credit Statistics	AP/Dual Credit Statistics	AP/Dual Credit Calculus AB <i>or</i> AP Calculus BC	AP/Dual Credit Calculus AB <i>and</i> AP Statistic s

12	Algebra II <i>or</i> Mathematics College Preparatory Course <i>or</i> Statistics <i>(non-AP)</i>	Accounting II <i>or</i> PreCalculus <i>or</i> Dual Credit College Algebra 1414 <i>or</i> AP/Dual Credit Statistics <i>or</i> AP Computer Science A	AP/Dual Credit Statistics <i>or</i> AP/Dual Credit Calculus AB <i>or</i> AP Calculus BC	AP PreCalculus / Dual Credit 1414 & 2412 <i>and/or</i> AP/Dual Credit Statistics	Dual Credit College Algebra 1414	AP/Dual Credit Calculus AB <i>or</i> AP Calculus BC	AP/Dual Credit Calculus AB <i>or</i> AP Calculus BC	AP/Dual Credit Statistics	AP Calculus BC
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Notes

- *A student may qualify for Algebra I in 7th grade upon successful completion of Honors 6th Math and scoring at least 80% on 7th Math B, and 8th Math A & B CBEs.
- Accounting II fulfills a math credit provided successful completion of Accounting I.
- Bold font indicates courses for which students may receive college credit based on successful completion of course or an AP score of 3 or more at most universities.
 - PreCalculus (PreAP and Dual Credit) and AP Statistics may be taken concurrently, as successful completion of Algebra II is the prerequisite for each.

MATH STRATEGIES 6 (#0633)

Math Strategies 6 provides support for students based on prior mathematics performances. Students receive targeted instruction in mathematics producing greater understanding and success. The curriculum is aligned to 6th grade math and allows for more individualization based on student needs.

- **One Semester or Full-year Course**
- **Grade Placement: 6**
- **Administrator or Counselor placement based on 5th STAAR Math score and classroom performance**

MATH 6 (0630)

Math 6 focal areas include number and operations, proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations and connect multiple representations of relationships. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems.

- **Full-year Course**
 - **Grade Placement: 6**
-

HONORS MATH 6 (0631)

Honors Math 6 is based upon the Texas Essential Knowledge and Skills standards adopted by the state of Texas. The course spans all of Grade 6 mathematics TEKS and nearly half of the Grade 7 mathematics TEKS. The course moves at an accelerated pace, and the standards of achievement and performance are challenging in order to accelerate student preparation for Algebra I in 8th grade. The Honors Math 6 content is taught at an accelerated pace and with greater depth and complexity in content to include advanced topics such as coding.

- **Full-year Course**
 - **Grade Placement: 6**
-

MATH STRATEGIES 7 (0732)

Math Strategies 7 provides support for students based on prior mathematics performances. Students receive targeted instruction in mathematics producing greater understanding and success. The curriculum is aligned to 7th grade math and allows for more individualization based on students' needs.

- **One Semester or Full-year Course**
- **Grade Placement: 7**
- **Administrator or Counselor placement based on 6th STAAR Math score and classroom performance**

MATH 7 (0730)

Math 7 focal areas include numbers and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations and connect multiple representations of relationships. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use procedures to solve problems.

- **Full-year Course**
 - **Grade Placement: 7**
-

HONORS MATH 7 (0731)

Honors Math 7 is based upon the Texas Essential Knowledge and Skills standards adopted by the state of Texas. The course spans the remaining portion of Grade 7 mathematics TEKS and a majority of the Grade 8 mathematics TEKS. The course moves at an accelerated pace, and the standards of achievement and performance are challenging. Focal points include the use of algebraic principles to analyze and represent both proportional and non-proportional linear relationships. This course is the prerequisite for Honors Algebra I in the eighth grade. The Honors Math 7 content is taught at an accelerated pace and with greater depth and complexity in content to include advanced topics.

- **Full-year Course**
 - **Grade Placement: 7**
 - **Prerequisite: Honors Math 6**
-

MATH STRATEGIES 8 (0832)

Math Strategies 8 provides support for students based on prior mathematics performances. Students receive targeted instruction in mathematics producing greater understanding and success. The curriculum is aligned to 8th grade math and allows for more individualization based on students' needs.

