



# Middle School Course Guide

## 2018-2019

# **Comal Independent School District Middle School Course Guide**

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# General Information

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

A key focus of the CISD middle school academic program is to make certain all students are prepared for the high school curriculum by focusing on the attainment of the essential skills in English 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 upon student requests and staff availability.

## College and Career Readiness

The instructional program delivered at each middle school is based on the official standards defined by the state, known as the Texas Essential Knowledge and Skills (TEKS), and the College and Career Readiness Standards (CCRS), developed in collaboration between TEA and the Texas Higher Education Coordinating board (THECB). These learning standards are designed to represent a full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of majors and careers. By implementing these required standards, our schools will advance the mission of Texas to develop college and career ready students.

## Middle School Pre-AP

Pre-AP courses are designed to challenge students beyond grade-level academic work and to 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 Placement course.

Comal 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, Dual Credit, and/or Dual Enrollment. To this end, the district has developed an inclusive enrollment model for middle school Pre-AP courses. Students are encouraged to access the more rigorous coursework in which they can be successful, which is generally defined as earning a C or better for the semester average.

While Comal ISD offers inclusive enrollment for Pre-AP courses, parents and students should carefully weigh the decision to enroll in advanced coursework. It is important to ensure that the student demonstrates the habits of mind that are likely to lead to success in academically rigorous classes. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics:

### Personal Characteristics:

- \_\_\_\_\_ Reads on or above grade level
- \_\_\_\_\_ Strong study skills and self-motivation
- \_\_\_\_\_ Proficient oral and written communication skills

- \_\_\_\_\_ Self-discipline to plan, organize, and carry out tasks to completion
- \_\_\_\_\_ Interest and self-directedness in a particular subject

### Academic Characteristics:

- \_\_\_\_\_ Grade of 90 or higher in the previous content-related course
- \_\_\_\_\_ Grade of 80 or higher in the previous Pre-AP content-related course
- \_\_\_\_\_ Masters scores on most recent course-related state-mandated performance assessments (STAAR)

## Entry Guidelines for Middle School Pre-AP

Students are likely to be successful in Pre-AP if they have demonstrated mastery (Masters Grade Level) on the most recent course-related, state-mandated performance assessments (STAAR). ELAR scores should be considered for Pre-AP Social Studies courses. Math scores should be considered for Pre-AP Science courses, as needed.

Parents of students who do not meet the criteria for enrollment may still elect to enroll their students in a Pre-AP course, understanding that students may require additional support to be successful in these courses.

## Exit Guidelines for Middle School Pre-AP

The following guidelines apply for exit from a middle school Pre-AP course:

1. It is expected that students seek assistance when needed to be successful in the course and remain in the Pre-AP course for at least one semester.
2. Students wishing to exit a Pre-AP course must petition the counselor in writing with a parent signature. The petition for exit may or may not be granted by the campus and will be determined during an exit conference. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses, student attendance at recommended tutorials, the timing of the request, and any extenuating circumstances. Students experiencing success (able to maintain a C or better for the semester average) should remain in the course for the semester.
3. Students who earn an grade below 70 at the end of a grading period may be removed from the class unless otherwise recommended by the teacher and administrator.

## High School Credit Opportunities

The expectation of the district is that each middle school student will leave 8<sup>th</sup> grade with a minimum of 1 high school credit. High school courses offered at the middle school include Art I, PE, Theater I, Speech, Health, Algebra I, Spanish I, CALP Pre-AP Spanish I, CALP Pre-AP Spanish II, CALP Pre-AP Spanish III, Principles of Human Services, and Principles of Manufacturing. **Grades earned in these classes will be calculated using the high school grading guidelines and will**

be applied towards high school GPA and rank, if applicable.

**Alternative Credit Opportunities**

The following options are available for earning credits:

1. **Credit by Examination for Acceleration**

Students may take exams offered by the University of Texas or Texas Tech University for courses in which no prior instruction has been received. A score of 80 must be achieved in order to receive credit for the course. Test dates will be published in the spring and fall. Credit by examination for acceleration may be attempted a maximum of two times in each course. Students should contact a counselor for registration information. There is no cost to the student/parent for this type of exam.

The following courses are approved for Credit by Examination for Acceleration:

Grade 6 and 7: ELA, Math, Social Studies, Science

Grade 8: ELA, Math, US History, Science, Spanish, Health (for HS credit), and Speech (for HS credit)

2. **Credit by Examination with Prior Instruction**

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination. A score of 70 or above is required on the credit by examination test. Credit by exam may be attempted two times in the same course. Some fees may apply. A non-refundable payment of \$30 per exam is required.

3. **Correspondence Courses**

Students may use distance-learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course. Students interested in this opportunity can visit our district website to receive information:

[http://www.comalisd.org/pages/Comal\\_ISD/About\\_Us/Departments/Curriculum\\_Academics/Accountability\\_Data\\_Integrity/Credit\\_By\\_Exam\\_Information](http://www.comalisd.org/pages/Comal_ISD/About_Us/Departments/Curriculum_Academics/Accountability_Data_Integrity/Credit_By_Exam_Information)

**Grading and Evaluation**

Report cards will be issued every six weeks throughout the school year. In addition to report cards, the school will mail interim progress reports every three weeks.

