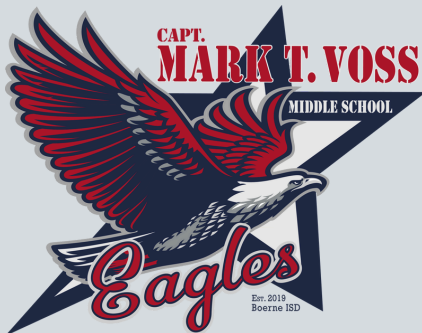




BOERNE ISD

# MIDDLE SCHOOL

## *Course Catalog*



2026-2027



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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 RLA - 6 Advanced	RLA - 7 or RLA - 7 Advanced	RLA - 8 or RLA - 8 Advanced
Math	Math - 6 or Math - 6 Advanced	Math - 7 or Math - 7 Advanced	Math - 8 or Algebra I Advanced <sup>1</sup>
Science	Science- 6	Science- 7 or Science - 7 Advanced	Science- 8 or Science - 8 Advanced
Social Studies	World Cultures	Texas History or Texas History Advanced	American History or American History Advanced
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 or Athletics		
Fine Arts	1 Year Required Theatre, Art, Band, Orchestra, or Choir		
Career and Technical Programs (OPTIONAL)			Principles of Human Services <sup>1</sup> Fundamentals of Computer Science <sup>1</sup> Principles of Applied Engineering <sup>1</sup>
Elective Courses	Electives as need for 8 courses		

**Notes:** <sup>1</sup> High School Credit

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

## Message to Students and Parents

Boerne ISD's middle schools serve students in grades 6-8, providing middle school students with a well-balanced, rigorous curriculum exceeding 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 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 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 offerings are subject to student enrollment and staffing availability.*

## Course Designations

Courses are designated in various ways to meet the skills and interests of students and are offered as Academic on-level and Advanced. 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. Course fees may be waived in certain circumstances by contacting the teacher, counselor, or administrator.

### Academic "On-Level" 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.

### Advanced Courses

Advanced 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 advanced 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 advanced enrollment, parents and students should carefully weigh the decision to enroll in advanced coursework. Students who experience success in advanced courses typically exhibit the following characteristics:

### Profile of a Successful Student

A student is likely to thrive in an Advanced Course in middle school if they:

- Work to strengthen strong reading comprehension and writing skills
- Are genuinely passionate and curious about the subject matter
- Are highly motivated, organized, and work independently
- Are prepared for a workload similar to a high school-level course
- Plan to enroll in Advanced Placement courses in high school

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

- Boerne ISD's on-level academic curriculum is a college-bound curriculum.
- While advanced courses are designed to better prepare students for Advanced Placement, advanced courses are not a requirement for enrolling in advanced academic courses.
- The advanced program is not "all or nothing." Students may take any combination of advanced and on-level courses.

- For most courses, it is possible to move from on-level to advanced 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 advanced mathematics may require additional support in making the transition.

### **Advanced Course Exit Guidelines**

**The District is deeply committed to providing the support and resources necessary for every student to succeed in the middle school advanced courses. However, should the need arise for a student to transfer from an advanced course to an on-level course exit processes are in place.**

Exit processes:

1. Only a student's parent can petition for their child to exit an advanced course and must meet the following criteria: conference with the teacher and campus administrator; and satisfactory 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 advanced course may occur only at one of the following times: between the 4<sup>th</sup>-6<sup>th</sup> weeks of school or at the end of the 1<sup>st</sup> semester.
4. **When a student transfers from an advanced to an on-level 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 advanced classes in Math and RLA. Options for Gifted and Talented middle school students also include advanced, high school credit courses, STEM, LOTE, 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 in the High School Course Catalog.

