



Bastrop

Independent School District

2025-2026 Course Selection Guide



**Bastrop MS
Cedar Creek MS
Creekside MS
Riverside MS**





Dear Bastrop Independent School District Parents and Students:

In Bastrop ISD we believe in seeing the future through the eyes of our students. That is especially true when it comes to careful planning for their academic success and development. We strive to create individualized learning environments that empower and inspire all students to achieve their utmost potential. We believe that our parents and community members are partners with us in this endeavor and it is in that spirit that we ask you to carefully review the contents of the Bastrop ISD Middle School Course Selection Guide.

The guide is designed to provide students, parents, and school staff with a resource for reviewing and selecting career and academic pathways and therefore includes course offerings in core classes, Career and Technology Education, athletics and fine arts.

The course guide is divided into the following sections:

- Core Curriculum Course Offerings
- Elective Course Offerings

Please note that the course guide is subject to change as needed. Any updates will be posted on the district and campus websites and the school counseling team will notify students if the changes impact their specific course plan. Thank you for your partnership and support in planning course selections for the upcoming academic school year. We look forward to working with you to develop your program of study!

Sincerely,

Jennifer Eberly
Chief Academic Officer
Bastrop ISD

906 Farm Street • Bastrop, TX 78602 • (512) 772-7100 • bisdtx.org

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Course Selection Information

Counselors will provide information about the course selection process, class choices, and graduation plans through classroom guidance. Students will be given access to an electronic course selection guide and a course choice sheet. Due dates and instructions will be included. Parents will have the opportunity to attend scheduled parent information meetings during the course selection process. Counselors will also advise each student regarding course selections. In addition, each student will be provided verification of course requests along with a deadline for change requests.

Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. It is extremely important, therefore, that alternate course choices be listed for elective courses on the course choice sheet. Some courses require teacher or administrative approval. Students are responsible for obtaining that approval prior to submitting course requests.

As the student signs up for next year's courses, selections should be made on the assumption the courses in progress will be passed. Because of increased graduation requirements, if a student fails a course or courses, it is important to recover credit for a failed course in summer school or credit recovery. Failure to attend summer school could jeopardize grade level and progress toward graduation. Contact the school if you have questions about summer school.

Note: The master schedules are built around course choices made each spring. Please be sure to make your selections wisely and carefully.

Schedule Change Policy

Students meet with counselors during the spring semester to determine course selection for the following year. With the assistance of counselors, students have the opportunity to choose their own courses as well as alternate electives, and they have the opportunity to verify those choices and make corrections during the spring semester for the next school year.

Once the schedule is locked, schedule corrections will only be made for the following reasons:

- A student is placed in a course in error.
- A student fails a required course making a schedule adjustment necessary for graduation.
- Additional credit was earned making a schedule adjustment necessary.
- The student does not have the prerequisites or does not have courses needed for graduation.
- Change is needed as a result of a student being selected or administratively assigned to or taken out of a program within the school; i.e., intervention, band, athletics, other classes requiring instructor approval.
- Change is needed to enable a student to graduate in the particular year.
- Class sizes must be balanced.
- Courses are canceled.

Level changes: A level change (i.e., moving from Honors to the on level course) may only be requested at the end of the 3rd week, the 6th week, or the end of the first semester. A change may be made if the student has demonstrated a significant effort to do well in the class (attending tutorials, participating in class, asking questions, etc.) and if there has been verified parent/teacher/student communication. Students in honors courses whose grades average below a 60 at the end of the first six weeks or the first semester may be administratively removed to avoid further credit loss. Students in these situations will have a required parent meeting with their counselor and/or administrator. If a change is made, all grades will transfer with the student for eligibility purposes. All level changes must be approved by an administrator. Students are encouraged to take academically rigorous classes every year.

Advanced Academics

BISD ADVANCED ACADEMICS COURSE EXPECTATIONS

Honors courses challenge and enrich motivated students to expand their education beyond the typical middle school program. Honors coursework develops advanced skills and content background to prepare students for college-level work in Advanced Academics courses at the high school level. Success requires the student's commitment to the expectations of an advanced level program. By selecting an Advanced Academics course, students and guardians are agreeing to the expectations listed below.

General Course Expectations

1. Successful completion of each Advanced Academics/Honors course requires individual study time outside of class on a regular basis.
2. Guidelines for grading will be clearly communicated to students and parents.
3. All students are expected to do their own work and exhibit academic integrity.
4. Tutorials will be available from the Advanced Academics/Honors teacher at least weekly for all students.
5. For a student whose grade average **is less than 70** at progress report, **the student will need to attend weekly tutorials to the end of the six-week period.**
6. The teacher will contact the student and parent at the progress-report time if the grade has fallen below 70.
 - a. Teachers will update grades on a weekly basis.
7. For a student whose grade average is less than 70 at the end of any six week grading period, a student/parent/teacher conference will be held.
 - a. A student's work completion, attendance in class, and attendance at tutorials will all be reviewed.
8. Students in Advanced Academics courses whose grades average below a 60 at the end of the first six weeks or the first semester may be administratively removed to avoid further credit loss. Students in these situations will have a required parent meeting with their counselor and/or administrator. If a change is made, all grades will transfer with the student for eligibility purposes. All level changes must be approved by an administrator. Students are encouraged to take academically rigorous classes every year.

Gifted and Talented Students

Gifted and talented students are served through the Honors classes and academic competitions.

Accelerated Math Sequence

Students who wish to take Algebra 1 in 8th grade are strongly encouraged to take the accelerated 6th and 7th grade math courses. The curriculum in the accelerated math courses is designed to prepare students for success in the Algebra 1 course and Algebra 1 STAAR End of Course exam.

Senate Bill (SB) 2124, passed by the 88th Texas Legislature, requires each school district and open-enrollment charter school to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.

Under the program, a school district or open-enrollment charter school must automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment, or a local measure.

Career and Technical Education

What Are Programs of Study?

Programs of study are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real world experiences and culminate in a postsecondary credential. Programs of study are groupings of in-demand, high-wage, and high-skill occupations, which are grouped together because they share similar work activities and training. The programs of study help provide a focus and guideline for future planning at the high school level and beyond.