**Grade Conversion**

The following numerical values will be used for letter grades transferred to the school:

A+ = 97	B+ = 87	C+ = 79	D+ = 74	F ≤ 69
A = 94	B = 84	C = 77	D = 72	
A- = 90	B- = 80	C- = 75	D- = 70	

**Home School/Non Accredited Private School**

A student returning to public middle school from home schooling or a non-accredited private school will need to demonstrate mastery of basic skills up to the grade level to

which he/she is assigned. Students will be given a credit by exam assessment offered by the University of Texas or Texas Tech University. A non-refundable payment of \$30 per exam is required.

**Promotion Policy**

To be promoted from Grade 6 to Grade 7, Grade 7 to Grade 8, and Grade 8 to Grade 9, students must meet all the following criteria:

1. Earn a yearly average of 70 or above in each of the subjects of English Language Arts, Mathematics, and Science or Social Studies.
2. Earn an overall average of 70 when all subjects taken are averaged together.
3. Meet the 90 percent state-mandated requirement for attendance.
4. 8<sup>th</sup> graders must pass STAAR Math and Reading for promotion.

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

The State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-referenced assessment program that has been in place since 2003. STAAR includes the 5 high school end-of-course (EOC) assessments mandated by SB 1031 in 2007 and updated through HB 5 in 2013, as well as the new grade 3–8 assessments mandated by HB 3 in 2009.

The following tests are required at each grade level:

**6<sup>th</sup> Grade:** Math and Reading

**7<sup>th</sup> Grade:** Math, Reading, and Writing

**8<sup>th</sup> Grade:** Math\*, Reading, Science, and Social Studies

(\*Note: Students taking courses in middle school for which Algebra I is a prerequisite will be required to take the corresponding grade level STAAR test.)

**6<sup>th</sup> Grade Course Options**

All 6<sup>th</sup> grade middle school students will attend the following classes:

ELA	Daily
Math	Daily
Science	Daily
Social Studies	Daily
Wellness: PE	Daily
(1) Elective	Daily
Computer Applications	Daily (1 Semester)
Youth Leadership	Daily (1 Semester)

**7<sup>th</sup> Grade Course Options**

All 7<sup>th</sup> grade middle school students will attend the following classes:

ELA	Daily
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Math	Daily
Science	Daily
Social Studies	Daily
PE/Athletics	Daily
(1) Elective	Daily
Exploring Careers	Daily (1 Semester)
(1) Additional Semester Elective	Daily (1 Semester)

### 8<sup>th</sup> Grade Course Options

All 8<sup>th</sup> grade middle school students will attend the following classes:

ELA	Daily
Math	Daily
Science	Daily
Social Studies	Daily
3 Electives	Daily

*Note: Pursuant to HB 3, all middle school students must complete at least one fine arts course while in middle school. This requirement may be fulfilled during their 6<sup>th</sup>, 7<sup>th</sup>, and/or 8<sup>th</sup> grade school year.*

### Physical Education Requirement

State law requires that students complete at least 4 semesters (or 2 years) of Physical Education in grades 6-8. Students in middle school may fulfill the requirement for

physical activity by:

- Taking a TEKS-based physical education class or a substitute approved by the District; or
- Participating in an Olympic-caliber physical activity program approved by the District.

Texas Education Code requires Olympic level participation and/or competition to include a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day and may not miss any class other than physical education. The certified instructor must provide grades to the school each nine weeks. Information can be found on the CISD Off Campus PE webpage: ([www.comalisd.org](http://www.comalisd.org) → Departments → Curriculum & Academics → Physical Education & Health).

### Summer School

Students may attend an accredited summer school, provided that approval of the principal or counselor is obtained before enrolling. Summer school work can be used for making up work that has been failed during the regular term, or strengthening areas where a student is weak.

# Course Descriptions

# For Students and Parents

**Courses in this guide may not be available on all campuses or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.**

## Sixth Grade

### English Language Arts (ELA) - 1161

**Full Year**

**Grade: 6**

**Prerequisite: None**

This course is designed to provide students with a strong foundation of genre-based reading and writing. Students will strengthen their understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language by developing skills in critical, analytical and creative thinking, close reading, grammar, and composition. Students will be expected to read and write on a daily basis and keep a portfolio of written work.

### Pre-AP English Language Arts (ELA) - 1162

**Full Year**

**Grade: 6**

**See entry guidelines on page 6**

Pre-AP English is a course designed for high-achieving 6<sup>th</sup> grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 6<sup>th</sup> essential knowledge and skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis and keep a portfolio of written work. **A summer reading may be required.**

### English as a Second Language (ESL) ELA – Beginning, Intermediate, Advanced- 1401, 1402, 1403

**Full Year**

**Grade: 6**

**Prerequisite: State and District Criteria**

ESL is a language supports class for students whom English is their second language and it is taken in addition to their ELA course. Emphasis is placed on vocabulary, grammar, usage, and spelling. Listening and speaking skills, composition, language usage, and visual literacy are also developed through the study of literature.

### Mathematics - 2161

**Full Year**

**Grade: 6**

**Prerequisite: None**

The primary focal areas in Grade 6 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. 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. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments,

and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

### Pre-AP Mathematics - 2162

**Full Year**

**Grade: 6**

**See entry guidelines on page 6**

Pre-AP math is a course designed for high-achieving 6<sup>th</sup> grade students demonstrating advanced mathematical skills, who will receive instruction leading to 8<sup>th</sup> grade algebra and subsequent Pre-AP and AP mathematics courses. The class will cover all 6<sup>th</sup> essential knowledge. This course will compact TEKS within the 6<sup>th</sup> and 7<sup>th</sup> grade curriculum.

