Intermediate Course Guide
2019-2020

Jane Long Intermediate School
Sam Rayburn Intermediate School

Dr. Christie Whitbeck, Superintendent
Dear Intermediate School Students and Parents,

Choosing the courses to take each school year is a very important decision, and the staff of each intermediate school is committed to assisting you through this process. When wise choices are made, students make the best use of their intermediate school years and are prepared academically for middle school and high school.

Students from all elementary campuses will make orientation visits to the intermediate campuses in the spring semester to assist in the transition process and to set the stage for the parent orientation evening sessions on each intermediate school campus for all incoming 5th graders. Also, staff will visit with current 5th graders as they plan the transition to 6th grade. Please plan to take advantage of these opportunities to visit with the intermediate school staff and clarify any questions. The intermediate school years are a stepping stone and provide a challenging academic experience that assists in a successful transition to middle school.

This course guidebook has been written to provide information regarding the intermediate concept and to help families choose the courses that will be taken during 5th and 6th grade. We encourage you to carefully read the information included here and to ask questions of your teachers, counselors, and administrators as you develop your educational plans.

We are looking forward to meeting you at our parent orientation evening sessions during the spring semester.

Sincerely,

Cody Satterfield
Jane Long Intermediate Principal

Justin Smith
Sam Rayburn Intermediate Principal
Bryan ISD, through innovation and choice in educational offerings, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Children First. Always.
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Parents will be notified of any policy updates and the most accurate course guide and grading procedures are available at [www.bryanisd.org](http://www.bryanisd.org) → parent/students.
PROGRAM/COURSE UPDATES FOR 2019-2020

Each year Bryan ISD strives to offer courses and build programs that best meet the needs of all students. Periodic evaluations of the courses and programs are conducted and adjustments are made as needed.

- 5th grade – Registration for Honors courses will be paired: English Language Arts and Social Studies course level must be the same and Math and Science course levels must be the same.

REGISTRATION AND SCHEDULING

Scheduling of students for the next academic year is one of the most important activities in the student’s academic life. Parents and students alike are encouraged by all staff members to make wise and appropriate decisions, thus preparing students to pursue future educational opportunities.

During the spring semester, counselors will pre-register all students for the next school year and begin planning for high school graduation. The counselors distribute this course guide to better acquaint students and their parents with the required and elective courses offered at each grade level.

Students’ registration requests are used to establish next year’s master schedule. A course may be closed when maximum enrollment is met and alternates chosen by students will be used to complete the students’ schedules. Students are expected to follow their original choices so it is important to choose courses carefully in the spring. Requests for schedule changes may be made up to schedule pickup night for the new school year and adjustments made on availability. No requests will be honored after that time.

INTERMEDIATE SCHOOL SCHEDULE

The intermediate school year consists of six grading cycles, which are six weeks in length. All students will have a multi-period day that will include a dedicated time for enrichment. Students will take four core classes plus electives that meet each day. Alternative scheduling may be implemented to best meet the individual student’s academic needs.

GRADING SYSTEM

The District Grading Guidelines document at www.bryanisd.org will contain the most up-to-date information regarding six-week grade requirements and end of year calculations. A minimum number of major grades and daily grades will be taken for each subject area for each six weeks. Sixty percent of the six-week grade must come from major grades. Major grades may be single grades for specific assignments (unit tests, major projects, tests, etc.) or composite grades for a group of assignments (journals, spelling, participation in class, or a total from daily quizzes). Daily grades (quizzes, homework, notebooks, projects, etc.) are counted 40% of the six-week grade. However, no one grade in this group should count more than 20% of the six-week grade.

All students will receive progress reports in the middle of each six-week grading period. Report cards are distributed to students during the week following the end of the grading period. Parents can set up an account to monitor grades on a regular basis by using the Home Access Center, which can be reached from the Parent/Student section on the District website.