This section of the course guide is designed to help students select a program of study and courses that are appropriate to their needs and career interests. The Career and Technical Education program includes courses that provide a solid background for advanced college training in various fields, on-the job training, and marketable skills upon graduation from high school. Offering course sequences within career clusters may help students make better career choices and motivate students to reach higher academic achievement. Career Clusters represent a national and state effort to help schools ensure that learners gain the knowledge and skills they need for multiple career choices by matching what is taught in the classroom to business and industry expectations.

Students should review each career cluster described and the courses and their descriptions before making or revising their four to six year plan. Students should discuss their individual plan with parents, school counselors, and teachers in their chosen field.

Please visit the following sites for additional information on Career Clusters, Programs of Study and Career Information.

Texas Education Agency- Career and Technical Education
Jobs Y'all
O*Net – My Next Move
Texas Workforce Commission
Occupational Outlook Handbook

www.tea.state.tx.us
<https://jobsyall.com/>
www.mynextmove.org/
www.twc.state.tx.us
<https://www.bls.gov/ooh/>

STAAR Testing for 6th, 7th, & 8th Grade

6th Grade STAAR Assessments	7th Grade STAAR Assessments	8th Grade STAAR Assessments
<ul style="list-style-type: none">• Reading Language Arts• Math	<ul style="list-style-type: none">• Reading Language Arts• Math	<ul style="list-style-type: none">• Reading Language Arts• Math• Science• Social Studies <p>*Students who take Algebra I will take the Algebra I STAAR End of Course Assessment</p>

Graduation Options for Students with Disabilities Receiving Special Education Services

**See revised [89.1070\(c\) and \(d\)](#) for specific requirements to earn an endorsement if modifications are needed to access the curriculum.

	Mastery of Curriculum	State Assessment	Endorsements and Acknowledgements	SPED Eligibility Termination
General Curriculum with or without Accommodations	Successful completion of the curriculum as is applicable to students in general education 89.1070(b)(1).	Option 1: Satisfactory Performance on at least 3 out of 5 EOCs 89.1070(d) <i>The ARD Committee serves as the Individual Graduation Committee.</i>	Student is eligible to earn endorsements. Student is eligible to earn distinguished achievement and performance acknowledgements.	Graduation and termination of services ends when credits and
		Option 2: Student's ARD committee determines satisfactory performance on state assessment is not required for graduation.		
Modified Curriculum in one or more courses	Successful completion of the curriculum that includes one or more modified courses	Satisfactory Performance on at least 3 out of 5 EOCs 89.1070(d)	Student is eligible to earn endorsements if the ARD committee determines any modified curriculum for endorsement courses are sufficiently rigorous.	SPED Eligibility ends when: Student successfully completes their IEP and one of the following conditions are met: <ul style="list-style-type: none"> • Full-Time Job • Employability Skills • Access to Agency Supports • Reaches Age 22
	Successful completion of the curriculum that includes one or more modified courses	Student's ARD committee determines satisfactory performance on state assessment is not required for graduation.	Student is able to earn distinguished achievement and performance acknowledgements	

Section 504 and IEP Accommodations: Students with disabilities are afforded the same opportunity to participate in Advanced courses as students without disabilities. Students served through Section 504 and Special Education shall be provided the accommodations included in their IAP and/or IEP. The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Honors or AP courses.

1. Special Education or Section 504 students must have equal opportunity to participate in Pre-AP or AP courses
2. Counselors, parents, ARD Committees and Section 504 Committees should carefully consider the impact of the student's disability on their progression in the general curriculum before determining if a Honors/AP course is appropriate.
3. The accommodations included in the student's IAP or IEP for the Honors/AP course should not substantially alter or modify the essential elements of the Honors/AP coursework.
4. While ARD and Section 504 Committees may wish to consider Honors or AP courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Honors or AP classes.
5. Campus procedures for addressing failure or lack of progress should be applied to all students, including students with disabilities. Consideration of continuation or removal from Honors/ AP courses should include the student's need for accommodations and fidelity of implementation of the accommodations in the student's IEP or IAP.
6. All students interested in college credit for Advanced Placement courses should contact the college or university of their choice to obtain policies and standards regarding Advanced Placement credit, including Special Ed/Section 504 accommodations.

*This information is accurate as of the printing of this document. For the most current information visit the TEA website.
<http://www.tea.state.tx.us/>

6th Grade Core Curriculum Course Offerings

6th GRADE ENGLISH LANGUAGE ARTS

6th GRADE LANGUAGE ARTS (year)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. **Course ID: 03200510**

6th GRADE LANGUAGE ARTS HONORS (year)

The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. **Course ID: 03200510**

6th ESL - ENGLISH AS A SECOND LANGUAGE (year)

Students who have been identified as Emergent Bilinguals (EBs) are required to receive language arts instruction from an ESL/RLA certified teacher. RLA/ESL certified teachers utilize Content Based Language Instruction (CBLI) practices to make content comprehensible to EBs; thus enabling students to acquire language through the content area. CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive. Students who have been in U.S. schools for 0-3 years, are at the beginning or intermediate levels of English proficiency, and require intensive English instructions are eligible to enroll in this course. This course is designed to help EBs learn survival English, rapid literacy and the skills necessary to be successful in their ELAR classes. Ideally, this course should be double blocked with the ELAR course. An ESL/RLA certified teacher who understands the language acquisition process and methodology should teach both ESL and RLA blocks.