Courses available for high school credit for Boerne ISD middle school students are limited and currently include the following: Advanced Algebra I, Spanish I, Advanced Spanish I, Advanced Spanish II (DL), Advanced Spanish III (DL), American Sign Language I, HS Art I, Principles of Human Services, Fundamentals of Computer Science, and Principles of Applied Engineering. 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 four required End-of-Course (EOC) exams to meet graduation requirements. EOC-tested subjects are Algebra I, English I, 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 Period	<b>Principles of Human Services</b>	5th Period	Science 8
2nd Period	Band 3 Advanced	<b>6th Period</b>	<b>Algebra I Advanced</b>
<b>3rd Period</b>	<b>HS Art 1</b>	7th Period	American History
4th Period	RLA 8 Advanced	8th Period	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 either a district-developed board approved assessment, 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 on the Boerne ISD website. CBE tests are available quarterly. Please check with your student's 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 5<sup>th</sup> 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 6<sup>th</sup> 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 7<sup>th</sup> 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 8<sup>th</sup> 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 when 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 must 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 must achieve the Approaches Grade Level Performance passing standard on Algebra I, English I, 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 to achieve a minimum of Approaches Grade Level Performance on STAAR.

## Advisory Period

The Boerne ISD Advisory Period is a designated and consistent time each school day for every middle school and high school student. This period is structured to help students learn social skills, work on homework, and catch up on assignments, as well as providing an opportunity to meet with a teacher regarding their progress and grades to develop crucial self-accountability. Furthermore, students may utilize this time to receive targeted intervention, participate in tutoring sessions, or engage in accelerated instruction focused on academic needs. Students may also participate in clubs and other approved activities or organizations. The Advisory Period is a vital part of the school day, serving as a time to be proactive and responsive to students' academic, emotional, and other areas of support.

## Reading Language Arts (RLA)

Middle School Reading Language Arts Pathways		
6th Grade	7th Grade	8th Grade
RLA 6	RLA 7	RLA 8
RLA 6 Advanced	RLA 7 Advanced	RLA 8 Advanced

### Reading Language Arts vs. Reading Language Arts Advanced

This guide is designed to help students and families understand the key differences between Reading Language Arts and Reading Language Arts *Advanced* courses. Both pathways cover the state-mandated Texas Essential Knowledge and Skills (TEKS) and provide focused instruction in reading and writing. The primary difference lies in the depth, pace, and the skills emphasized. Advanced courses represent a level of instruction, not a level of student. These courses are open to all students who are interested in taking on the additional rigor and challenge.

RLA Advanced courses are specifically designed to prepare students for the rigor of high school Advanced Placement (AP) courses, such as AP Seminar English II, AP Language English III, and AP Literature English IV.

Feature	RLA	RLA Advanced
<b>Primary Goal</b>	To build a strong foundation of reading and writing skills and ensure mastery of the TEKS content for that grade level.	To analyze the TEKS content through the lens of AP English skills, preparing students for AP-level work.
<b>Pace &amp; Workload</b>	The course is paced to provide sufficient time for content review and reinforcement. Homework is assigned as needed.	The pace is significantly faster to allow for deeper analysis and skill development. Students should expect daily reading or homework.
<b>Core Skills</b>	Students focus on reading and writing across genres.	Students focus on reading and writing across genres with specific attention given to nuanced understandings and well-developed writing.
<b>Writing &amp; Assessment</b>	Assessments often include multiple-choice questions assessing reading comprehension and <b>Extended Constructed Responses (ECRs)</b> that require organized, evidence-based answers using grade-appropriate writing conventions.	Assessments often include multiple-choice questions assessing reading comprehension and <b>Free Response Questions (FRQs)</b> that require organized and thorough, evidence-based answers using grade-appropriate writing conventions.

<p><b>Novels and Texts</b></p>	<p>Students read and analyze grade-appropriate novels and texts. All required novels and texts will be provided.</p>	<p>Students read and analyze grade-appropriate novels and texts, as well as more complex and rigorous pieces throughout the course. While students are encouraged to annotate in their own personal copies, all required novels and texts will be provided.</p>
<p><b>Student Responsibility</b></p>	<p>Teachers provide a structured learning environment with clear guidance on assignments and study materials.</p>	<p>Students are expected to be self-motivated, intellectually curious, and take greater ownership of their learning. This includes independent review and preparation.</p>

A student is likely to thrive in a **RLA Advanced** course if they:

- Work to strengthen strong reading comprehension and writing skills
- Are genuinely passionate and curious about literature
- Are highly motivated, organized, and work independently
- Are prepared for a workload similar to a high school-level course
- Plan to enroll in AP English courses in high school

### **READING LANGUAGE ARTS 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: 6**

### **READING LANGUAGE ARTS 6 ADVANCED (0611)**

Reading Language Arts 6 Advanced is a course designed for high-achieving 6th-grade students demonstrating advanced language arts and reading skills. Students will receive instruction leading to subsequent Advanced and AP Language and Literature courses. RLA 6 Advanced 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. Summer reading is required.