### Science - 3161

**Full Year**

**Grade: 6**

**Prerequisite: None**

Science for 6<sup>th</sup> grade is a course designed for all students that utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Through the incorporation of laboratories and project based learning, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on physical science. Topics of study include elements, compounds and mixtures, energy resources, potential and kinetic energy, energy transformations, force and motion, solar system and space exploration, taxonomic classifications and levels of organization in ecosystems. Students will also learn about safe behaviors, puberty, and the reproductive system through the Scott & White Wellness and Sexual Health "Worth the Wait ®" curriculum. Students may choose to independently complete a science fair project based on the ARASE guidelines and to individually participate in the science fair competition

### Social Studies - 4161

**Full Year**

**Grade: 6**

**Prerequisite: None**

Social Studies for 6<sup>th</sup> grade is designed for all students. The course utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students study people, places and societies of the contemporary world, the influence of individuals on events and the differing nature of citizenship. Students will identify different ways of organizing economic and governmental systems. Students will compare institutions and the effects of technology on societies and identify different points of view about events. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the Texas Essential Knowledge and Skills.

## Seventh Grade

### English Language Arts (ELA) - 1171

**Full Year**

**Grade: 7**

**Prerequisite: None**

This course is designed to develop students' critical understanding of reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis and keep a portfolio of written work. **A summer reading may be required.**

**Pre-AP English Language Arts (ELA) - 1172**

**Full Year**

**Grade: 7**

**See entry guidelines on page 6**

Pre-AP English is a course designed for high-achieving 7<sup>th</sup> grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 7<sup>th</sup> essential knowledge and skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis and keep a portfolio of written work. **A summer reading may be required.**

**English as a Second Language (ESL) ELA – Beginning, Intermediate, Advanced- 1401, 1402, 1403**

**Full Year**

**Grade: 7**

**Prerequisite: State and District Criteria**

ESL is a language supports class for students whom English is their second language and it is taken in addition to their ELA course. Emphasis is placed on vocabulary, grammar, usage, and spelling. Listening and speaking skills, composition, language usage, and visual literacy are also developed through the study of literature.

**7<sup>th</sup> Grade Mathematics - 2171**

**Full Year**

**Grade: 7**

**Prerequisite: None**

The primary focal areas in Grade 7 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. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

**7<sup>th</sup> Grade Pre-AP Mathematics - 2172**

**Full Year**

**Grade: 7**

**See entry guidelines on page 6**

This course covers mathematical knowledge and skills leading to 8<sup>th</sup> grade algebra and subsequent advanced mathematics courses at the high school. This course

reviews arithmetic procedure and begins a student's investigation of algebraic concepts. Students will use linear equations to represent real-world situations, and develop an understanding of slope as rate of change. They will increase fluency in number, operation and quantitative reasoning; analyze 2- and 3-dimensional space and uses of statistical data; and develop and describe geometric and mathematical patterns all leading to sustainable algebraic thinking.

**Science - 3171**

**Full Year**

**Grade: 7**

**Prerequisite: None**

This course is designed for all students and utilizes specific instructional strategies designed to enhance the development of critical thinking skills. Through the incorporation of laboratories and project based learning, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the Scott & White Wellness and Sexual Health "Worth the Wait®" curriculum. Students may choose to independently complete a science fair project based on the ARASE guidelines and to individually participate in the science fair competition.

**Pre-AP Science - 3172**

**Full Year**

**Grade: 7**

**See entry guidelines on page 6**

Pre-AP Science for 7<sup>th</sup> grade is an academically intensive course designed for the scholastically motivated and scientifically curious student. College and Career Readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Through the incorporation of laboratories and project based learning, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on organisms and the environment. Topics of study include the flow and conservation of energy through living systems, force, motion, and energy observed in living systems and the environment, Earth and space phenomena, relationships between living organisms and their environment, genetics, plant and animal cell structures, and human body systems. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the Scott & White Wellness and Sexual Health "Worth the Wait®" curriculum. Students may choose to independently complete a science fair project based on the ARASE guidelines and to individually participate in the science fair competition.

### **Texas History - 4171**

**Full Year**

**Grade: 7**

**Prerequisite: None**

Students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

### **Pre-AP Texas History - 4172**

**Full Year**

**Grade: 7**

**See entry guidelines on page 6**

Pre-AP Texas History is a writing intensive course that is designed for students with a high academic interest and strong work ethic. This course addresses the College and Career Readiness standards by implementing strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking and to prepare students for Advanced Placement courses in high school. Students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS through independent reading, analytical writing and in-depth discussions.

expected to read and write on a daily basis and keep a portfolio of written work.