Course ID: 03210530

6th GRADE MATHEMATICS

6th GRADE MATH (year)

The primary focal areas in 6th grade math are 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 to become mathematical problem solvers. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. **Course ID: 02820000**

6th GRADE MATH HONORS (year)

The 6th Grade **accelerated** course includes all of grade 6 math TEKS (described above) and a portion of the grade 7 math TEKS (specifically the proportionality TEKS). Students enrolled in the 6th grade accelerated math course will take the 6th Grade STAAR Mathematics test. **Course ID: 02820000**

6th GRADE SCIENCE

6th GRADE SCIENCE (year)

In 6th grade science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking. Topics focus on physical, earth and space, environmental, and life sciences. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. Assignments and projects outside of class will be required. **Course ID: 03060600**

6th GRADE SCIENCE HONORS (year)

This course differs from the general education science course in that the topics covered will have a greater range and depth. Topics focus on physical, earth and space, environmental, and life sciences. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. **Course ID: 03060600**

6th GRADE SOCIAL STUDIES

6th GRADE SOCIAL STUDIES (year)

Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. **Course ID: 02870000**

6th GRADE SOCIAL STUDIES HONORS (year)

Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. **Course ID: 02870000**

7th Grade Core Curriculum Course Offerings

7th GRADE ENGLISH LANGUAGE ARTS

7th GRADE LANGUAGE ARTS (year)

This course provides instruction on traditional grammar and mechanics (spelling, capitalization, and punctuation) and their functioning within the writing process. Composition techniques are practiced as well as research paper content and form. All basic reading skills are taught using a variety of sources, such as literature, textbooks, novels, magazines, and newspapers. Students will be learning how to cite text evidence to support inferences made regarding literary elements such as theme and characterization. Students will work on incorporating important elements like voice, depth, and sentence fluency to aim for a commendable performance rating. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. Students should engage in academic conversations, write, and read on a daily basis.

Course ID: 03200520

7th GRADE LANGUAGE ARTS HONORS (year)

This class will delve into literary analysis. To prepare students for Advanced Placement Tests in high school, students will be learning how to cite text evidence to support inferences made regarding literary elements such as theme and characterization. Students will work on incorporating important elements like voice, depth, and sentence fluency to aim for a commendable performance rating. Also, students will build advanced grammar and vocabulary skills. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. Students should engage in academic conversations, write, and read on a daily basis. **Course ID: 03200520**

7th ENGLISH LEARNERS LANGUAGE ARTS (ELLA) (year)

Students who have been identified as Emergent Bilinguals (EBs) are required to receive language arts instruction from an ESL/RLA certified teacher. RLA/ESL certified teachers utilize Content Based Language Instruction (CBLI) practices to make content comprehensible to EBs; thus enabling students to acquire language through the content area. CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive. Students, who have been in U.S. schools for 0-3 years, are at the beginning or intermediate levels of English proficiency, and require intensive English instruction. Students are eligible to enroll in this course. This course is designed to help EBs learn survival English, rapid literacy and the skills necessary to be successful in their ELAR classes. Ideally, this course should be double blocked with the ELAR course. An ESL/RLA certified teacher who understands the language acquisition process and methodology should teach both ESL and RLA blocks.

Course ID: 03200531 (ELLA7)

7th GRADE MATHEMATICS

7th GRADE MATH (year)

Within a well-balanced mathematics curriculum, the primary focal points at 7th grade are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; using statistical measures to describe data. Students will use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other, and they connect verbal, numeric, graphic, and symbolic representations of relationships. **Course ID: 03103000**

7th GRADE MATH HONORS (year) Recommended Prerequisite: 6th Math Honors.

Within a well-balanced mathematics curriculum, the primary focal points at 7th grade are using basic principles of algebra to analyze and represent both proportional and nonproportional linear relationships and using probability to describe data and make predictions. The 7th Grade **accelerated** course includes all of the grade 8 math TEKS and the remaining grade 7 math TEKS not covered in 6th Grade Accelerated Math. Students enrolled in the 7th grade Accelerated math course will take the 8th Grade STAAR Mathematics test. **Successful completion of this class is a requirement to be eligible for Algebra 1 in 8th grade.** This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. **Course ID: 03103000**

7th GRADE SCIENCE

7th GRADE SCIENCE (year)

In 7th grade Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking. Topics focus on physical, earth and space, environmental, and life sciences. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. Assignments and projects outside of class will be required. **Course ID: 03060700**

7th GRADE SCIENCE HONORS (year)

This course differs from the general education science course in that the topics covered will have a greater range and depth. Topics focus on physical, earth and space, environmental, and life sciences. This course will require additional time and effort. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. **Course ID: 03060700**

7th GRADE SOCIAL STUDIES

7th GRADE TEXAS HISTORY (year)

Texas History presents the unfolding story of Texas from earliest civilizations to modern times. Special emphasis will be given to the study of specific topics, including: geography, Spanish exploration and settlement, Stephen F. Austin, and Anglo-American colonization, the Texas Revolution, the Republic of Texas, and many ethnic and cultural groups represented in Texas. Texas History also identifies major US History themes in order to prepare students for the 8th grade STAAR test. These themes, which Texas and US History have in common, include colonization, revolution, government, Manifest Destiny and westward expansion, the Mexican War, the Civil War, and Reconstruction.

Course ID: 03343000

7th GRADE TEXAS HISTORY HONORS (year)

Texas History presents the unfolding story of Texas from earliest civilizations to modern times. Special emphasis will be given to the study of specific topics, including: geography, Spanish exploration and settlement, Stephen F. Austin, and Anglo-American colonization, the Texas Revolution, the Republic of Texas, and many ethnic and cultural groups represented in Texas. Texas History also identifies major US History themes in order to prepare students for the 8th grade STAAR test. These themes, which Texas and United States History have in common, include colonization, revolution, government, Manifest Destiny and westward expansion, the Mexican War, the Civil War, and Reconstruction. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought.