HONOR ROLL

Each six weeks an honor roll is published in the local paper to recognize students who have earned all A’s. Campus activities recognize those students who receive all A’s and all A’s and one B.
PROMOTION REQUIREMENTS

To be promoted from one grade level to the next in grades 5 and 6, a student must have an overall grade average of 70. The student must also have an overall grade average of 70 or above in both Language Arts and Math. Additionally, in grade six, the student must have at least a 70 average in either Science or Social Studies. Report cards are issued after each six weeks grading cycle so parents can monitor their student’s performance throughout the school year.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

Students participate in the State of Texas Assessment of Academic Readiness (STAAR) in grades 3 through 8 to prepare for the STAAR End-of-Course (EOC) Assessments. Texas requires successful completion of the five EOC assessments in order to graduate.

Students in grades 5 and 6 specifically take the reading and math. In addition, grade 5 students will take the science test. The reporting categories are aligned with the Texas Essential Knowledge Skills (TEKS), the standards for school curriculum in Texas. All Texas students participate in STAAR. Some students receiving special education services may participate in the STAAR alternate assessment and other students with disabilities may receive accommodations that best meet the needs of the student. Additionally, Limited English proficient students participate in the TELPAS (Texas English Language Proficiency Assessment System) which includes reading, writing, listening and speaking components.

Although the STAAR reading and math tests are given to 5th grade students in April, the remainder of the testing is administered in May. As part of the Student Success Initiative, students in grade 5 will be required to pass STAAR Reading and Math in order to be promoted to 6th grade.

ATTENDANCE

Regular school attendance is essential for a student to make the most of his/her education, and state law mandates that every student must be in attendance for 90% of the semester or school year in order to receive credit for a course. A student who has more than the allowable number of absences could lose credit for that course/grade level and will have to repeat the course/grade level. If there are extenuating circumstances, a student should file an appeal to the campus attendance committee. The campus attendance committee will then determine whether credit should be awarded.

Regular attendance in school is essential for satisfactory progress. Poor attendance causes a lack of interest in school, lower grades, and/or loss of credit.

When a student is absent, parents or guardians are encouraged to call the attendance office the morning of the absence. The attendance office will verify the call and a follow-up note from the parent or guardian will be necessary. If a parent or guardian is unable to call, then a written note signed by the parent or guardian will be accepted the morning the student returns to school. The note should contain the student’s name, date(s) of absence, reason for absence, parent or guardian’s signature, and a phone number where the parent or guardian can be contacted during the school day. Further explanation to the attendance office will be helpful when the absence is more than a single day. A written excuse from the student’s doctor is required after five consecutive days of absence and should also be submitted to the attendance clerk. If a student is absent during part of the school day due to a medical appointment and then returns to school, he/she must return with a statement from the medical office documenting the date and hours of the appointment. Verification will be recorded in the attendance office and the student will not be counted absent.

A school-aged student’s deliberate non-attendance may also result in assessment of penalties by a civil court of law against both the student (ages 12-19) and his/her parent or guardian (all ages of student). A petition of Truant Conduct may be filed on a student if the student has 10 or more unexcused absences (days or parts of days) within a six-month
period, or a complaint for Parent Contributing to Non-Attendance may be filed against the parent if the student has 10 or more unexcused absences (days or parts of days) within a six-month period. Please refer to the Student Handbook for complete information about attendance.

**PRE-AP/Honors PROGRAM**

BISD offers accelerated academic programs. In the 5th grade, students will be able to take Honors classes. These classes are designed to extend and enrich the content of the regular curriculum while preparing students for advanced classes through middle school and high school. In the 6th grade, these advanced classes are known primarily as the Preparatory Advanced Placement (Pre-AP) Program courses. Pre-AP courses are rigorous, demanding and require study time outside of school. These college preparatory classes will provide challenging research opportunities for students with high interest in academic exploration and include out-of-class assignments. Students must be able to balance the time requirements of all their academic classes as well as extra-curricular activities in which they choose to participate. Students who take Pre-AP classes, followed by AP, IB, or Dual Credit are more prepared for the rigors of post-secondary education and are more likely to be successful in college.

Honors and Pre-AP courses are designed to challenge the academically able student as well as the gifted student. Students who have been identified as gifted are served at the intermediate and secondary level through their enrollment in Honors/Pre-AP classes. All G/T students are required to take at least one Honors or Pre-AP class.