- **One Semester or Full-year Course**
 - **Grade Placement: 8**
 - **Administrator or Counselor placement based on 7th STAAR Math score and classroom performance**
-

MATH 8 (0830)

Math 8 primary focal areas include number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations and connect multiple representations of relationships. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experience, and use the procedures to solve problems.

- **Full-year Course**
 - **Grade Placement: 8**
-

HONORS ALGEBRA I (0836)

Algebra I primary focal areas center on the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions in both mathematical and real-world situations. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. The course addresses the remaining Grade 8 Math TEKS and extends beyond the state Algebra I standards as students develop key concepts fundamental to Advanced Placement and college credit-bearing courses. Successful completion of the course earns one high school math credit.

- **Full-year Course**
 - **Grade Placement: 8**
 - **Prerequisite: Honors Math 7**
-

Science

SCIENCE 6 (0640)

Science 6 is interdisciplinary in nature. Students use scientific and engineering practices to explore, explain and investigate phenomena related to the following topics: matter and energy, force and motion, Earth and space, and organisms and their environments. Science 6 extends and deepens the topics covered in Science 5 to equip students with the conceptual understanding and critical thinking needed for advanced academic courses in high school.

- **Full-year Course**
 - **Grade Placement: 6**
-

SCIENCE 7 (0740)

HONORS SCIENCE 7 (0741)

Science 7 is interdisciplinary in nature. Students use scientific and engineering practices to explore, explain and investigate phenomena related to the following topics: matter and energy, force and motion, Earth and space, and organisms and their environments. Honors Science 7 extends and deepens the topics covered in Science 7 to equip students with the conceptual understanding and critical thinking needed for advanced academic courses in high school.

- **Full-year Course**
 - **Grade Placement: 7**
-

SCIENCE 8 (0840)

HONORS SCIENCE 8 (0841)

Science 8 is interdisciplinary in nature. Students use scientific and engineering practices to explore, explain and investigate phenomena related to the following topics: matter and energy, force and motion, Earth and space, and organisms and their environments. Honors Science 8 extends and deepens the topics covered in Science 8 to equip students with the conceptual understanding and critical thinking needed for advanced academic courses in high school.

- **Full-year Course**
 - **Grade Placement: 8**
-

Social Studies

6th Grade CONTEMPORARY WORLD CULTURES (0650)

Contemporary World Cultures studies people, places and societies of the contemporary world, as well as the influence of individuals and groups on historical and contemporary events within those societies. The societies studied represent different levels of development, religions, and governmental, economic, and education systems. Applying limited government and the U.S. free enterprise system as a frame of reference, students describe the nature of citizenship in various societies. Using primary and secondary sources, students develop social studies skills in acquiring information and utilizing critical thinking skills to understand current geographic, historical, economic, political, and cultural and technological issues and concepts. Students achieve a greater depth of understanding through thoughtful discussion and reading.

- **Full-year Course**
 - **Grade Placement: 6**
-

7th Grade TEXAS HISTORY (0750)

7th Grade HONORS TEXAS HISTORY (0751)

Texas History is the study of the history of Texas from prehistory to the present. Historical content is integrated with the study of geography, economics, government, citizenship, culture, science, technology, and society, as well as social studies skills. Students use primary and secondary sources to acquire information about Texas. Honors students achieve a greater depth of understanding through thoughtful discussion and reading and an emphasis on writing and analytical skills.

- **Full-year Course**
 - **Grade Placement: 7**
-

8th Grade AMERICAN HISTORY (0850)

8th Grade HONORS AMERICAN HISTORY (0851)

American History is the study of the United States from the early colonial period to Reconstruction (1877) and the political, social, and economic events that shaped the present country. The course includes the development of the government of the United States, the Constitution, and citizenship. Students use primary and secondary sources to acquire information about the U.S.