Course ID: 03343000

8th Grade Core Curriculum Course Offerings

8th GRADE ENGLISH LANGUAGE ARTS

8th GRADE LANGUAGE ARTS (year)

Language arts classes are core classes that teach revising and editing skills which are integrated into the writing process. Composition techniques are practiced as well as research paper content and form. Reading skills are taught using a variety of sources, including short stories, poetry, novels, and drama, providing opportunities for students to interpret and to analyze literature. Vocabulary instruction is provided using context, dictionary practice, and word parts. All STAAR objectives specified for these grade levels are covered and STAAR test format drills are offered to familiarize students with the state tests. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. Students should engage in academic conversations, write, and read on a daily basis. **Course ID: 03200530**

8th GRADE LANGUAGE ARTS HONORS (year)

The honors eighth grade Language Arts program provides opportunities for students to interpret and to analyze literature including short stories, poetry, novels, and drama. This course encourages students to think independently, solve problems, master oral and written communication skills, and utilize correct grammar and punctuation on all written products. Students will utilize the writing process to produce multi-paragraph products and master skills required for description, narration, and persuasion. Demonstrating proficiency of concepts at a self-motivated and accelerated pace that consists of increased workload for classroom activity. Mastery and cumulative learning within a variety of activities ranging from concrete/specific to random/abstract offers a challenge for students within a course. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. Summer reading is encouraged. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. Students should engage in academic conversations, write, and read on a daily basis. **Course ID: 03200530**

8th ENGLISH LEARNERS LANGUAGE ARTS (ELLA) (year)

Students who have been identified as Emergent Bilinguals (EBs) are required to receive language arts instruction from an RLA/ESL certified teacher. RLA/ESL certified teachers utilize Content Based Language Instruction (CBLI) practices to make content comprehensible to EBs; thus enabling students to acquire language through the content area. CBLI is an integrated approach to language instruction in which language is developed within the context of content delivery that is culturally and linguistically responsive. Students who have been in U.S. schools for 0-3 years, are at the beginning or intermediate levels of English proficiency, and require intensive English instructions are eligible to enroll in this course. This course is designed to help EBs learn survival English, rapid literacy and the skills necessary to be successful in their ELAR classes. Ideally, this course should be double blocked with the ELAR course. An RLA/ESL certified teacher who understands the language acquisition process and methodology should teach both ESL and RLA blocks.

Course ID: 03200532 (ELLA8)

8th GRADE MATHEMATICS

8th GRADE MATH (year)

This course provides guidance for a full year of the fundamentals for mathematical operations and the basic topics of regular math are reviewed. Major emphasis is placed on solving algebraic equations with whole numbers, decimals, fractions, percents, and integers. Word problems and problem solving strategies are equally emphasized. Testing strategies and preparation for the STAAR test are continually practiced throughout the year. **Course ID: 03103100**

ALGEBRA I - HIGH SCHOOL CREDIT (year) Prerequisite: 7th Math Honors.

Algebra I reinforces all basic operations of mathematics while introducing students to an advanced level of application problems. Elements of Algebra are expressed through algebraic concepts, equations and inequalities, functions and their graphs, systems of equations and inequalities, quadratic equations and functions, exponential functions, radical and rational expressions, and polynomials; all being taught as an integrated whole with application to real world situations. Students are expected to be highly self-motivated. Practice problems preparing students to successfully complete the EOC test are integrated into the curriculum. Students successfully completing this course will receive High School Credit for Algebra I and will attempt to earn college readiness through the SAT test as a Junior or Senior in high school. **Course ID: 03100500**

8th GRADE SCIENCE

8th GRADE SCIENCE (year)

In 8th grade science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking. Topics focus on physical, earth and space, environmental, and life sciences. Laboratory work will be used to promote student inquiry and independent thought. Assignments and projects outside of class will be required. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. **Course ID: 03060800**

8th GRADE SCIENCE HONORS (year)

This course differs from the regular science course in that the topics covered will have a greater range and depth. focus on chemistry, forces and motion, genetics, living systems, and the systems of earth and space. This course will focus on physical, earth and space, environmental, and life sciences. Laboratory work will be used to promote student inquiry and independent thought. Assignments and projects outside of class will be required. Laboratory work will be used to promote student inquiry and independent thought surrounding a phenomenon. Students will spend 40% of class time in lab and explorations, both physically and digitally. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought.

Course ID: 03060800

8th GRADE SOCIAL STUDIES

8th GRADE US HISTORY (year)

US History provides an in-depth examination of American history from the settlement of Jamestown in 1607 through the Civil War and Reconstruction in 1877. The course identifies major themes and significant leaders in American history and explains their importance at each stage of development of the nation. US History also conveys a sense of the breadth of experiences and influences that have shaped the United States through this time period.

Course ID: 03343100

8th GRADE US HISTORY HONORS (year)

The honors classes follow TEKS objectives; however, these are project- driven classes with a strong emphasis on research and writing skills. The quality and quantity of the student work is designed to challenge and develop a student's critical thinking skills. Since many of the class discussions center on understanding the relationships between concepts within the different historical time periods, class attendance is important. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. **Course ID: 03343100**

Middle School Elective Course Offerings

CAREER AND TECHNICAL EDUCATION (CTE)

7th GRADE HUMAN GROWTH AND DEVELOPMENT - HIGH SCHOOL CREDIT (year)

This course is required for all 7th grade students.

Students will examine human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. **Course ID: 13014300**

8th GRADE BUSINESS INFORMATION MANAGEMENT I - HIGH SCHOOL CREDIT (year)

This course helps students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students successfully completing this course will receive High School Credit for BIM I. **Course ID: 13011400**

8th GRADE CAREER AND COLLEGE EXPLORATION - HIGH SCHOOL CREDIT (year)

This course is required for all 8th grade students.

Students will use decision making and problem solving skills for career and college planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed development of a college and career achievement plan. Students will use this information to explore educational requirements for a variety of chosen career paths. Students successfully completing this course will receive High School Credit for CTE Project-Based Research Capstone. **Course ID: 12701101**

8th GRADE PROJECT LEAD THE WAY: ENGINEERING ESSENTIALS - HIGH SCHOOL CREDIT (year)

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more. Students successfully completing this course will receive High School Credit for PLTW Engineering Essentials.