### **Pre-AP English Language Arts - 1182**

**Full Year**

**Grade: 8**

**See entry guidelines on page 6**

Pre-AP English is a course designed for high-achieving 8<sup>th</sup> grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 8<sup>th</sup> essential knowledge and skills. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. Students will be expected to read and write on a daily basis and keep a portfolio of written work. **A summer reading may be required.**

### **ESL ELA – Beginning, Intermediate, Advanced- 1401, 1402, 1403**

**Full Year**

**Grade: 8**

**Prerequisite: State and District Criteria**

ESL is a language supports class for students whom English is their second language and it is taken in addition to their ELA course. In eighth grade, ESL students continue to develop skills in listening, speaking, composition, language, literature, and visual literacy. Spelling, vocabulary, grammar, usage, and mechanics are all integral parts of the program. Emphasis is placed on the writing process and improving reading comprehension.

### **8<sup>th</sup> Grade Mathematics - 2181**

**Full Year**

**Grade: 8**

**Prerequisite: None**

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. 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. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

### **Pre-AP Algebra I - 2192**

**HS Credit: 1, Full Year**

**Grade: 8**

**Prerequisite: Successful completion of 7<sup>th</sup> Grade Pre-AP Math OR demonstrated ability according to District criteria**

Algebra I will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. **This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

## **Eighth Grade**

### **English Language Arts (ELA) - 1181**

**Full Year**

**Grade: 8**

**Prerequisite: None**

This course is designed to increase students' development of critical reading, writing, research, listening, speaking, and the oral and written conventions of the English language. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. In addition, students will continue to address earlier standards as needed while they attend to standards for their grade level. Students will be

**Science - 3181**

**Full Year**

**Grade: 8**

**Prerequisite: None**

Through the incorporation of laboratories and project based learning, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems (seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. In additions, students will learn about safe behaviors, puberty, and the reproductive system through the Scott & White Wellness and Sexual Health "Worth the Wait®" curriculum. Students may choose to independently complete a science fair project based on the ARASE guidelines and to individually participate in the science fair competition.

**Pre-AP Science - 3182**

**Full Year**

**Grade: 8**

**See entry guidelines on page 6**

Pre-AP Science for 8<sup>th</sup> grade is an academically intensive course designed for the scholastically motivated and scientifically curious student. College and Career Readiness standards are addressed through collaborative lab and field explorations intended to enhance the development of scientific process skills. Independent reading, analytical writing and in-depth discussions equip students with the conceptual understanding and critical thinking needed in preparation for the Advanced Placement courses in high school. Through the incorporation of laboratories and project based learning, students analyze real-world situations through scientific problem solving. Concepts covered are interdisciplinary in nature with a focus on earth and space science. Topics of study include properties of matter and chemical reactions, relationship between forces and motion explained by Newton's three laws, cycles within the Sun, Earth, and Moon systems (seasons, tides, lunar phases, origin of universe, plate tectonics, topographic maps, interaction of solar, weather, and ocean systems, interactions within ecosystems, and environmental changes. Students will be engaged in relevant and rigorous hands-on laboratory investigations that emphasize process skills, such as experimental design, and use tools and technology to collect, record, and analyze data. In additions, students will learn about safe behaviors, puberty, and the reproductive system through the Scott & White Wellness and Sexual Health "Worth the Wait®" curriculum. Students may choose to independently complete a science fair project based on the ARASE guidelines and to individually participate in the science fair competition.

**U.S. History - 4181**

**Full Year**

**Grade: 8**

**Prerequisite: None**

Students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S.

and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19<sup>th</sup> century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of science and technology on the development of the U.S. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the TEKS.

**Pre-AP U.S. History - 4182**

**Full Year**

**Grade: 8**

**See entry guidelines on page 6**

Pre-AP American History is a writing intensive course that is designed for students with a high academic interest and strong work ethic. This course addresses the College and Career Readiness standards by implementing strategies which develop the skills, habits of mind, and concepts needed for higher level thinking and to prepare students for Advanced Placement courses in high school. Students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19<sup>th</sup> century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of science and technology on the development of the U.S. A wide variety of primary and secondary source materials is used to teach the strands of knowledge and skills listed in the TEKS through independent reading, analytical writing and in-depth discussions. Students may choose to independently complete a history fair project and to participate in the history fair competition.

**Comal Advanced Language Program**

**The Comal Advanced Languages Program, or CALP, is a program designed for those students who successfully completed the CISD Dual Language (DL) or the Spanish Immersion (SI) Programs at elementary. At the end of 5<sup>th</sup> grade, students in DL and SI take a Spanish proficiency exam known as IPT. The district recommends a minimum score on the Spanish proficiency exam to help ensure academic success in the advanced Spanish language courses. Incoming students begin with Spanish Language Arts in 6<sup>th</sup> grade, Spanish I Pre-AP in 7<sup>th</sup> grade for high school credit and Spanish II Pre-AP in 8<sup>th</sup> grade for high school credit. In addition to the advanced Spanish course, a content area course, such as Social Studies, may**

accompany the advanced Spanish class to help reinforce language acquisition, if available and offered at the campus. For more information, please contact the bilingual department.

**CALP Pre-AP Social Studies – 6th - 4163**

**Full Year** **Grade: 6**

**Prerequisite: Participation in the Dual Language or Spanish Immersion Program through 5<sup>th</sup> grade and a minimum score required on Spanish proficiency exam**

CALP Pre-AP Social Studies for 6<sup>th</sup> grade is designed for students who participated in the dual language or Spanish immersion program. Students wishing to take this course must meet a minimum score in their 5<sup>th</sup> grade Spanish proficiency exam. The course will be taught in Spanish and utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students study people, places and societies of the contemporary world, the influence of individuals on events and the differing nature of citizenship. Students will identify different ways of organizing economic and governmental systems. Students will compare institutions and the effects of technology on societies and identify different points of view about events. A wide variety of primary and secondary source material is used to teach the strands of knowledge and skills listed in the Texas Essential Knowledge and Skills.