- **Full-year Course**
 - **Grade Placement: 8**
-

Languages Other Than English (LOTE)

Grade	Pathway A	Pathway B	Pathway C Elementary Dual Language or Native Speakers
6			Completion of K-5 Dual Language Spanish Language Arts and Reading 6 th Grade (elective)
7			Honors Spanish II (Additional requirements may apply)
8		Spanish I Honors Spanish I American Sign Language I	Honors Spanish III
9	Spanish I/ Honors Spanish I German I/ Honors German I American Sign Language I	Spanish II/ Honors Spanish II Honors German I American Sign Language II/III	Dual Credit Spanish IV AP [®] SPANISH LANGUAGE AND CULTURE
10	Spanish II/ Honors Spanish II German II/ Honors German II American Sign Language II	Spanish III/ Honors Spanish III Honors German II American Sign Language III/IV	AP [®] SPANISH LITERATURE AND CULTURE
11	Spanish III/Honors Spanish III Honors German III American Sign Language III	Dual Credit Spanish IV* or AP [®] SPANISH LANGUAGE AND CULTURE Honors German III DC American Sign Language IV	AP Spanish V Literature & Culture Or AP Seminar Language and Culture
12	Spanish IV/ Dual Credit Spanish IV* or AP [®] SPANISH LANGUAGE AND CULTURE AP [®] GERMAN LANGUAGE AND CULTURE DC American Sign Language IV	AP [®] SPANISH LITERATURE AND CULTURE AP [®] GERMAN LANGUAGE AND CULTURE	Non-Spanish credit through language application, such as mentoring in an elementary dual language class, or taking AP Research with focus on Language and Culture

Notes: Foundation Graduation Program: Student must take 2 levels of the same language

Arts & Humanities Endorsement: Student must take 4 levels in the same language or 2 levels of one language and 2 levels of a different language

** Alamo Colleges Northwest Vista Campus: Dual Credit 2311 & 2312 Intermediate Spanish

American Sign Language Level I (1690J)

American Sign Language I is the first course of a recommended four-year sequence designed to develop fundamental language necessary to develop receptive and expressive skills. The culture and heritage of the hearing-impaired community is integrated into all aspects of the course. Students will develop confidence in using ASL to describe familiar topics such as family, hobbies, and school life. By the end of the first year of world language study, students should be able to understand and communicate in the target language at a novice mid to novice high level. Novice mid-signers are able to use memorized phrases and lists of words. Novice high signers are able to use simple sentences and ask/answer questions about familiar topics. Successful completion of the course earns one high school LOTE credit.

- **Full-year Course**
 - **Grade Placement: 8**
-

Spanish Language Arts and Reading 6 (0623DL)

Spanish Language Arts and Reading 6 students refine and master previously learned skills. TEKS-based instruction directs attention to connections across genres as students study fiction and nonfiction. Coordinating texts with English allows for integration of reading and writing. Students learn to respond to reading in a variety of ways, increase comprehension skills and critical thinking, and further develop skills for extending vocabulary. This course is not a prerequisite for Spanish I.

- **Full-year Course**
 - **Grade Placement: 6**
 - **Prerequisite: 5 consecutive years in the DL program or proof of academic instruction in Spanish**
 - **A Credit by Exam is required to receive Spanish 1 On-Level Credit**
-

SPANISH I (1611J)

Spanish I is the first course of a recommended multi-year sequence designed to develop the fundamental language skills of listening, speaking, reading, and writing. The emphasis of Spanish I is the development of oral language. The study of introductory vocabulary, phonetics, and grammar are included. The culture and civilization of the Spanish-speaking world is integrated into all aspects of the course. The rigor and pace of the Spanish I course content are commensurate with the high school level curriculum. Successful completion of the course earns one high school LOTE credit.

- **Full-year Course**
- **Grade Placement: 8**

HONORS SPANISH I (1611JH)

Honors Spanish I includes Spanish I content and extends concepts in order to prepare students for upper-level Spanish courses through independent activities involving performance in the language. Successful completion of the course earns one high school LOTE credit.

- **Full-year Course**
 - **Grade Placement: 8**
-

HONORS SPANISH II (1621JH)

Honors Spanish for Spanish Speakers II is a continuation of Spanish for Spanish Speakers I. The emphasis of the instruction is to expand the students' Spanish speaking, listening, reading, and writing skills. Students read authentic texts in Spanish and use them as the basis for literary and grammatical analysis and cultural and historical studies. Successful completion of the course earns one high school LOTE credit.