**COUNSELING SERVICES**

The goal of the guidance and counseling process is to provide support to students in developing interests and aptitudes, setting goals and plans, meeting personal, social, and educational expectations, and preparing for middle school, high school, and post-secondary opportunities. All students will receive information about programs and course requirements and students are encouraged to talk with school counselors, teachers, and principals in order to learn about the programs and course offerings in the intermediate schools. The counseling program provides a means of helping individual students understand and use wisely the educational, career and technology, and personal opportunities open to them as they develop and grow as students.

**SPECIAL EDUCATION**

In compliance with all state and federal laws and regulations, students with identified special education needs are provided a well-balanced curriculum, which is aligned to grade level standards and the student’s individualized education plan (IEP). Students receive instruction in a manner appropriate for their needs. Placement is determined by an Admission, Review, and Dismissal (ARD) Committee and based on the concept of least restrictive environment as appropriate for the individual student. The continuum of services offered in grades 5th and 6th includes the following options: Mainstream, Co-Teach, Inclusion Support, Resource, and Self-Contained Specialty Classrooms.

**INQUIRE 5-6 ACADEMY**

The Inquire Academy, housed at Jane Long Intermediate School, is designed to serve 5th and 6th grade students in BISD’s gifted and talented program. It meets the needs of gifted students by initiating new quests for understanding through innovative and rigorous exploration, resulting in students who are knowledgeable, caring, and prepared to make an impact on the world. The teachers in Inquire Academy are trained in working with gifted students and have an understanding of their needs.

Courses will be offered in English Language Arts, Math, Science, Social Studies, and Enrichment. Students will have the opportunity to begin exploring the basics of Chinese or Spanish and additional enrichment in Latin.
Applications will be available on January 15, 2019, and the final day to submit an application will be March 1, 2019. Applications will also be accepted for students who may not be identified as GT but based on academic and standardized testing are deemed high achieving. Acceptance will be based on a rubric for non GT students. Students who are currently in the program do not need to reapply and will be placed at Jane Long regardless of zoned campus. Please refer to the District website or contact the program campus for more information.

ODYSSEY 5-6 ACADEMY

The Odyssey Academy is BISD’s STEM (science, technology, engineering and math) program at the intermediate level. Housed at Sam Rayburn Intermediate School, the Odyssey Academy is open to all 5th and 6th grade students, including gifted and talented students, who meet specified admission criteria. The primary focus of the Odyssey Academy is interdisciplinary instruction focusing on student interests. The goals of the Academy include:

- Structuring learning to fit the needs of individual students
- Provision of innovative teaching and learning strategies
- Integration of independent study project opportunities
- Integration of technology into the instructional program
- Opportunities for student learning choices
- Focus on personal growth and development, as well as creativity
- Experience in multiage settings
- Purposeful promotion of reading for enjoyment
- Embedding of service learning into the rich learning experiences

Applications will be available on January 15, 2019, and the final day to submit an application will be March 1, 2019. Enrollment for this program is limited. Acceptance is based upon a rubric. Students who are currently in the program do not need to reapply and will be placed at Sam Rayburn regardless of zoned campus. Please refer to the District website or contact the program campus for more information.

DUAL LANGUAGE PROGRAM

The primary goal of the Dual Language Program is to expand and continue Bryan ISD’s elementary Two-Way Dual Language Program. Housed at Jane Long Intermediate School, the Dual Language Program will be composed of dual language students, grades 5-6. English Language Arts and Reading, Math, and Social Studies will be delivered in both English and in Spanish to continue to grow the students’ vocabulary and fluency in both languages. Students who have been part of the Dual Language Program through elementary school, who wish to continue in Dual Language, but also apply and are accepted to INQUIRE, will be looked at individually in regards to course placement. Students participating in the Dual Language Program throughout their intermediate school years will have the opportunity to earn high school credits in Spanish as they move to the middle school level. Students who are currently in the program do not need to reapply and will be placed at Jane Long regardless of zoned campus.
5th Grade

Course Descriptions
### Fifth Grade Course List

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>English Language Arts and Reading</td>
</tr>
<tr>
<td>English Language Arts and Reading Honors*</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Math Honors*</td>
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<tr>
<td>Science</td>
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<tr>
<td>Science Honors*</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Social Studies Honors*</td>
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<tr>
<td>Art / Music</td>
</tr>
<tr>
<td>Physical Education</td>
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<tr>
<td>KickStart</td>
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</tbody>
</table>

*May represent curriculum covered in the Inquire and Odyssey 5-6 Academies and Dual Language Program.