**CALP Spanish Language Arts (SLA) -1860**

**Full Year** **Grade: 6**

**Prerequisite: Participation in the Dual Language or Spanish Immersion Program through 5<sup>th</sup> grade and a minimum score required on Spanish proficiency exam**

The CALP SLA course will reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English. This course is designed to strengthen student's foundation of authentic Spanish literacy through the following strands: reading, writing, research, listening, speaking, and the oral and written conventions of the Spanish language. Students will be expected to read and write on a daily basis and keep a portfolio of written work.

**CALP Pre-AP Texas History – 7th – 4172**

**Full Year** **Grade: 7**

**Prerequisite: Participation in CALP Pre-AP Social Studies – 6<sup>th</sup>. Spanish Proficiency Exam required for incoming 7<sup>th</sup> grade students.**

The course will be taught in Spanish and utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students will study the history of Texas from early times to the present. Areas of study will include Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Students identify the regions of Texas and describe the structure and functions of government. Students will examine the rights and responsibilities of Texas citizens, identify different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the development of Texas in various industries. A wide variety of primary and secondary source material is used to teach the strands of

knowledge and skills listed in the TEKS.

**CALP Spanish I Pre-AP – 1890**

**HS Credit: 1, Full Year** **Grade: 7**

This course will further explore the five C's: communication (speaking, listening, reading, and writing), culture (understanding of people, practices, products, and perspectives), connections (with other subject areas), comparisons (own culture/language with another), and communities (using language beyond the school setting for personal and career development). Literature connections will be utilized to develop critical thinking skills while developing high levels of accuracy and proficiency in reading, writing, and speaking in Spanish. This course yields high school credit. **The grade earned will be factored into the student's high school GPA.**

**CALP Pre-AP U.S. History – 8th – 4180**

**Full Year** **Grade: 8**

**Prerequisite: Participation in CALP Pre-AP Social Studies – 7<sup>th</sup>. Spanish Proficiency Exam required for incoming 8<sup>th</sup> grade students.**

The course will be taught in Spanish and utilizes strategies that develop the skills, habits of mind, and concepts needed for higher-level thinking. Students study the history of the United States from colonization through Reconstruction and analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S., their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents, the effects of major Supreme Court cases and reform movements of the 19<sup>th</sup> century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of science and technology on the development of the U.S. A wide variety of primary and secondary source materials is used to teach the strands of knowledge and skills listed in the TEKS through independent reading, analytical writing and in-depth discussions. Students may choose to independently complete a history fair project and to participate in the history fair competition.

**CALP Pre-AP Spanish III – 1893**

**HS Credit: 1, Full Year** **Grade: 8**

**Prerequisite: Successful completion of CALP Pre-AP Spanish I and II**

The Pre-AP Spanish III course emphasizes communication through vocabulary usage, language control, communication strategies, and cultural awareness. The course develops students' awareness and appreciation of cultural products, practices and perspectives and is structured around six themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. Students will be expected to engage in spoken interpersonal communication; written interpersonal communication; synthesize information from a variety of authentic audio, visual, and audiovisual resources; synthesize information from a variety of authentic written and print resources; plan, produce, and present spoken and written presentational communications. This course yields high school credit. **The grade earned will be factored into the student's high school GPA.**

# Electives

**Note: Electives will be offered subject to minimum enrollment and teacher availability.**

## ENGLISH ELECTIVES

### Communications Applications (Speech) - 1291

**HS Credit:** ½, **Semester Grade:** 8 **Prerequisite:** None

This course focuses on understanding and developing skills in oral communication. Using technological resources, students will be expected to identify, analyze, develop, and evaluate communication skills needed for success in interpersonal, social, and academic situations. **This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

## FINE ARTS

**NOTE TO STUDENTS AND PARENTS:** ALL middle school fine arts courses will be labeled as MS1, MS2, or MS3. These are not tied to grade levels. The first time any student, regardless of grade, takes a fine arts course, it may be MS 1. (For example, an 8<sup>th</sup> grader taking Art for the first time may be enrolled in Art MS 1.)

### ART

**ALL ART COURSES:** Fees may be assessed for participation in art classes to cover supplies and other consumable items.

### Art: MS 1 - 6101

**Full Year**

This course extends the learning of basic elements of art and principles of design, art history, and art appreciation. Students design, develop, and create art using a variety of media.

### Art: MS 2 - 6102

**Full Year**

**Prerequisite: Middle School Art 1**

This course extends the learning of the elements of art and principles of design, art history, and art appreciation. Students design, develop, and create art using a variety of media.

### Art I (High School Credit) - 6191

**Full Year**

**Grade: 8**

Students explore the elements of art and principles of design with emphasis on visual literacy skills, use of critical thinking, imagination and the senses to explore the world alongside creative visual problem solving. Students create original art in a variety of media, study art history, aesthetics, and participate in the critique process within this general survey course.

**COURSE NOTE: This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

Students are expected to meet the exact same requirements and standards as students taking this course in high school (This course will not suffice for both the middle school and high school fine arts statutory course requirements.)