- **Full-year Course**
 - **Grade Placement: 7 or 8th**
 - **Prerequisite: Spanish for Spanish Speakers I or Completion of Dual Language Program (5 consecutive years), Spanish Reading 6th grade and Placement Exam Score (7th Grade)**
-

HONORS SPANISH III (1635JH)

Honors Spanish III - IV students further expand their oral proficiency and reading and writing skills through contemporary literature.

Successful completion of the course earns one high school LOTE credit.

- **Full-year Course**
- **Grade Placement: 8th**
- **Prerequisite: Honors Spanish II or Completion of Dual Language Program (5 consecutive years), Spanish Reading 6th grade and Placement Exam Score (6th Grade)**

Career and Technical Education (CTE)

TECHNOLOGY APPLICATIONS

DIGITAL LITERACY -6 (o66o)

Digital Literacy-6 is designed to introduce middle school students to the basics of computers, keyboarding skills, digital literacy, proper online citizenship, foundational computer science skills, and technology operations and concepts. Students will develop and enhance touch skills for entering information using a keyboard to compose and produce personal, educational, and professional documents and explore potential careers. This course will allow students to make informed decisions by analyzing and applying current and emerging technologies, appropriate digital tools, and personal learning networks.

- **Semester Course - Required**
 - **Grade Placement: 6**
-

DIGITAL LITERACY -7 (o76o)

Digital Literacy-7 will continue to build on the prior objectives of the Digital Literacy-6 course. Students will continue to make informed decisions by analyzing and applying current and emerging technologies, appropriate digital tools, and personal learning networks. Students will also be introduced to computer science and programming using the Project Lead the Way (PLTW) Gateway curriculum. This course will allow project-based learning which promotes creativity and innovation through a variety of productivity tools. This course will teach how to use technology in a proficient and responsible manner in school, in the workforce, and in everyday life. Students will collaborate, design, implement, and present products for personal and professional purposes.

- **Full-year Course: Satisfies Grade 7 Elective Requirement**
- **Grade Placement: 7**
- See [Middle School Course Pathways](#)

COLLEGE AND CAREER READINESS - Career and College Exploration (o89o)

The goal of this course is to create a foundation for success in high school, future studies, and careers. The student investigates one or more careers within the 16 career clusters. Students research labor market information, job-seeking skills, and create documents required for employment. Students will also learn the foundations to financial literacy. The student investigates the professional skills needed for college and career success and how to create a college and career plan. The students will integrate academic skills and real-life events by investigating high school Career and Technical Education (CTE) clusters, graduation endorsements, and post-secondary options through self-assessment and planning linked to personal interests. This course is designed to guide students through the process of investigation using decision-making and problem-solving skills. TSI testing material will be implemented. College and Career Readiness students will acquire the knowledge needed for post-secondary success.

- **Full-year Course - Required**
 - **Grade Placement: 8**
-

STEM 6 (o768)

STEM 6 is Science, Technology, Engineering, and Mathematics. Student's will build knowledge and skills in computer science, design, and engineering. Engaged, student-centered activities will develop problem solving, critical thinking, creative thinking, communication, collaboration and perseverance. PLTW Gateway curriculum is implemented focusing on flight and space as the platform for project-based learning reinforcing science and math skills.

- **Semester Course - Required**
 - **Grade Placement: 6**
-

STEM 7 (o868)

STEM 7 is a course that reviews safety practices, mechanical drawing (manual and CAD), and the fundamental skills involved in working design. The emphasis is on STEM software utilizing engineering and manufacturing which consists of a planned sequence of projects leading the student to an understanding of how consumer goods are made. Gateway PLTW curriculum is utilized focusing on design, modeling, automation and robotics.

- **Full-year Course: Satisfies Grade 7 Elective Requirement**
- **Grade Placement: 7**
- **See [Middle School Course Pathways](#)**
- **Prerequisite: STEM I**

FCS- INDEPENDENT LIVING (0769)

FCS is a course that links high school programs of study including Education and Training, Business and Finance, Health Science, Hospitality and Tourism, and Human Services. Students explore interpersonal skills, decision making, peer relationships, child development, nutrition, food preparation, career opportunity, community service, and the incorporation of technology.