Course ID: N1303760

TECHNOLOGY APPLICATIONS

6th GRADE TECHNOLOGY APPLICATIONS 1 (year)

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. This survey course will touch on all avenues of technology course options at the high school level, such as digital media (including video and audio productions), coding, programming, and robotics. **Course ID: 02670060**

7th GRADE TECHNOLOGY APPLICATIONS 1 (year)

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills. This survey course will touch on all avenues of technology course options at the high school level, such as digital media (including video and audio productions), coding, programming, and robotics. **Course ID: 03580100**

ART

6th GRADE ART (year)

6th grade Art is a class developed for beginners. The emphasis is placed on understanding the art elements and developing drawing skills. Various mediums will be explored as well as lessons about famous artists, cultures, and historical periods. Creativity and self-expression are encouraged. **Course ID: 03154110**

7th GRADE ART (year)

7th grade Art is a class developed for beginners. The emphasis is placed on understanding the art elements and developing drawing skills. Various mediums will be explored as well as lessons about famous artists, cultures, and historical periods. Creativity and self-expression are encouraged. **Course ID: 03154210**

8th GRADE ART I - HIGH SCHOOL CREDIT (year)

This course is an introduction to basic processes for beginners as well as students with previous art experiences. The first semester will emphasize drawing, design concepts, and art history/appreciation. Successfully completing this course grants high school credit for Art I and meets the fine arts graduation requirement. **Course ID: 03500100**

BAND

6th GRADE BEGINNING BAND (year)

This course is designed for students who would like to learn to play a band instrument. The instrumentation includes flute, oboe, bassoon, clarinet, saxophone, trumpet, french horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals on each band instrument. Outside of class participation may be required.

Course ID: 03154130

7th GRADE BEGINNING BAND (year)

This course is designed for students who did not take a beginning band class in 6th grade and would like to learn to play a band instrument. The instrumentation includes flute, clarinet, saxophone, trumpet, french horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals on each band instrument. Outside of class participation may be required. **Course ID: 03154230**

7th GRADE BAND I – HONORS BAND (year)

This is a Varsity University Interscholastic League (UIL) band class. It is audition/ability based and by invitation only. Outside of class participation is mandatory. **Course ID: 03154230**

7th GRADE BAND II – SYMPHONIC BAND (year)

This course is an extension of 6th grade band. The instrumentation includes flute, oboe, clarinet, bassoon, saxophone, trumpet, french horn, trombone, euphonium, tuba and percussion. This class is audition/ability based. Outside of class participation is required. **Course ID: 03154230**

7th GRADE BAND III – CONCERT BAND (year)

This course is an extension of 6th grade band. The instrumentation includes flute, oboe, clarinet, bassoon, saxophone, trumpet, french horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals on each band instrument. Outside of class participation may be required. **Course ID: 03154230**

8th GRADE BAND I – HONORS (year)

This is a Varsity University Interscholastic League (UIL) band class. It is audition/ability based and by invitation only. Outside of class participation is mandatory. **Course ID: 03154330**

8th GRADE BAND II – SYMPHONIC BAND (year)

This course is an extension of 7th grade band. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class is audition/ability based. Outside of class participation is required. **Course ID: 03154330**

8th GRADE BAND III – CONCERT BAND (year)

This course is an extension of 7th grade band. The instrumentation includes flute, clarinet, saxophone, French horn, trombone, euphonium, tuba and percussion. This class covers the basic fundamentals on each band instrument. Outside of class participation may be required. **Course ID: 03154330**

8th GRADE INSTRUMENTAL ENSEMBLE (year)

This course is only offered to students already enrolled in Band I,II, or III classes. This course is designed to be taken in addition to the Band I,II, or III classes and the instructional focus will be to strengthen and enhance individual instrumental technique and small ensemble performance skills. **Course ID: 03154333**

CHOIR

6th GRADE TENOR/BASS CHOIR (year)

The goal of the Tenor/Bass Choir is to train and develop the voice. Students are expected to perform at several concerts and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir experience. **Course ID: 03154131**

6th GRADE BEGINNING TREBLE CHOIR (year)

The goal of the Beginning Treble Choir is to train and develop the voice. Students are expected to perform at several concerts-and other various performances throughout the school year. Performance attendance and participation is required and a significant part of the choir experience. **Course ID: 03154231**

7th GRADE TENOR/BASS CHOIR (year)

The goal of the Tenor/Bass Choir is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Students are also given the opportunity to participate in other activities including All-Region Choir auditions, Solo and Ensemble competition, and our annual spring trip. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and a significant part of the choir grading policy. **Course ID: 03154231**

7th GRADE BEGINNING TREBLE CHOIR (year)

The goal of the Beginning Treble Choir is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Students are also given the opportunity to participate in other activities including All- Region Choir auditions, Solo and Ensemble competition, and our annual spring trip. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and a significant part of the choir grading policy. **Course ID: 03154231**

7th GRADE ADVANCED TREBLE CHOIR (year)

Entry into advanced treble choir is based upon their audition in the areas of singing and sight reading. The goal of this course is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances. Students are expected to remain eligible throughout the year to be able to participate in other activities including All Region choir auditions, Solo and Ensemble competition, musicals, and end of year talent show. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and is a significant part of the grading policy.

Course ID: 03154231

8th GRADE TENOR/BASS CHOIR (year)

The goal of the Tenor/Bass Choir is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Students are also given the opportunity to participate in other activities including All-Region Choir auditions, Solo and Ensemble competition, and our annual spring trip. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and a significant part of the choir grading policy. **Course ID: 03154331**

8th GRADE BEGINNING TREBLE CHOIR (year)

The goal of the Beginning Treble Choir is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances throughout the school year. Students are also given the opportunity to participate in other activities including All-Region Choir auditions, Solo and Ensemble competition, and our annual spring trip. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and a significant part of the choir grading policy. **Course ID: 03154331**

8th GRADE ADVANCED TREBLE CHOIR (year)

Entry into advanced treble choir is based upon their audition in the areas of singing and sight reading. The goal of this course is to train and develop the voice. Students are expected to perform at several concerts, school assemblies, UIL competitions, and other various performances. Students are expected to remain eligible throughout the year to be able to participate in other activities including All Region choir auditions, Solo and Ensemble competition, musicals, and end of year talent show. Participation by individuals in any and all activities will be at the discretion of the choir director. Performance attendance and participation is required and is a significant part of the grading policy.