## BAND

**ALL BAND COURSES:** There will be an annual instrument usage fee assessed for all band and orchestra students using school-owned instruments. A supply fee may be charged. Consult the campus band or orchestra director for details. In the 7<sup>th</sup>/8<sup>th</sup> grade, students may also participate in the UIL band contests and numerous community programs, and are encouraged to

participate in solo and ensemble competitions and All-Region Band auditions. Attendance is required for all rehearsals and performances.

### Band: MS 1 - 6201

**Full Year**

In Band MS1, students will be placed in specific instrument classes within the brass, woodwind, and percussion families. Students will develop basic musical literacy skills while learning to play their respective brass wind or percussion instruments in preparation for a sequential experience in a full band setting in subsequent years. The students will be screened for placement on an instrument based on their physical characteristics, as well as their preference, with the goal of placing them on instruments with which they can be successful. The students will be scheduled into a specific class or section based on their instrument. The structure of these homogeneous instrument classes may not be the same on all campuses.

### Band: MS 2 - 6202

**Full Year**

In Band MS2, students further develop ear training, individual and ensemble playing skills, tone production, and music reading in a full band setting. Students attend sectional technique classes, and participate in numerous concerts, contests and community performances. Not all of these levels will be offered on all campuses.

### Band: MS 3 - 6203

**Full Year**

In Band MS3, advanced musicians further develop ear training, music reading, individual/ensemble playing skills, and musicianship. Students attend sectional technique classes and participate in numerous concerts, contests, and community performances.

## CHOIR

**ALL CHOIR COURSES:** All choir students will participate in a variety of performances. In the 7<sup>th</sup>/8<sup>th</sup> grade, students may also participate in the UIL choir contests and numerous community programs, and are encouraged to participate in solo and ensemble competitions and All-Region Choir auditions. Attendance is required for all rehearsals and performances. A fee to purchase attire may be assessed. Placement in the specific choir class will be based on audition and instructor approval.

### Choir: MS 1 - 6301

**Full Year**

Students will learn choral reading techniques, ear training, vocal production, solfège, and basic theory.

### Choir: MS 2 - 6302

**Full Year**

Students will develop skills in musicianship, ear training/listening schools, individual/ensemble singing, vocal production, music reading, performance skills, and basic music theory.

**COURSE NOTE:** Audition required for placement in appropriate class.

### Choir: MS 3 - 6303

**Full Year**

Students extend previously learned ear training/listening skills, individual/ensemble skills, vocal production, music reading and performance skills.

**COURSE NOTE:** Instructor approval or audition required.

## DANCE

## THEATRE ARTS

**MIDDLE SCHOOL DANCE** fulfills the M.S. Fine Arts requirement and/or the P.E. requirement, dependent upon the certification of the current teacher.

### **Dance: MS 1 - 7501**

#### **Full Year**

Students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Dance class students may have a fee for attire.

### **Dance: MS 2 - 7502**

#### **Full Year**

Students will extend the learner's knowledge of basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Dance class students may have a fee for attire.

### **Dance: MS 3 - 7503**

#### **Full Year**

This course will continue to extend the learner's knowledge of basic elements of dance styles and will inspire students to continue to acquire the wellness information and skills necessary to become healthy adults. Dance class students may have a fee for attire.

## ORCHESTRA

**ALL ORCHESTRA COURSES:** There will be an annual Instrument Usage Fee assessed for all band and orchestra students using school-owned instruments.

Attendance is required for all rehearsals and performances. In most cases, students will need to have an instrument to rehearse with at home, but Comal ISD provides some classroom orchestra instruments. A supply fee may be charged. Consult the orchestra director for details. Placement in a specific orchestra class will be based on audition and instructor approval. In the 7<sup>th</sup>/8<sup>th</sup> grade, students may also participate in the UIL orchestra contests and numerous community programs, and are encouraged to participate in solo and ensemble competitions and All-Region Orchestra auditions.

### **Orchestra: MS 1 - 6401**

#### **Full Year**

In Orchestra MS 1, students develop basic playing skills, practice habits, music reading, and listening skills, while playing violin, viola, cello, or bass. The course may be offered differently on different campuses: Violin-Viola, Cello/Bass, or combined Violin-Viola-Cello-Bass. Students will be screened for placement on an appropriate instrument.

### **Orchestra MS 2 - 6402**

#### **Full Year**

In Orchestra MS 2, students extend their ear training skills, playing skills, tone production, music reading, and musicianship. Students participate in a variety of concerts, festivals and community events. An audition required for placement in the appropriate orchestra level.

### **Orchestra MS 3 - 6403**

#### **Full Year**

In Orchestra MS 3, advanced students develop ear training individual/ensemble playing skills, and musicianship. They perform in numerous concerts, UIL events, region orchestra auditions, and community programs. An audition required for placement in the appropriate orchestra level.

### **Theatre Arts: MS 1 - 6601**

#### **Full Year**

First year students explore elements of drama and conventions of theatre, interpret characters, voice and body expression and the relationship of theatre to history, society, and culture.

### **Theatre Arts: MS 2 - 6602**

#### **Full Year**

Students learn basic acting skills, pantomime, improvisation, storytelling, character analysis, body expression and the relationship of theatre to history, society, and culture.