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

## **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. 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**
- 

## **READING LANGUAGE ARTS 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: 7**
- 

## **READING LANGUAGE ARTS 7 ADVANCED (0711)**

Reading Language Arts 7 Advanced is a course designed for high-achieving 7th-grade students demonstrating advanced language arts and reading skills. Students will receive instruction leading to subsequent Advanced and AP Language and Literature courses. RLA 7 Advanced 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 is required.

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

## **READING LANGUAGE ARTS 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: 8**
- 

## **READING LANGUAGE ARTS 8 ADVANCED (0811)**

Reading Language Arts 8 Advanced is a course designed for high-achieving 8th-grade students demonstrating advanced language arts and reading skills. Students will receive instruction leading to subsequent Advanced and AP Language and Literature courses. RLA 8 Advanced 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 Advanced English I. Summer reading is required.

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

## **BRIDGE: BUILDING READING INDEPENDENCE AND DEVELOPING GROWTH IN ENGLISH for Grade 6 (0613)**

This course supports incoming 6th-grade Emergent Bilingual students not previously in a Dual Language program, providing targeted language development beyond the current SLAR elective. It will be paired with English Learners Language Arts 7 (ELLA 7) and taught by the same teacher for consistent instruction and support.

- **Full-year Course**
- **Grade Placement: 6**
- **Administrator Placement/ LPAC Recommendation**

## **ENGLISH LEARNERS LANGUAGE ARTS 7 (ELLA) (0712)**

## **ENGLISH LEARNERS LANGUAGE ARTS 8 (ELLA) (0812)**

English Learner 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 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. This course is graded as Pass/Fail.

- **Full-year Course**
- **Grade Placement: 6-8**
- **Placement by Dyslexia Committee or ARD**

# Mathematics

## Math vs. Advanced Math Course Pathways (Grades 6-8)

The Advanced Math pathway is designed for students who demonstrate exceptional mathematical readiness, motivation, and abstract reasoning skills. These courses are significantly more rigorous and operate at a faster pace than the on-level pathway.

The Advanced pathway accelerates students by compacting the TEKS (Texas Essential Knowledge and Skills) from three years of content (Grade 6, Grade 7, and Grade 8) into two years, allowing the student to take Algebra I (a high school credit course) in 8th grade.

Calculators are available to students for in-class use in appropriate math courses.

DESMOS (<https://www.desmos.com/>) provides a free online graphing calculator.

## Curriculum and Testing Comparison

Grade Level	Course	Content Covered (TEKS)	State Assessment
Grade 6	Math 6	All Grade 6 TEKS	Grade 6 STAAR Exam
Grade 6	Advanced Math 6	All Grade 6 TEKS plus half of Grade 7 TEKS	Grade 6 STAAR Exam
Grade 7	Math 7	All Grade 7 TEKS	Grade 7 STAAR Exam
Grade 7	Advanced Math 7	Remaining half of Grade 7 TEKS plus all of Grade 8 TEKS	Grade 8 STAAR Exam
Grade 8	Math 8	All Grade 8 TEKS	Grade 8 STAAR Exam
Grade 8	Advanced Algebra	All Algebra I TEKS	Algebra I EOC Exam

## Pacing and Depth

- **On-Level:** Provides comprehensive instruction and time for review tailored to the pace of a standard curriculum.
- **Advanced:** Instruction moves at a rapid pace, requiring strong organizational skills and self-motivation. Students are expected to grasp concepts quickly and apply them to complex problem-solving scenarios.

## Rigor and GPA

Advanced courses are generally considered more rigorous and challenging. In high school credit courses, passing grades in courses designated as Honors or Advanced receive a weighted GPA bonus.