Course ID: 03154331

DANCE

6th GRADE DANCE (year)

Students will participate in various dance styles and movements. The students will cover fitness principles and dance objectives in a variety of dance forms: Ballet, Jazz, Modern, Step, Drill Team, Hip-Hop, Pom, Recreational and Choreography. The course includes Fitness Skills and Principles, Dance Performances, Written Projects, and Dance/Fitness Terminology. Students will experience how dance and fitness can promote a healthy lifestyle.

Course ID: 03154120

7th GRADE BALLET FOLKLORICO (year)

Learning about Mexico's heritage, traditions and history through dance. Students will learn basic to advanced steps, movements, terminology, techniques and background history of the Folklorico dances. Students will express stylistic variations in the performance of complex dance movements, phases, quality variation, dynamics, and to develop and assess artistic growth. Students will participate in at least one competition and celebrations.

Course ID: 03154220

7th GRADE DANCE (year)

Students will participate in various dance styles and movements. The students will cover fitness principles and dance objectives in a variety of dance forms: Ballet, Jazz, Modern, Step, Drill Team, Hip-Hop, Pom, Recreational and Choreography. The course includes Fitness Skills and Principles, Dance Performances, Written Projects, and Dance/Fitness Terminology. Students will experience how dance and fitness can promote a healthy lifestyle.

Course ID: 03154220

8th GRADE BALLET FOLKLORICO I - HIGH SCHOOL CREDIT (year)

Learning about Mexico's heritage, traditions and history in a new way. Ballet Folklorico teaches these things through dance. Students will learn basic to advanced steps, movements, terminology, techniques and background history of the Folklorico dances. Students will express stylistic variations in the performance of complex dance movements, phases,

quality variation, dynamics, and to develop and assess artistic growth. Students will participate in at least one competition and celebrations. Students successfully completing this course will receive High School Credit for Fine Arts. **Course ID: 03832100 (World Dance Forms)**

8th GRADE DANCE I - HIGH SCHOOL CREDIT (year)

Students will participate in various dance styles and movements. They will experience how dance and fitness can promote a healthy lifestyle. Students successfully completing this course will receive High School Credit for Fine Arts.

Course ID: 03830100 (Principles of Dance I)

THEATER

6th GRADE THEATER ARTS (year)

When selecting this class, students understand that the following topics will be explored over the course of the year.

- **Technical Theater:** This topic puts students backstage. Students will work hands-on to design for the different parts of technical theater (props, costumes, lighting, sound, scenery, makeup). Students will need to bring supplies from home. This is not a performance based class in general but students will be asked to act in class from time to time.
- **Theater Arts:** This topic encourages self-expression and confidence through a study of interpretive speaking and dramatic interpretation, and movement. The students will participate in many different areas of theater which includes various acting techniques, improvisation, pantomime, and puppetry. Students will perform scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage, and/or film. **Course ID: 03154140**

7th GRADE THEATER ARTS (year)

When selecting this class, students understand that the following topics will be explored over the course of the year.

- **Technical Theater:** This topic puts students backstage. Students will work hands-on to design for the different parts of technical theater (props, costumes, lighting, sound, scenery, makeup). Students will need to bring supplies from home. This is not a performance based class in general but students will be asked to act in class from time to time.
- **Theater Arts:** This topic encourages self-expression and confidence through a study of interpretive speaking and dramatic interpretation, and movement. The students will participate in many different areas of theater which includes various acting techniques, improvisation, pantomime, and puppetry. Students will perform scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage, and/or film. **Course ID: 03154240**

8th GRADE THEATER ARTS (year)

When selecting this class, students understand that the following topics will be explored over the course of the year.

- **Technical Theater:** This topic puts students backstage. Students will work hands-on to design for the different parts of technical theater (props, costumes, lighting, sound, scenery, makeup). Students will need to bring supplies from home. This is not a performance based class in general but students will be taught acting skills and vocabulary, and also be asked to act in class from time to time. **Technical Theater is offered at BMS only.**
- **Theater Arts:** This topic encourages self-expression and confidence through a study of interpretive speaking and dramatic interpretation, and movement. The student will participate in many different areas of theater which includes various acting techniques, improvisation, pantomime, and puppetry. Students will perform scenes and monologues that emphasize in-depth development of audition and performance skills. Students will be expected to perform on stage, and/or film. **Course ID: 03154340 (8th)**

8th GRADE ADVANCED TECHNICAL THEATER (year)

Prerequisite: Introduction to Theater Arts as a 7th grader or theater teacher approval.

Advanced Technical Theater offers students the opportunity to learn about the many support processes that comprise theatrical performances. Topics include set design, set construction, lighting, sound, props, and more. Students will study

stage management, and explore various forms of leadership skills while working on productions for the Theater Arts Department. Students must have successfully completed the previous technical theater class. This is a production based class and outside participation is required. Students will need to bring supplies from home. Previous theater experience and teacher approval are required. **Course ID: 03154340**

8th GRADE ADVANCED THEATER (year)

Prerequisite: Introduction to Theater Arts as a 7th grader or theater teacher approval.

This is an Advanced theater course designed for students who excel in theater arts, and personal discipline. The student will participate in many different forms of theater, performance and expression. Students will read, write, perform duet scenes and monologues, improvisation, skits, and plays that emphasize in-depth development of audition and performance skills. Previous experience is required, or students must have successfully completed Theater Arts I. There will be a required performance, and outside participation is required. **Course ID: 03154340**

PHYSICAL EDUCATION & ATHLETICS

6th GRADE PRE-ATHLETICS BOYS (year)

The pre-athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students who are interested in participating in football, basketball, and/or track in 7th and 8th grade. Pre-Athletics students will be preparing for 7th and 8th grade athletics by learning how to monitor grades for no-pass, no-play, and participate in increased strength and conditioning during this class period. Student success is dependent on active daily participation. **Course ID: 02850000**

6th GRADE PRE-ATHLETICS GIRLS (year)

The pre-athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students who are interested in participating in volleyball, basketball, and/or track in 7th and 8th grade. Pre-Athletics students will be preparing for 7th and 8th grade athletics by learning how to monitor grades for no-pass, no-play, and participate in increased strength and conditioning during this class period. Student success is dependent on active daily participation. **Course ID: 02850000**