- **Full-year Course: Satisfies Grade 7 Elective Requirement**
 - **Grade Placement: 7**
 - See [Middle School Course Pathways](#)
-

Principles of Human Services (5550J)

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Successful completion of the course earns one high school CTE credit.

- **Full-year Course**
 - **Grade Placement: 8**
-

Fundamentals of Computer Science (5570JT)

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Successful completion of the course earns one high school CTE credit.

- **Full-year Course**
- **Grade Placement: 8**

Engineering Essentials (PLTW) (5571T)

The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing. Successful completion of the course earns one high school CTE credit.

- **Full-year Course**
- **Grade Placement: 8**

Fine Arts

ART 1 (0761)

Art 1 is an introductory course that familiarizes students with various mediums and techniques while focusing on the elements and the principles of art. Students explore a variety of art methods that will include drawing, painting, sculpture, and printmaking.

- **Full-year Course**
 - **Grade Placement: 6, 7, and 8**
-

ART 2 (0762)

Art 2 is designed for students who wish to expand their art experience and who seek a greater artistic challenge. Art 2 students complete work in painting, drawing, printmaking, sculpting, and more. The course emphasizes artistic composition, knowledge of Art elements and principles, and technical discipline.

- **Full-year Course**
 - **Grade Placement: 7 and 8**
 - **Prerequisite: Art 1**
-

ART 3 (0866)

Art 3 expands concepts and skills acquired in previous courses and includes portfolio development and evaluation, study of Art History and the Arts in contemporary society, Art media and contemporary exhibition opportunities, and the use of art-making process for design solutions and problem-solving

- **Full-year Course**
 - **Grade Placement: 8**
 - **Prerequisite: Art 2 or Teacher Recommendation**
-

HS ART I (6001J)

HS Art I is a high school credit course that is designed to introduce students to a variety of art media, vocabulary and techniques. Art I prepares students for upper-level art courses. This course fulfills the graduation requirement of one Fine Arts credit and also prepares students for more advanced art courses. Successful completion of the course earns one high school fine arts credit.

- **Credits: 1**
- **Grade Placement: 8.**

BAND 1 (0788)

Band 1 is designed to introduce students to the basic fundamentals of instrumental music performance in the areas of brass, woodwind, and percussion. The course covers selection and care of instruments, fundamental performance technique, reading music, and awareness of rhythm and pitch. Students will be placed into appropriate band classes after meeting with the band directors. Students participate in multiple ensemble performance opportunities, such as fall and spring concerts and out-of-district performances.

- **Full-year Course**
- **Grade Placement: 6, 7 and 8**

Special Notes: Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$40/semester. There may be a requirement for purchase of special materials, such as a band Polo shirt.

BAND 2 (0780)

BAND 3 (0780)

Band 2 and 3 focus on the development and refinement of skills previously introduced. Proper instrument technique, music theory and creative self-expression are included. Preparation for and participation in UIL competition and concerts are required. Emphasis is placed on gaining interest in and preparation for upper level band classes. Many individual and group band activities are planned such as ensemble performance concerts, Region Band auditions, Solo & Ensemble, football games, spring festival trips as well as other concerts. There are three performing bands at the middle school: Concert, Symphonic, and Honors. Placement is based upon student ability and director approval.

- **Full-year Course**
- **Grade Placement: 7 and 8**
- **Prerequisite: Previous Band class or Director Approval**

Special Notes: Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$40/semester. There may be a requirement for purchase of special materials, such as a band Polo shirt.

JAZZ BAND (0789)

Jazz Band will focus on the development and refinement of skills previously introduced in Band. Proper instrument technique, music theory and creative self-expression are included. Members will explore a variety of styles of music including Jazz, Rock, Funk, Latin and more. The group will perform at various concerts and public events. Placement is based upon enrollment in a current band course.

- **Full-year Course**
- **Grade Placement: 7 and 8**
- **Prerequisite: Currently enrolled in a Band Course**

Special Notes: Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$40/semester. There may be a requirement for purchase of special materials, such as a jazz band Polo shirt.