## MATHEMATICS PATHWAYS

Grade Level	Traditional Pathway		One Year Acceleration			
6	Math 6: <u>STAAR</u>		Math 6 Advanced: 6th <u>STAAR</u> (All Grade 6 TEKS and approximately ½ Grade 7 TEKS)			
7	Math 7: <u>STAAR</u>		Math 7 Advanced : 8th Math <u>STAAR</u> ( Remaining Grade 7 TEKS and all of Grade 8 TEKS)			
8	Math 8: <u>STAAR</u>		Algebra I Advanced <u>Algebra I EOC</u>			
9	Algebra I or Honors Algebra <u>Algebra I EOC</u>		Honors Geometry			
10	Geometry		Honors Algebra II			
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
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 <i>or</i> Dual Credit 1414 & 2412  <i>and/or</i>  AP/Dual Credit Statistics	Dual Credit College Algebra 1414	AP or Dual Credit Calculus AB  <i>or</i>  AP Calculus BC

### Notes

- 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, after the successful completion of their prerequisite Algebra II.

## **MATH STRATEGIES 6 (0633)**

Math Strategies 6 provides support for students based on prior mathematics performance. Students receive targeted instruction in mathematics producing greater understanding and success. The curriculum is aligned to 6<sup>th</sup> 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 grade STAAR Math score and classroom performance**
- 

## **MATH 6 (0630)**

Math 6 is based upon the Texas Essential Knowledge and Skills (TEKS) standards adopted by the State of Texas. 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**
- 

## **MATH 6 ADVANCED (0631)**

Math 6 Advanced is based upon the Texas Essential Knowledge and Skills (TEKS) 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 8<sup>th</sup> grade. The Math 6 Advanced content is taught at an accelerated pace and with greater depth and complexity of content including advanced topics.

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

## **MATH STRATEGIES 7 (0732)**

Math Strategies 7 provides support for students based on prior mathematics performance. Students receive targeted instruction in mathematics producing greater understanding and success. The curriculum is aligned to 7<sup>th</sup> 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 grade STAAR Math score and classroom performance**

## MATH 7 (0730)

Math 7 is based upon the Texas Essential Knowledge and Skills (TEKS) standards adopted by the state of Texas. 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**
- 

## MATH 7 ADVANCED (0731)

Math 7 Advanced is based upon the Texas Essential Knowledge and Skills (TEKS) standards adopted by the state of Texas. The course spans the remaining portion of Grade 7 mathematics TEKS and all 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 Advanced Algebra I in the eighth grade. The Math 7 Advanced content is taught at an accelerated pace and with greater depth and complexity in content to include advanced topics. **Students will take the 8th grade STAAR Math.**

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

## 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 8<sup>th</sup> 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 grade STAAR Math score and classroom performance**

## **MATH 8 (0830)**

Math 8 is based upon the Texas Essential Knowledge and Skills (TEKS) standards adopted by the state of Texas. 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**
- 

## **ALGEBRA I ADVANCED (0836)**

Algebra I 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. **Students will take the Algebra 1 End of Course exam.**

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

# Science

Middle School Science Pathways		
6th Grade	7th Grade	8th Grade
6th Grade Science	7th Grade Science	8th Grade Science
	7th Grade Science Advanced	8th Grade Science Advanced

## Science vs. Science Advanced

This guide is designed to help students and families understand the key differences between On-Level and Advanced Science courses in 7th and 8th grade. Both pathways cover the state-mandated Texas Essential Knowledge and Skills (TEKS) and provide a rich understanding of general science. The primary difference lies in the depth, pace, and the skills emphasized. The advanced course is specifically designed to prepare students for the rigor of high school Advanced Placement (AP) courses, such as AP Biology, AP Chemistry, AP Environmental Science, and AP Physics.

These courses are open to all students who are interested in taking on the additional rigor and challenge. It's important to emphasize that advanced courses represent a level of instruction, not a level of student.