Honors Courses will be paired: ELAR and Social Studies and/or Math and Science

#### SPECIALLY ASSIGNED COURSES

*(to be completed by Campus Administrator or Counselor if needed, or in conjunction with ARD, LPAC or 504 Committee decision.)*

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>ESL Courses</td>
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</tbody>
</table>

- Registration forms will be distributed to students and parents by each elementary school campus.
REQUIRED COURSES

LANGUAGE ARTS and READING 5
English Language Arts and Reading 5 is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

LANGUAGE ARTS and READING Honors 5
English Language Arts and Reading covers the core curriculum of ELAR 5 and expands content and depth through divergent and evaluative thinking, problem solving, and creativity. This advanced academic course requires extensive out-of-class commitment, including a summer reading and other extended reading assignments, individual research, and projects.

MATH 5
The primary focal points in 5th grade math include solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

MATH Honors 5
In this advanced academics course, the primary focal points include number and operations; proportionality; algebraic expressions, equations, and other relationships; and measurement and data. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. This course requires an extensive out-of-class commitment. It is recommended that students enrolled in this course have passed and met standard on their 4th grade Math STAAR test.

SCIENCE 5
Students learn about the physical properties of matter, including magnetism, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and heat energy. Students explore the uses of light, thermal, electrical, and sound energies. Within the natural environment, students learn how changes occur on Earth’s surface and that predictable patterns occur and that the natural world consists of resources, including nonrenewable, renewable, and alternative energy sources. Within the learning environment, students learn that structure and function of organisms can improve the survival of members of a species. Students learn to differentiate between inherited traits and learned behaviors. Students learn that life cycles occur in animals and plants and that the carbon dioxide-oxygen cycle occurs naturally to support the living environment.

SCIENCE Honors 5
The course includes the physical properties, natural environment, and living environment concepts as described in the core curriculum of Science 5. In addition, expanded writing and critical thinking skills will be required of Honors students throughout various aspects of this course. This is an advanced academic course which includes an out-of-class commitment. Course requirements may include reading assignments as homework, individual research, and projects.
**SOCIAL STUDIES 5**
In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation.

**SOCIAL STUDIES Honors 5**
In Grade 5, Honors students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

**ART 5**
Students in Grade 5 will receive instruction in art following curriculum development based on the TEKS. Students will record experiences and observations in a personal sketchbook. Varied materials will be used in creating art with the student making conscious decisions in the design. Students will analyze and compare works by American artists and artists of other nationalities and examine the role of art in other cultures. Students will also discuss the emotional and technical aspects of art in a respectful manner.

**MUSIC 5**
Students in Grade 5 will receive instruction in music following curriculum development based on the TEKS. Students will distinguish among a variety of musical timbres, identify tonality as major or minor, sing, play, and read the melodic patterns based on the eight notes of the scale. They will also listen to repertoire selections representing many periods, cultures, styles, and genres, and evaluate performances and compositions with music terminology and talk about their personal music preferences. They will learn to exhibit concert etiquette as actively involved listeners during live performances.

**PHYSICAL EDUCATION**
Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise of weight loss/gain, muscle toning, flexibility, and cardiovascular and muscular endurance.

**KICKSTART PROGRAM**
The KICKSTART Program provides training in martial arts as part of an overall educational program for middle school students. The ultimate goals of the KICKSTART Program are to develop character and to enhance resilience by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free lifestyles, and remain in high school until they graduate. The KICKSTART Program cannot be taken in conjunction with PE.
SPECIALY ASSIGNED COURSES

READING
This class is designed to provide skills-based, small group instruction to address the needs of students who are reading two or more years below grade level. Students are administered a diagnostic test at the beginning of the year to determine their level, and instruction is differentiated according to student ability. Program components include decoding, word recognition, spelling, modeled and independent reading, reading comprehension skill development, and writing.