7th GRADE PHYSICAL EDUCATION (year)

Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The student will learn that a physically active lifestyle relates to their health throughout their lifespan. **Course ID: 03823000**

7th GRADE ATHLETICS BOYS (year)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in football, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success is dependent on active daily participation. Physical forms can be found on the BISD website. **Course ID: 03823000**

7th GRADE ATHLETICS GIRLS (year)

In addition to the 7th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in volleyball, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success is dependent on active daily participation. Physical forms can be found on the BISD website. **Course ID: 03823000**

7th GRADE SOCCER - ATHLETICS - physical required (year)

In addition to the 7th grade physical education course description, the course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in soccer. Student success is dependent on active daily participation. **Course ID: 03823000**

8th GRADE PHYSICAL EDUCATION 1- LIFETIME FITNESS & WELLNESS - HIGH SCHOOL CREDIT (year)

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. Students will acquire the knowledge for movement that provides the foundation for enjoyment, social development, and access to a physically active lifestyle. The successful completion of this course will meet the physical education graduation requirement. **Course ID: PES00051**

8th GRADE ATHLETICS - BOYS (year)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in football, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. **Course ID: 03823000**

8th GRADE ATHLETICS - GIRLS (year)

In addition to the 8th grade physical education course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in volleyball, basketball, and/or track. Students must have a physical on file and turn in any additional required paperwork. Student success in this class is dependent on active daily participation. **Course ID: 03823000**

8th GRADE BOYS or GIRLS SOCCER (year)

In addition to the 8th grade athletics course description, the athletics course consists of strength, agility, and conditioning training the entire school year. This course is for students participating in soccer. Students must have a physical on file and turn in any additional required paperwork. Student success is dependent on active daily participation. **Course ID: 03823000**

WORLD LANGUAGES - SPANISH

7th GRADE SPANISH I - HIGH SCHOOL CREDIT (year) *8th graders will have priority for this course.*

This course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of the many aspects of Hispanic life and culture. **Students successfully completing this course will receive High School Credit for Spanish I. Course ID: 03440100**

8th GRADE SPANISH I - HIGH SCHOOL CREDIT (year)

This course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of the many aspects of Hispanic life and culture. **Students successfully completing this course will receive High School Credit for Spanish I. Course ID: 03440100**

8th GRADE SPANISH II - HIGH SCHOOL CREDIT (year)

Prerequisite: Pre-assessment

This program is specifically designed for students at the eighth-grade level who are native speakers of Spanish or who have an advanced level of proficiency in Spanish. Language fluency is necessary because of the advanced level of the course. Pre-screener is required for this course. This course will require additional time and effort. Assignments, projects and academic research work will be required outside of class, which will be used to promote student inquiry and independent thought. **Students successfully completing this course will receive High School Credit for Spanish II and Spanish I will be credentialed upon successful completion. Course ID: 03440220**

INTERVENTION COURSES

6th GRADE READING LAB (year)

Reading Lab 6 is a course designed to assist 6th grade students who need additional reading support to prepare for the 7th grade STAAR reading objectives. Students not successful on the 5th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 82000ELA**

6th GRADE MATH LAB (year)

Math Lab 6 is a course designed to assist 6th grade students who need additional mathematics support to prepare for the 7th STAAR math objectives. Students not successful on the 5th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 82100MTH**

6th GRADE READING ENRICHMENT (year)

Students whose native language is not English and who have been determined eligible by the Language Proficiency Assessment Committee (LPAC) may be placed in this course. This course is designed to help English learners develop the four skills involved in language learning - listening, speaking, reading, and writing. **Course ID: 03273410**

6th GRADE DYSLEXIA (year)

Dyslexia offers students reading instruction to successfully navigate academic demands as well as attain lifelong literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional level and independent-level texts that cross the content areas. **Course ID: 03273410**

7th GRADE READING LAB (year)

Reading Lab 7 is a course designed to assist 7th grade students who need additional reading support to prepare for the 7th grade STAAR reading objectives. Students not successful on the 6th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 82910ELA**

7th GRADE MATH LAB (year)

Math Lab 7 is a course designed to assist 7th grade students who need additional mathematics support to prepare for the 7th STAAR math objectives. Students not successful on the 6th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 82920MTH**

7th GRADE READING ENRICHMENT (year)

Students whose native language is not English and who have been determined eligible by the Language Proficiency Assessment Committee (LPAC) may be placed in this course. This course is designed to help English learners develop the four skills involved in language learning - listening, speaking, reading, and writing. **Course ID: 03273420**

7th GRADE DYSLEXIA (year)

Dyslexia offers students reading instruction to successfully navigate academic demands as well as attain lifelong literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional level and independent-level texts that cross the content areas. **Course ID: 03273420**

8th GRADE READING LAB (year)

Reading Lab 8 is a course designed to assist 8th grade students who need additional reading support to prepare for the 8th grade STAAR reading objectives. Students not successful on the 7th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 83000ELA**

8th GRADE MATH LAB (year)

Math Lab 8 is a course designed to assist 8th grade students who need additional mathematics support to prepare for the 8th STAAR math objectives. Students not successful on the 7th grade STAAR test may be enrolled in this course in lieu of one enrichment elective. **Course ID: 83100MTH**

8th GRADE READING ENRICHMENT (year)

Students whose native language is not English and who have been determined eligible by the Language Proficiency Assessment Committee (LPAC) may be placed in this course. This course is designed to help English learners develop the four skills involved in language learning - listening, speaking, reading, and writing. **Course ID: 03273430**

8th GRADE DYSLEXIA (year)

Dyslexia offers students reading instruction to successfully navigate academic demands as well as attain lifelong literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional level and independent-level texts that cross the content areas. **Course ID: 03273430**

OFFICE AIDE

8th GRADE OFFICE AIDE (year)

Office Workers are students who have been chosen to work in various offices in the school. Participation in this class teaches students organization, communication, and decision-making skills. Duties involve delivering messages, giving new students tours of the campus, and other duties specific to the assigned office. Students may be asked to complete an application. Selection criteria will be based on conduct, attendance, grades. **Course ID: 83800OFA**

8th GRADE LIBRARY AIDE (year)

Library Aides are students who have been chosen to work in the school library. Participation in this class teaches students organization, communication, and decision-making skills. Duties involve supporting the Library Media Specialist with shelving books, assisting patrons, and other duties specific to the assigned office. Students may be asked to complete an application. Selection criteria will be based on conduct, attendance, grades. **Course ID: 838000LIA**

High School Credit Courses Offered at Middle School

Units of high school credit are determined by the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade. For each semester course passed with 70 or above, the student receives 1/2 credit. The school year is divided into two semesters with three six weeks reporting periods in each semester. A passing grade in one semester may bring up a failing grade in the other semester, provided the semester grade is not lower than 50, and the two semester grades average to a 70 or higher. Grades earned in middle school will not be calculated in the high school GPA.