Feature	Science	Science Advanced
<b>Primary Focus/Approach</b>	Inquiry-based approach emphasizing problem-solving.	Explores science standards (TEKS) with depth and complexity through inquiry and critical analysis of phenomenon.
<b>Student Responsibility</b>	Teachers provide a structured learning environment with clear guidance on assignments and study materials.	Students are expected to be self-motivated, intellectually curious, and take greater ownership of their learning. This includes independent review and preparation.
<b>Key Content Strands</b>	Scientific investigations and reasoning in: matter and energy, force, motion, and energy types, earth and space, and organisms and the environment.	Covers the same TEKS but with a focus on modeling, analytical reading/writing, and integrating mathematics with conceptual understanding.
<b>Mathematics/Technology</b>	Mathematics and technology are embedded in the curriculum.	Requires strategic use of mathematics to model chemical and physical phenomena.
<b>Independent Learning</b>	Some independent learning is required outside of class.	Requires independent learning outside of class.
<b>Specialized Skills</b>	Focuses on overarching concepts like change and constancy, patterns and cycles, systems, models, and scale.	Strong emphasis on analytical reading and writing for scientific argumentation, and developing/refining models to connect different scales (atomic to macroscopic).

<p><b>Writing &amp; Assessment</b></p>	<p>Writing includes Claim, Evidence, Reasoning utilizing the RACE strategy. Assessments measure student progress toward meeting TEKS.</p> <p>Assessments include multiple-choice questions and Short Constructed Responses (SCRs) that require brief, factual, evidence-based answers.</p>	<p>Writing is central to the course and integrated into daily work and assessments through the effective use of Claim, Evidence, Reasoning (CERs) and Free Response Questions (FRQs). Assessments include: Lesson Formatives (short, open-ended problems), Learning Checkpoints (modeled after SAT/ AP exams), and a Performance Task (sustained problem-solving in a novel context).</p>
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### Profile of a Successful Student

A student is likely to thrive in an **Advanced Middle School Science** course if they:

- Work to strengthen strong reading comprehension, writing, and computational skills
- Are genuinely passionate and curious about science
- Are highly motivated, organized, and work independently
- Are prepared for a workload similar to a high school-level course
- Plan to enroll in AP Science courses in high school

### SCIENCE 6 (0640)

Science 6 is an interdisciplinary course that engages students in problem-solving through an inquiry-based approach. 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 subsequent science courses.

This course is designed to prepare students for the Advanced Middle School Science Courses.

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

### SCIENCE 7 (0740)

Science 7 is an interdisciplinary course that engages students in problem-solving through an inquiry-based approach. 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. Mathematics and technology are fully integrated to help students analyze data and understand overarching concepts like systems and scale. Science 7 extends and deepens the topics covered in Science 6 to equip students with the conceptual understanding and critical thinking needed for subsequent science courses.

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

## **SCIENCE 7 ADVANCED (0741)**

Advanced 7th Grade Science is an interdisciplinary course that provides challenging coursework designed to deepen students' scientific knowledge and critical thinking. Advanced Science curriculum is designed to immerse students in scientific and engineering practices as they explore, explain, and investigate real-world phenomena. The course is structured around deep inquiry into core scientific domains, including matter and energy, force and motion, Earth and space, and organisms and their environments. Advanced Middle School Science courses are aligned to Advanced Placement skills such as attention to modeling, strategic use of mathematics, and emphasis on analytical reading and writing, laying a robust foundation for future scientific study. Significant independent work and deep intellectual engagement are expected for success. This course is designed to prepare students for an Advanced Placement course continuum in high school.

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

## **SCIENCE 8 (0840)**

Science 8 is an interdisciplinary course that engages students in problem-solving through an inquiry-based approach. 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. Mathematics and technology are fully integrated to help students analyze data and understand overarching concepts like systems and scale. Science 8 extends and deepens the topics covered in Science 7 to equip students with the conceptual understanding and critical thinking needed for subsequent science courses.