CHOIR 1 (0779)

Beginning Choir builds on the knowledge, skills, and understanding developed in elementary school. Students experience the team-building, work ethic and varied repertoire of singing in unison and in parts, with an emphasis placed on proper vocal techniques and sight-reading skills. Students will have concert performances as well as singing for festivals/events. (BOYS CHOIR 6 #0772- based on enrollment). Though it may be primarily 6th Grade, it may expand to any new choir student

- **Full-year Course**
- **Grade Placement: 6-8**

Special Notes: \$20 yearly uniform rental fee. There may be a requirement for purchase of special materials, such as a Choir T-shirt.

CHOIR 2 & 3

TREBLE 2 (0785) TREBLE 3 (0878)

CHORALE 2 (0773) CHORALE 3 (0773)

Choir students learn the techniques of correct vocal training in order to develop and strengthen the singing voice. The basics of sight-reading and music theory are also taught. Students' placement in choir will be through skill assessment and scheduling consideration. Choirs in 7-8th grades will be arranged by the director, based on skill level, to every extent possible. Members of the choir participate in concerts, festivals, Region Choir and UIL competitions. They also may have the opportunity to learn preparation of solos to sing in the UIL Solo and Ensemble competition or in class recitals.

- **Full-year Course**
- **Grade Placement: 7 and 8**

Special Notes: \$20 yearly uniform rental fee. There may be a requirement for purchase of special materials, such as a Choir T-shirt.

STRING ORCHESTRA 1 (0787)

String Orchestra 1 is designed to introduce students to the basic fundamentals of instrumental music performance in the areas of violin, viola, cello, or string bass. The course covers selection and care of instruments, fundamental performance technique, reading music, and awareness of rhythm and pitch. Students will be placed into appropriate String Orchestra classes after meeting with the orchestra director. Students participate in multiple ensemble performance opportunities, such as fall and spring concerts and out-of-district performances.

- **Full-year Course**
- **Grade Placement: 6, 7 and 8**

Special Note: Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$40/semester. \$30 yearly uniform rental fee. There may be a requirement for purchase of special materials, such as Orchestra T-shirts.

STRING ORCHESTRA 2 (0783)

STRING ORCHESTRA 3 (0784)

String Orchestra 2 – 3 focus is on performance-oriented goals of improving the individual and group playing skills previously introduced. Proper string technique, music theory and creative self-expression are included. Preparation for and participation in UIL competition and concerts are required. The course is performance-oriented with a goal of improving the individual and group playing skills of its class members. Music played will vary from traditional pieces to contemporary selections. Many individual and group activities are planned such as ensemble performance concerts, Region auditions, Solo & Ensemble as well as other concerts. There are three performing orchestras at the middle schools: Junior Varsity (first year performers), Varsity, and Honors. Both Varsity and Honor Orchestras are ability based with prior experience required. Placement is based upon student ability and director approval.

- **Full-year Course**
- **Grade Placement: 6, 7 and 8**
- **Prerequisite: Previous String skills required, Director Approval**

Special Note: Students who utilize instruments owned by BISD will be charged a district instrument usage fee of \$40/semester. \$30 yearly uniform rental fee. There may be a requirement for purchase of special materials, such as Orchestra T-shirts.

THEATRE 1 (0767)

Theatre Arts is an introduction to theatre with a focus on helping the performer build confidence and skills in using the body and voice in creative communication. Students participate in voice and diction development, theatre games, pantomime, and a variety of performances.

- **Full-year Course**
- **Grade Placement: 6, 7 and 8**

Special Note: There may be a requirement for purchase of special materials for specific projects.

THEATRE ARTS 2 (0771)

THEATRE ARTS 3 (0867)

Theatre 2 – 3 focuses on the production of both published and student-created scenes and plays through all phases of production. Students read and analyze scripts, study techniques of acting and directing, construct costumes and props, plan lighting and sound effects, publicize performances, and perform scripted plays. This course develops the student's ability to make artistic decisions while setting and meeting realistic goals and deadlines. This course provides the student with a comprehensive knowledge of formal play production.

- **Full-year Course**
- **Grade Placement: 7 and 8**
- **Prerequisite: Theater I**

Special Note: There may be a requirement for purchase of special materials for specific projects.