7th Grade Middle School Course	Credit Earned With Passing Grades	Course To Take Next in High School
Human Growth & Development	Human Growth & Development (1 credit)	
8th Grade Middle School Courses	Credit Earned With Passing Grades	Course To Take Next in High School
Spanish I - High School Credit	Spanish I (1 credit)	Spanish II
Spanish II - High School Credit	Spanish II & Credentialing of Spanish I (2 credits)	Spanish III Honors or elective
Art I - High School Credit	Art I (1 credit)	Art II (various art forms available at HS level)
Ballet Folklorico I - High School Credit	Ballet Folklorico I - Fine Arts (1 credit)	Ballet Folklorico II
Dance I - High School Credit	Dance I - Fine Arts (1 credit)	Dance II
Algebra I	Algebra I (1 credit)	Algebra II or Algebra II Honors
Business Information Management	BIM I (1 credit)	Principles of Business, Marketing and Finance
Engineering Essentials (<i>formerly GTT</i>)	PLTW Engineering Essentials (1 credit)	Principles of Applied Engineering
College & Career Exploration	Project-Based Research Capstone (1 credit)	Program of study course or elective
Physical Education I	PE 1 - (Lifetime Fitness & Wellness) (1 credit)	1.0 credit will meet graduation requirement for PE

Contacts, Notices, and Notifications

Curriculum & Instruction Associate Superintendent and Directors		Bastrop Middle School	Cedar Creek Middle School
Jennifer Eberly Chief Academic Officer Curriculum & Instruction	Patricia Flores Director of Multilingual Programs	Tiffany Pierson Principal	Riza Cooper Principal
Christopher Lairscey Director of Digital Learning & Library Services	Vacant Director of Teaching & Learning	Denise Bell Counselor	David Brady Counselor
Raina Ellis Director of College, Career, and Military Readiness	Jerry Gee Cordova Director of Fine Arts	Christine Rector Counselor	Shirley Garrison Counselor
Rachel Roepke Director of Accountability & Compliance	Kendra Monk Director of Leadership Development & School Improvement		Denise Rogers Counselor
	Derek Eberly Director of Special Programs		

NOTICE

It is the policy of Bastrop ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age of Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Bastrop ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the Deputy Superintendent, Barry Edwards, at 906 Farm St. Bastrop, Texas 78602, 512-772-7100, and/or the Section 504 Director, Jackie Wanack, at 906 Farm St., Bastrop, Texas, 78602, 512-772-7100.

Es normal de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es normal de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972; la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Deputy Superintendent, Barry Edwards, en el 906 Farm St., Bastrop, Texas 78602, 512-772-7100, y/o el Sección 504 Director, Jackie Wanack, en el 906 Farm St., Bastrop, Texas 78602, 512-772-7100.

ACCESS TO STUDENT RECORDS

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public Law 93-380 provides for the protection of the rights and privacy of parents and students. The Bastrop Independent School District will abide by the provisions of this act by making available to parents (or eligible students) official records and files included in his/her cumulative record folder as provided by the law. Bastrop Independent School District will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

El director es el custodio de los registros de todos los estudiantes en la escuela asignada. El Superintendente es el custodio de los registros de los estudiantes que se han retirado o graduado.

La Ley Pública 93-380 prevé la protección de los derechos y la privacidad de los padres y estudiantes. El Distrito Escolar Independiente de Bastrop cumplirá con las disposiciones de esta ley al poner a disposición de los padres (o estudiantes

elegibles) los registros y archivos oficiales incluidos en su carpeta de registros acumulativos según lo estipulado por la ley. El Distrito Escolar Independiente de Bastrop no divulgará los registros o archivos de identificación personal de los estudiantes sin el permiso de las personas apropiadas, excepto lo dispuesto en la ley.

PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION

Bastrop ISD offers Career and Technical Education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology, and Communication, Business Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, Transportation, Distribution, and Logistics. Admission to these programs is based on open enrollment.

It is the policy of Bastrop ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Bastrop ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Deputy Superintendent, Barry Edwards at 906 Farm St, Bastrop, Texas 78602, 512-772-7100 and/or the Section 504 Director, Jackie Wanack at 906 Farm St, Bastrop, Texas 78602, 512-772-7100.

NOTIFICACIÓN PÚBLICA DE NO DISCRIMINACIÓN EN CARRERA Y EDUCACIÓN TÉCNICA

Bastrop ISD ofrece programas vocacionales en Agricultura, Alimentación y Recursos Naturales, Arquitectura y Construcción Arte, Tecnología A/V y Comunicación, Administración de Negocios y Gerencia, Finanzas, Ciencias de la Salud, Hotelería y Turismo, Servicios Humanos, Informática, Leyes, Seguridad Pública, Pública y Seguridad, Manufactura, Mercadotecnia, Ciencias, Tecnología, Ingeniería y Matemáticas, Transporte, Distribución y Logística. La admisión a estos programas se basa en inscripción abierta.

Es norma de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Bastrop ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Deputy Superintendent, Barry Edwards at 906 Farm St, Bastrop, Texas 78602, 512-772-7100 and/or the Section 504 Director, Jackie Wanack at 906 Farm St, Bastrop, Texas 78602, 512-772-7100.