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

## **SCIENCE 8 ADVANCED (0841)**

Advanced 8th Grade Science is an interdisciplinary course that provides challenging coursework designed to deepen student's scientific knowledge and critical thinking. Advanced Science curriculum is designed to immerse students in scientific and engineering practices as they explore, explain, and investigate real-world phenomena. The course is structured around deep inquiry into core scientific domains, including matter and energy, force and motion, Earth and space, and organisms and their environments. Advanced Middle School Science courses are aligned to Advanced Placement skills such as attention to modeling, strategic use of mathematics, and emphasis on analytical reading and writing, laying a robust foundation for future scientific study. Significant independent work and deep intellectual engagement are expected for success. This course is designed to prepare students for an Advanced Placement course continuum in high school.

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

## Social Studies

Middle School Social Studies Pathways		
6th Grade	7th Grade	8th Grade
Contemporary World Cultures 6	Texas History 7	US History 8
	Texas History 7 Advanced	US History 8 Advanced

### Social Studies vs. Social Studies Advanced

This guide is designed to help students and families understand the key differences between Social Studies and Social Studies Advanced courses in 7th and 8th grade. Both pathways cover the state-mandated Texas Essential Knowledge and Skills (TEKS) and provide a rich understanding of Texas and U.S. History. The primary difference lies in the depth, pace, and the skills emphasized. These courses are open to all students who are interested in taking on the additional rigor and challenge. Advanced courses represent a level of instruction not a level of student.

The Social Studies Advanced course is specifically designed to prepare students for the rigor of high school Advanced Placement (AP) courses, such as AP Human Geography, AP World History, and AP U.S. History.

Feature	Social Studies	Social Studies Advanced
<b>Primary Goal</b>	To build a strong foundation of historical knowledge and ensure mastery of the TEKS content for that grade level.	To analyze the TEKS content through the lens of AP Historical Thinking Skills and Reasoning Processes, preparing students for AP-level work.
<b>Pace &amp; Workload</b>	The course is paced to provide sufficient time for content review and reinforcement. Homework is assigned as needed.	The pace is significantly faster to allow for deeper analysis and skill development. Students should expect daily reading or assignments.
<b>Core Skills</b>	Students focus on identifying key people, events, and concepts. They learn to describe cause-and-effect relationships.	Students are explicitly taught to analyze sources (SOAPS/OPTIC), contextualize events, and evaluate historical arguments.
<b>Writing &amp; Assessment</b>	Assessments often include multiple-choice questions and <b>Short Constructed Responses (SCRs)</b> that require brief, factual, evidence-based answers.	Writing is central to the course. Assessments mirror the AP format, including <b>Claim, Evidence, Reasoning (CER)</b> responses, <b>Short Answer Questions (SAQs)</b> , and <b>Document-Based Questions (DBQs)</b> .

<b>Source Analysis</b>	Students work with primary and secondary sources with teacher guidance and scaffolding.	Students are expected to independently analyze a wide variety of complex primary and secondary sources to build their own historical arguments.
<b>Student Responsibility</b>	Teachers provide a structured learning environment with clear guidance on assignments and study materials.	Students are expected to be self-motivated, intellectually curious, and take greater ownership of their learning. This includes independent review and preparation.

### Success in Social Studies Advanced

A student is likely to thrive in a **Social Studies Advanced** course if they:

- Work to strengthen strong reading comprehension and writing skills
- Are genuinely passionate and curious about history
- Are highly motivated, organized, and work independently
- Are prepared for a workload similar to a high school-level course
- Plan to enroll in AP Social Studies courses in high school

### CONTEMPORARY WORLD CULTURES 6 (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.

This course is designed to prepare all students for the Advanced Middle School Social Studies courses.

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

## TEXAS HISTORY 7 (0750)

Texas History is the study 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.

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

## TEXAS HISTORY 7 ADVANCED (0751)

The Advanced 7th Grade Texas History course offers a comprehensive study of Texas history, from its prehistory to the present day. The historical narrative is integrated with geography, economics, government, citizenship, and culture to provide a complete picture of the state's development. While covering the full scope of the standard Texas History curriculum, this advanced course is specifically designed for students seeking a more rigorous academic experience that will prepare them for Advanced Placement (AP) courses in high school. Students will move beyond memorization of facts to engage with the past as historians do. The course is structured around developing core Historical Thinking Skills and Reasoning Processes to analyze the past. Students will analyze the sourcing and situation of primary and secondary documents and explain how historical events are situated within a broader context. A significant emphasis is placed on evidence-based writing. Students will learn to construct clear and historically defensible arguments modeled after AP-level assessments. Writing assignments will require students to use specific task verbs such as compare, describe, and explain historical topics. This course is designed for self-motivated students who are prepared for a more in-depth exploration of Texas history, laying a strong foundation for future academic success in advanced social studies courses. Assessments in this course will be more rigorous than the on level courses assessing the Advanced Middle School Social Studies historical thinking skills and reasoning processes. These assessments will be modeled after the High School AP History Exams at a middle school level..