5th ESL I (Beginner Level)
Beginner Level English Learners will become competent in listening, speaking, reading and writing through integrated use of second language methods. This course will focus on basic interpersonal communication skills with the integration of 5th grade ELAR TEKS. (Jane Long New Arrival Center)

5th ESL II (Intermediate Level)
Intermediate Level English Learners will become competent in listening, speaking, reading and writing through the integration use of second language methods. This course will build on basic interpersonal communication skills with the integration of 5th grade ELAR TEKS, integrating academic language through reading, comprehension, grammar, and composition. (Jane Long New Arrival Center)
6th Grade

Course Descriptions
# Sixth Grade Course List

## REQUIRED COURSES

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Language Arts Pre-AP*</td>
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<tr>
<td>Math</td>
</tr>
<tr>
<td>Math Pre-AP*</td>
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<tr>
<td>Science</td>
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<tr>
<td>Science Pre-AP*</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>Social Studies Pre-AP*</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Pre-Athletics</td>
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<tr>
<td>KickStart</td>
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*May represent curriculum covered in the Inquire and Odyssey 5-6 Academies and Dual Language Program.

## ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Specifics</th>
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<tbody>
<tr>
<td>Art 1</td>
<td></td>
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<tr>
<td>Beginning Band 1</td>
<td>Classes will be clustered by instruments</td>
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<tr>
<td>Beginning Choir 1</td>
<td></td>
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<tr>
<td>Beginning Orchestra 1</td>
<td></td>
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<tr>
<td>Theatre 1</td>
<td></td>
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</table>
**SPECIALLY ASSIGNED COURSES**

*(to be completed by Campus Administrator or Counselor if needed, or in conjunction with ARD, LPAC or 504 Committee decision.)*

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Note:

- Registration forms will be distributed to students and parents by each intermediate school campus.
REQUIRED COURSES

ENGLISH LANGUAGE ARTS and READING 6
English Language Arts and Reading 6 is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author’s purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

ENGLISH LANGUAGE ARTS AND READING Pre-AP 6
English Language Arts and Reading Pre-AP 6 covers the core curriculum of ELAR 6 and expands content and depth through divergent and evaluative thinking, problem solving, and creativity. This advanced academic course requires extensive out-of-class commitment, including a summer reading and other extended reading assignments, individual research, and projects.

MATH 6
The primary focal points in 6th grade mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

MATH Pre-AP 6
This course completes all 6th grade and a portion of 7th grade mathematics in order to accelerate student preparation for Algebra 1 in 8th grade. Primary focal points in this course include number and operations; proportionality; algebraic expressions, equations, and other relationships; and measurement and data. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Student planning to take Pre-AP Algebra I in the eighth grade should complete this course. This is an advanced academics course, which requires extensive out-of-class commitment. It is recommended that students who enroll in this course score at or above “meets expectations” on the first administration of the 5th grade STAAR Math test.

SCIENCE 6
Students conduct field and laboratory investigations using scientific methods that support the development of skills in data analysis and decision-making. Students use scientific equipment, computers, and technology to collect, analyze, and record information. Students develop use of these skills while acquiring specific knowledge of the physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning opportunities for students to observe, identify, classify, and/or investigate a number of relevant science topics.

SCIENCE Pre-AP 6
The sixth grade Pre-AP science program follows the Science 6 content and skill development with emphasis on critical thinking skills through in-depth laboratory write-ups involving analysis, synthesis, and application to the real world. Class lectures and discussion provide opportunities for students to develop extensive connections between previously learned science concepts, and build connections to the real world. Extensive connections are made between previously learned science concepts. Assessment of student mastery includes student demonstration of higher level thinking skills through writing tasks. This is an advanced academic course requiring an out-of-class time commitment. Course requirements may include lengthy reading assignments, individual research, and projects.
SOCIAL STUDIES 6
The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and the Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and the cultures of each region.

SOCIAL STUDIES Pre-AP 6
The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and cultures of each region. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

P.E. ELECTIVES
PHYSICAL EDUCATION
Students participate in activities designed to promote physical fitness, develop good motor skills, and to teach individual and team sports. Other benefits are the development of problem-solving skills, self-discipline, and positive attitudes about self and others. Strong emphasis is placed on wellness and lifetime sports. Students learn about target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, and cardiovascular and muscular endurance.