### **Theatre Arts I (High School Credit) - 6691**

#### **Full Year**

**Grade: 8**

This course will focus on performance. Special emphasis will be given to character development, voice, diction, and body control. This course will begin the study of theatre history and acting styles. Directing will be studied. All aspects of production from a technical standpoint (set design, lights, sounds and etc.) will be explored. This course requires extended rehearsals with some after school, nights and weekends.

**COURSE NOTE:** This course confers high school credit. Students are expected to meet the exact same requirements and standards as students taking this course in high school. **This course yields high school credit. The grade earned will be factored into the student's high school GPA.** (This course will not suffice for both the middle school and high school fine arts statutory course requirements.)

## LANGUAGES OTHER THAN ENGLISH

### **Spanish, Exploratory - 1801**

#### **Semester**

**Grade: 7 - 8**

#### **Prerequisite: None**

Exploratory Spanish introduces the students to the Spanish language and culture. Students learn through a variety of activities, including games, partner interaction, use of textbook, video programs, computer software, and audiotapes.

### **Spanish I - 1891**

#### **HS Credit: 1, Full Year**

**Grade: 8**

#### **Prerequisite: Exploratory Spanish Recommended**

This course provides an introduction to the five C's: *communication* (speaking, listening, reading, writing), *culture* (understanding of the people, practices, products and perspectives), *connections* (with other subject areas), *comparisons* (own culture/language with another), and *communities* (using language beyond the school setting for personal and career development). **This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

## PHYSICAL EDUCATION AND HEALTH

### **6<sup>th</sup> Grade Health Fitness - 7360**

**Grade: 6**

#### **Full Year**

#### **Prerequisite: None**

In 6<sup>th</sup> grade Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span. Content integrates both the 6<sup>th</sup> grade PE TEKS and the 6<sup>th</sup> grade

Health TEKS. The focus of the course is on wellness, exposure to various skills in team, individual and recreational sports/activities and establishing an individual wellness routine.

**7<sup>th</sup> Grade Health Fitness - 7370**

**Grade: 7**

**Full Year**

**Prerequisite: None**

Building upon 6<sup>th</sup> grade Health Fitness, students exhibit a physically-active lifestyle and understands the relationship between physical activity and health throughout the life span. Content integrates both the 7<sup>th</sup> grade PE TEKS and the 7<sup>th</sup>/8<sup>th</sup> grade Health TEKS. The focus of the course is on wellness, exposure to various skills in team, individual and recreational sports/activities and establishing an individual wellness routine

**MS PhysEdFit - 7380**

**Grade: 8**

**Semester**

**Prerequisite: None**

PhysEd Fit is designed to teach sustainable fitness through core strength and conditioning, regardless of fitness level, body composition, or athletic ability. Using basic body-weight movements, the fun of sport and game, and accountability through journaling, students advance through levels that increase in intensity and encourage camaraderie and competition amongst peers to motivate students to unparalleled fitness. Journals help students to track their performance during the workouts, set goals, and complete written assignments, which shall include student's observations on nutrition, sleep, recovery, and values related to sports. Students in this course will compete in an end of semester ComalPhysEd games with PhysEd Fit students from other CISD middle schools.

**#RidingforFocus - 7100**

**Grade: 8**

**Semester**

**Prerequisite: CMS/CHMS Pilot Only**

In the #RidingforFocus course, students will explore the benefits of physical activity and foundational skills of cycling in three phases: Road Readiness, Riding for Fitness, and Personal Programming. Students will explore and practice the elements of road readiness, including proper sizing of bike/helmet, bike maintenance, safety, starting/stopping, cadence, etc.

**Foundations of Personal Fitness – 7396 or 7391**

**HS Credit: ½-1, Semester/Full Year**

**Grade: 8**

**Prerequisite: None**

Foundations of Personal Fitness provides students with a range of knowledge and skills that will enable them to understand the importance of an active lifestyle and to design effective and appropriate personal fitness programs throughout their lives. This course will include a wide range of individual, team, outdoor and recreational activities and sports. **This course yields high school credit. The grade earned will be factored into the student's high school GPA.**

**Off Campus Physical Education Program**

**Grade: 6-8**

**Full Year**

**Prerequisite: District approval each year**

Students may obtain their Physical Education credit through approval of private or commercially sponsored physical activities under a Category 1 request (Waivers in Category 1 must be approved by the local board and submitted to the Texas Education Agency.) These programs typically involve a minimum of 15 hours per school week of highly intense, professionally supervised training. Students qualifying and participating at this level will be dismissed from school one period per day for such participation.

This program is designed for the highly elite and intense training athlete. Documentation of practice times and qualifications of

facility and coach are to be submitted for **prior approval**. For outside activities an alternative activity must be in place for practice times and activities due to inclement weather.

Applications must be submitted to the campus counselor by May 1<sup>st</sup> of each year. Facility must be approved CISD OCPE Agency prior to May 1<sup>st</sup>. Application can be accessed at: [http://www.comalisd.org/pages/Comal\\_ISD/About\\_Us/Departments/Curriculum\\_Academics/Curriculum/PE\\_amp\\_Health\\_Education/Off\\_Campus\\_PE](http://www.comalisd.org/pages/Comal_ISD/About_Us/Departments/Curriculum_Academics/Curriculum/PE_amp_Health_Education/Off_Campus_PE).