Journalism

YEARBOOK (o861)

Campus Yearbook is based on established principles of writing in journalism while incorporating the creative process. Students learn the basic concepts of journalism by conducting interviews, writing copy, designing layouts and composing photographs to produce the school yearbook. Students create the yearbook with the aid of computer software. The course works as a business with students responsible for the financial planning, photography, writing, organization, and layout deadlines.

- **Full-year Course**
- **Grade Placement: 8**
- **Prerequisites: Application and two teacher references**

Physical Education and Athletics

PHYSICAL EDUCATION 6 (0600)

Physical Education students learn how to identify key elements for success when observing another individual's performance and apply similar concepts from one sport or activity to another. Students are expected to participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Instruction is directed toward encouraging the incorporation of physical activity into a daily routine and includes Aerobic activities, Badminton, Circuit Training, Fitness Skills, Ultimate Frisbee, and Weight Lifting.

- **Full-year Course**
 - **Grade Placement: 6**
-

PHYSICAL EDUCATION 7 (0700)

PHYSICAL EDUCATION 8 (0800)

Physical Education students continue to understand the need to remain physically active throughout life by participating in enjoyable activities in and out of school. Students demonstrate higher-level movement skills, strategies, and tactics within game play. Instruction includes Aerobic activities, Archery, Badminton, Basketball, Fitness Skills, Golf, Team Handball, Volleyball, and Weight Training.

- **Full-year Course**
 - **Grade Placement: 7 & 8**
 - **Semester Course Grade 7 PHYSICAL EDUCATION 8 (#0700S)**
 - **Semester Course Grade 8 PHYSICAL EDUCATION 8 (#0800S)**
-

ATHLETICS 7

GIRLS ATHLETICS 7 (0765)

BOYS ATHLETICS 7 (0764)

Athletics students are expected to maintain grade eligibility for the year and must consistently dress out for class participation. In addition, students must have a physical examination and parent permission. Medical insurance is not required, though strongly recommended. The program includes basketball, football, and volleyball. All students are expected to participate in at least one sport.

- **Full-year Course**
- **Grade Placement: 7**

Special Notes: Students interested only in Cross Country and/or Track will register for P.E. and not sign up for athletics, as practice for these sports are scheduled before or after school. Students interested only in Tennis will register for P.E. in the fall, participate in fall try-outs and, if they make the tennis team, will be required to enroll in the spring semester athletic period.

ATHLETICS 8

GIRLS ATHLETICS 8 (0865)

BOYS ATHLETICS 8 (0864)

Athletics students are expected to maintain grade eligibility for the year and must consistently dress out for class participation. In addition, students must have a physical examination and parent permission. Medical insurance is not required, though strongly recommended. The program includes basketball, football, and volleyball. In addition, students who made the 7th grade Tennis Team will register for both semesters of Athletics 8th. All students are expected to participate in at least one sport.

- **Full-year Course**
- **Grade Placement: 8**
- **Prerequisites: Participants must have successfully completed one sport in the 7th grade Athletics and/or be recommended by their 7th grade Athletic or P.E. teacher.**

Special Notes: Students interested only in Cross Country and/or Track will register for P.E. and not sign up for athletics, as practice for these sports are scheduled before or after school. Students interested only in Tennis will register for P.E. in the fall, participate in fall try-outs and, if they make the tennis team, will be required to enroll in the spring semester athletic period.

OFF-CAMPUS PHYSICAL EDUCATION (OCPE) (0999)

The purpose of the OCPE Program is to accommodate students who participate in Olympic-level or high-caliber activities that are not offered within the Physical Education and/or Athletic Departments. The OCPE Program allows students in high school to receive substitution credits for Physical Education by utilizing off-campus, commercially-sponsored physical activities as defined by Texas Administrative Code. The district extends Category I OCPE to middle school students who meet the eligibility criteria. Category II OCPE is not available at the middle school level. [See Off-Campus Physical Education Program page for more information](#)

- **Semester or Full-year Course**
 - **Grade Placement: 6, 7 & 8 who meet Category I (15 hours/week)**
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Purpose of the Off-Campus Physical Education (OCPE) Program

The purpose of the OCPE Program is to accommodate students who participate in Olympic-level sports or equivalent high-caliber activities that are not offered within the Physical Education and/or Athletic Departments. The OCPE Program allows students in high school to receive substitution credits for Physical Education by utilizing off-campus, commercially-sponsored physical activities as defined by Texas Administrative Code.