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

## **AMERICAN HISTORY 8 (0850)**

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**
- 

## **AMERICAN HISTORY 8 ADVANCED (0851)**

The 8th Grade American History Advanced course is a detailed study of American history from the early colonial period to Reconstruction (1877). It explores the significant political, social, and economic events that have shaped the United States. While covering the full scope of the standard U.S. History curriculum, including the development of the U.S. government and the Constitution, this advanced course is specifically designed for students seeking a more rigorous academic experience to prepare them for Advanced Placement (AP) courses in high school. Students will engage with the past as historians, moving beyond memorization to a deeper analysis of historical events. The course is structured to develop core historical thinking skills and reasoning processes. Students will: Analyze the sourcing and situation of primary and secondary documents to understand perspective and bias and explain how historical events are situated within a broader context. Students will develop and support historical arguments using evidence and engage in historical reasoning processes such as comparison, causation, and analyzing continuity and change over time. This course is intended for highly motivated students who are prepared for a more in-depth exploration of U.S. history, thereby building a strong foundation for future success in advanced social studies courses. Assessments in this course will be more rigorous than the on level courses assessing the Advanced Middle School Social Studies historical thinking skills and reasoning processes. These assessments will be modeled after the High School AP History Exams at a middle school level.

- **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 <sup>th</sup> Grade (Elective)
7			Spanish II Advanced (Additional requirements may apply)
8		Spanish I or Spanish I Advanced American Sign Language I	Spanish III Advanced
9	Spanish I or Honors Spanish I German I/ Honors German I Honors Sign Language I	Spanish II or Honors Spanish II Honors German I American Sign Language II/III	Dual Credit Spanish IV AP <sup>®</sup> Spanish Language & 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 <sup>®</sup> Spanish Language & Culture
11	Spanish III/Honors Spanish III Honors German III American Sign Language III	Dual Credit Spanish IV* <i>or</i> AP <sup>®</sup> Spanish Language & Culture Honors German III American Sign Language IV	AP Spanish V Literature & Culture
12	Spanish IV/ Dual Credit Spanish IV* <i>or</i> AP <sup>®</sup> Spanish Language & Culture AP <sup>®</sup> German Language & Culture American Sign Language IV	AP <sup>®</sup> Spanish Language & Culture AP <sup>®</sup> German Language & Culture	Non-Spanish credit through language application, such as mentoring in an elementary dual language class

### High School Considerations:

**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: Dual Credit 2311 & 2312 Intermediate Spanish

## **AMERICAN SIGN LANGUAGE 1 (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 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 and the study of introductory vocabulary, phonetics, and grammar. 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 is commensurate with the high school level curriculum. Successful completion of the course earns one high school LOTE credit.

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

## **SPANISH I ADVANCED (1611JH)**

Spanish I Advanced 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**
- 

## **SPANISH II ADVANCED (1621JH)**

Spanish for Spanish Speakers II Advanced 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 8**
  - **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)**
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## **SPANISH III ADVANCED (1635JH)**

Spanish III Advanced 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: 8**
- **Prerequisite: Advanced 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 (0660)

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 (0760)

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**

## **COLLEGE AND CAREER READINESS - Career and College Exploration (0890)**

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 (0663)**

STEM 6 is (Science, Technology, Engineering, and Mathematics). Students will build knowledge and skills in computer science, design, and engineering. Engaging, student-centered activities will develop problem solving, critical thinking, creative thinking, communication, collaboration and perseverance. Project Lead The Way (PLTW) Gateway curriculum is implemented focusing on flight and space exploration as the platform for project-based learning reinforcing science and math skills.