**Pre-Athletics - 7361**

**Full Year**

**Grade: 6**

CISD Pre-Athletics is open to all 6<sup>th</sup> grade students. This program is designed to provide instruction in sport-specific fundamentals and rules, as well as promote the academic, physical, psychological and social growth of future student athletes. Participation in a student athletic activity that is fun and it is also a significant part of the educational program that represents the high standards of ethics and sportsmanship while developing good character through sports. Major focus areas include: Development of the Student-Athlete, Sportsmanship, Proper Classroom Behavior, and Academic Performance.

**Pre-Athletics - 7361**

**Full Year**

**Grade: 6**

CISD Pre-athletics is open to all 6<sup>th</sup> grade students. Building upon the standard physical education curriculum, this program is designed to provide instruction in sport-specific fundamentals and rules, as well as promote the academic, physical, psychological and social growth of future student athletes. Participation in a student athletic activity that is fun and it is also a significant part of the educational program that represents the high standards of ethics and sportsmanship while developing good character through sports. Major focus areas include: Development of the Student-Athlete, Sportsmanship, Proper Classroom Behavior, and Academic Performance.

**Athletics - Boys: 7171, 7181; Girls 7271, 7281**

**Full Year**

**Grade: 7 - 8**

**Prerequisite: Sports Physical**

Athletic Physical Education may include football, basketball, volleyball, track and field, golf, and tennis. Some of the sports meet before or after school. These students also participate in strength and conditioning activities during off-season to enhance their opportunities for success in seasonal competition.

Attendance at all practices and competitions is required. Students must have a physical examination by a medical doctor to participate in competitive athletics.

**Health - 7691**

**HS Credit: 1/2, Semester**

**Grade: 8**

**Prerequisite: None**

Health is a study of the care of the body and its systems, as well as the relationship of personal behavior to wellness. Some topics covered are consumer health, nutrition, sex education for family living, use and abuse of tobacco, alcohol and drugs, and growth and development. Community health, environmental studies, disease, fitness, first aid and safety are also studied. **This course yields high school elective credit. The grade earned will be factored into the student's high school GPA.**

**CAREER AND TECHNICAL EDUCATION**



confidentiality and quality of work are essential for this position, the student may not have a history of disciplinary infractions, and will need a teacher recommendation and an administrator's approval.

**Technology Applications/Multimedia (Globaloria) - 5201**  
**Semester**                      **Grade: Required for 6<sup>th</sup> Grade**

**Prerequisite: None**

Technology Applications/Multimedia focuses on the use of applications, including word processing, graphics, spreadsheets, databases, and communications, to introduce a broad spectrum of computer fundamentals. Additionally, students will learn to create multimedia presentations, learn the basics of creating and/or enhancing digitized computer art and animation, and accessing needed information from LAN's, and the Internet. In this class, students will implement various types of hardware and software to explore computer concepts. Students will also begin to learn coding.

**Yearbook – 1781**

**Full Year**    **Grade: 7-8**

**Prerequisite: Teacher Approval**

This course is designed for highly motivated, independent and creative individuals who wish to learn how to create and design a school yearbook using desktop publishing software. Students are asked to bring a 3 or more mega pixel digital camera, if they own one, for the lesson on photography.

**Youth Leadership – 4201**

**Semester**    **Grade: Required for 6<sup>th</sup> Grade**

**Prerequisite: None**

The curriculum in this class focuses on preparing students for their future in College, Career, or Military. The course helps build a solid foundation in academic and social-emotional well-being by equipping students with necessary tools for success in:

- Effective study skills to help them achieve academically.
- Leadership development to build a well-rounded student.
- Character building with focus on resiliency.
- Soft skills, including communication and collaboration, critical thinking and creativity.

**Technology Education (Shop) Locally Developed - 8501**

**Semester**    **Grade: 7 - 8**

**Prerequisite: None**

An overview course designed to increase the student's understanding of the development and use of technology. The course provides an introduction to technology in the areas of bio-related technology, communication, computer applications, construction, energy, power, transportation, and manufacturing. Using hands-on problem solving and creative activities, students develop an understanding of technology and its impacts. Activities in this course may include designing and making products, assessing technology, constructing models of buildings, using computers, investigating solar energy, and using tools and machines.

**Skills for Living Locally Developed- 8401**

**Semester**    **Grade: 7**

**Prerequisite: None**

This is an activity based course providing students with practical information in the areas of personal development, family and community responsibilities, parent-child relationships, food and nutrition, clothing care and construction, housing, and career preparation. Students are required to apply academic learning toward the solutions of real-world responsibilities. This class is full of new and exciting information that you will find helpful during Middle School and high School as well as the rest of your life.

**AVID – 9372, 9382**

**Full Year**    **Grade: 7 - 8**

**Prerequisite: Application and Interview Required**

AVID (Advancement Via Individual Determination) students learn and apply strategies and methodologies that help them succeed in middle school and prepare for college. Writing, inquiry, collaboration, organization and reading strategies are used as part of the basis for instruction in the AVID classroom. In addition, Cornell notes, tutorials, Philosophical Chairs, and Socratic Seminars are introduced and used regularly with the AVID students. All AVID students begin the process of college readiness by focusing on high academic achievement in all subjects.

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

Es norma de Comal Independent Distrito Escolar no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 197