1. **(I) Category I:** Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this

level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

2. **(II) Category II:** Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Middle School Students

Boerne ISD extends only OCPE Category I to students in grades 6-8 who meet the requirements and guidelines. OCPE Category II is not available at the middle school level. Approved OCPE Category I students may be released from school for one class period through either late arrival to or early departure from school. OCPE Category I students must complete and submit grade-level Health lessons from the SPARK curriculum and any additional Physical Education TEKS that are not addressed through the student's OCPE Category I activity. The grade level SPARK Unit Health Lessons are as follows:

- **Grade 6:** Units 1 & 6: Goal Setting, Healthy Choices, Communication Skills, Stress; Unit 5: Alcohol, Tobacco, and Other Drugs; Unit 8: Basic First Aid; Unit 9: Dietary and Exercise Plans
- **Grade 7:** Unit 4: Decision Making & Problem Solving; Unit 8: Injury Prevention & Violence; Unit 9: Nutrition
- **Grade 8:** Units 2 & 9: Eating Disorders, Healthy vs. Harmful Supplements; Unit 6: Stress Management; Unit 7: Conflict Resolution, Dating Violence; Unit 10: Climate, Community, and Advocacy

High School Students

High school students may participate in either Category I or Category II OCPE. Category I OCPE students may be released from school for one class period through either late arrival to or early departure from school. Category II OCPE high school students are not released from school.

Description of the Off-Campus Physical Education Program

The OCPE Program is a partnership between Boerne ISD and approved off-campus agencies and only training hours may count toward the weekly requirement. Competitions will not count toward the weekly participation hours. Students may not be enrolled in OCPE and any other general Physical Education class or Physical Education substitution at the same time. High school students earn 0.5 credits per semester for a total of 4 credits towards their graduation requirements.

Application Procedure

1. Students obtain the OCPE Program Application in the counselor's office or on the BISD website www.boerne-isd.net.
2. The OCPE Program Application must be received in the counselor's office by the last Friday in August for the fall semester or the first Friday in December for the spring semester. Deadlines will be strictly enforced.

3. Students may be scheduled for PE classes based on their physical education requirements until OCPE Program approval is granted.
4. OCPE Category I students will remain on campus as scheduled by the campus for state-required fitness testing, standardized testing, and any other assessment deemed necessary by the campus.
5. Credit will be awarded based on an overall average of 70 for both semesters. High school: The student's semester grades will be included in the calculation of his or her class rank.
6. Once approved, parents and students should confirm that OCPE appears on students' schedules at the beginning of each semester and that students have received a grade on their report cards. Schools may place an "F" on a student's report card if the Provider does not submit the student's grades and/or attendance by the appropriate deadlines.
7. A new OCPE Program Application must be submitted each school year.

Application packet contains more information regarding student, parent, and provider responsibilities.

Additional Required Courses

STUDENT LEADERSHIP (o67o)

Student Leadership provides students opportunities to develop leadership, personal, and business skills. Students improve public speaking and communication skills and acquire an understanding of personal image. The content covers group dynamics, problem-solving, team building, motivation, and goal setting.

- **Semester Course - Required**
 - **Grade Placement: 6**
-

WELLNESS (o674S)

Grade 6 (Class of 2030 and beyond)

The choices students learn to make when they're young can have a lasting impact on their lifetime well-being, happiness, and success. In this semester course, seventh grade students will learn strategies and tools for making good health choices throughout their lives. Areas of focus will be social emotional wellness, personal and reproductive wellness, violence and injury prevention, nutritional wellness, and financial wellness. Parents will have the opportunity to view all materials for the class as well as having the opportunity to have their child opt out of the reproductive wellness portion of the class covered through the "Worth the Wait" program.

- **Semester Course - Required**
 - **Grade Placement: 6**
-

Other Electives

STUDENT AIDE (o862S)

Student Aides are assigned to a teacher, the library, the office to assist with various clerical tasks.

- **Semester Course**
- **Grade Placement: 8**
- **Prerequisites: Excellent academic and citizenship grades, application, and parent and administrator approval**