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

## **STEM 7 (0763)**

STEM 7 is a course that reviews safety practices, mechanical drawing (manual and Computer Aided Design), 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. Project Lead The Way (PLTW) Gateway curriculum is utilized focusing on design, modeling, automation and robotics.

- **Full-year Course: Elective**
- **Grade Placement: 7**
- **Prerequisite: STEM 6**

## **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: Elective**
  - **Grade Placement: 7**
- 

## **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 an introductory computer science course. 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**

## **PRINCIPLES OF APPLIED ENGINEERING (5600J)**

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.**

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## **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 Advanced. Placement is based upon student ability and director approval.

- **Full-year Course**
- **Grade Placement: 7 and 8**
- **Prerequisite: Previous Band course 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 focuses 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.**

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## CHOIR 1

### TREBLE 1 (0779)

### CHORALE 1 (0773)

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 public performances.

- 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.**

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## 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. There is a \$30 yearly uniform rental fee. There may be a requirement for purchase of special materials such as Orchestra t-shirts.**

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## **STRING ORCHESTRA 2 (0783)**

### **STRING ORCHESTRA 3 (0784)**

String Orchestra 2 - 3 focuses 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 Advanced. 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. There is a \$30 yearly uniform rental fee. There may be a requirement for purchase of special materials such as Orchestra t-shirts.**

## **THEATER 1 (0767)**

Theater 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.**

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## **THEATER ARTS 2 (0771)**

## **THEATER ARTS 3 (0867)**

Theater 2 - 3 focuses on the production of both published and student-created scenes and plays through all phases. 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 (0861)

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 PRE-ATHLETICS (0600P)

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 with activities such as: aerobics, badminton, circuit training, fitness skills, ultimate frisbee, and weight lifting.

- **Full-year Course**
  - **Grade Placement: 6**
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### 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 activities such as: aerobics, archery, badminton, basketball, fitness skills, golf, team handball, volleyball, and weight training.

- **Full-year Course**
  - **Grade Placement: 7 & 8**
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### 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 by a doctor 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 County 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 by a doctor and parent permission. Medical insurance is not required, though strongly recommended. The program includes basketball, football, and volleyball. In addition, students who made the 7<sup>th</sup> grade Tennis Team will register for both semesters of Athletics 8<sup>th</sup>. 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 7<sup>th</sup> grade Athletic or P.E. teacher.**

Special Notes: Students interested only in Cross County 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.

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## 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.

- **Semester or Full-year Course**
- **Grade Placement: 6, 7, & 8 who meet Category I (15 hours/week)**
- **OCPE Application**

### Middle School Students

Boerne ISD extends only OCPE Category I to students in grades 6-8 who meet the requirements and guidelines. 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 assignments and any additional Physical Education TEKS that are not addressed through the student's OCPE Category I activity.

### 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. Middle school students must earn 4 semesters of PE.

### **Application Procedure**

1. Students obtain the OCPE Program Application in the counselor's office or on the BISD website [www.boerne-isd.net](http://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.

**The application packet contains more information regarding student, parent, and provider responsibilities.**

## Additional Required Courses

- **STUDENT LEADERSHIP (0670)**

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**
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### **WELLNESS (0674S)**

#### **Grade 6 (Class of 2030 and beyond)**

The choices students learn to make when they are 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**
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## Other Electives

### **PHYSICAL EDUCATION PALS/ PARTNERS PE (0900)**

Partners PE is an elective for students who want to develop leadership skills by becoming peer helpers in the Physical Education setting. You will move beyond regular PE by learning specific techniques for adapting games and activities to ensure they are inclusive for students with physical, sensory, or cognitive disabilities. Key topics include understanding how to help others, practicing safe assisting methods, and mastering clear, positive communication skills. This service-oriented class builds empathy, patience, and valuable practical experience for future careers in education, therapy, or healthcare. This course provides a unique opportunity to lead and promote active inclusion for all students. PE Student Partners who complete an application are scheduled after being approved by the teacher/administrator. This is a local credit only.

- **Full Year Course**
  - **Grade Placement: 8**
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### **STUDENT AIDE (0862S)**

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

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