Pre-ATHLETICS
The Pre-Athletics program is open to students who are interested in participating in competitive sports. This classroom introduces the student to the Bryan ISD athletic program. Students will learn the rules and fundamentals of sports included in the middle school athletic program: cross country, volleyball, football, basketball, track and soccer, as well as good strength training and conditioning practices. Students will be issued workout clothes and be required to dress out and participate daily. Lessons that focus on character development and discipline will be included in the course. The ultimate goal of pre-athletics is to have a seamless transition into middle school athletics at the 7th grade level.

KICKSTART PROGRAM
The KICKSTART Program provides training in martial arts as part of an overall educational program for middle school students. The ultimate goals of the KICKSTART Program are to develop character and to enhance resilience by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free lifestyles, and remain in high school until they graduate. The KICKSTART Program cannot be taken in conjunction with PE.

FINE ARTS ELECTIVES
ART 1
This course is designed for the first year middle school art student. Students will understand and apply the elements of art including line, shape, color, texture, form, space, and values in a variety of media such as paint, pencil, clay, paper construction, printmaking, fiber/textiles, and inks (markers). The student will be introduced to principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity. Students will also be introduced to appropriate art vocabulary and the historical and political aspects of art as part of the culture. Finally, students will develop the ability to critically evaluate art and its associated properties. The students will also have the opportunity to submit art for different events, show and/or contests.

BEGINNING BAND 1
This class is designed for students that have little or no experience playing traditional wind or percussion instruments. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture, breathing technique and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain band instruments and necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their band experiences throughout middle school and high
school. Performance opportunities include local concerts, competitions, and festivals. Students must consult with the band director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance at all rehearsals and performances outside of the school day are required and part of the graded course requirements. A fee is required for the use of district owned instruments. Additional expenses may be required, including the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in fine arts.

**Beginning Band classes will be grouped by instrument following tryouts**
- Beginning Flute
- Beginning Clarinet
- Beginning Saxophone (Alto Saxophone only)
- Beginning Oboe & Bassoon (Double Reeds)
- Beginning Trumpet
- Beginning French Horn
- Beginning Trombone
- Beginning Baritone/Euphonium
- Beginning Tuba
- Beginning Percussion Class

**BEGINNING CHOIR 1**
This class is designed for students that have little or no experience singing in an ensemble setting. Students will learn the basics of music theory including reading and writing music, vocal production, fundamentals and care for the voice, proper posture, breathing technique and basic ensemble performance, procedure, and etiquette. Students are responsible for providing necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their choir experiences throughout the middle and high school grades. Performance opportunities include local concerts, competitions, and festivals. This class is comprised of both boys and girls. Attendance at all scheduled after school rehearsals, performances, and competitions outside of the school day is required and part of the graded course requirements. Additional expenses may be required, including the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in fine arts.

**BEGINNING ORCHESTRA 1**
This class is designed for students that have little or no experience playing traditional stringed orchestral instruments including violin, viola, cello, and bass. Students will learn the basics of music theory including reading and writing music, instrument fundamentals and care, proper posture and basic ensemble performance, procedure, and etiquette. Students are responsible for providing certain orchestra instruments and necessary materials. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their orchestra experiences throughout their middle school and high school grades. Performance opportunities include local concerts, competitions, and festivals. Students must consult with an orchestra director for instrument placement to ensure the highest possibility of success for the student before enrolling. Attendance at all rehearsals, performances and competitions outside of the school day are required and part of the graded course requirements. A fee is required for the use of district owned instruments and additional expenses may be required, including the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in fine arts.

**THEATRE 1**
This course is designed for the first year middle school theatre student where the student will understand and apply the concepts of self, human relationships and the environment using elements of drama and conventions of theatre. The student will interpret characters using the voice and body expressively and will create dramatizations. The student will be introduced to the concepts of design, directing, theatre production skills, and appropriate theatre vocabulary.
Students will also be introduced to the historical, societal, and political aspects of theatre as part of the culture. Finally, students will develop their abilities to critically evaluate theatre and its associated properties. Students will have numerous opportunities to demonstrate their understanding of these concepts through campus based productions and out-of-class activities. Course work will include daily written assignments, major performance projects, and comprehensive assessments.

**SPECIALY ASSIGNED COURSES**

**READING**
Reading is designed to provide skills-based, small-group instruction to address the needs of students who are reading two or more years below grade level. A diagnostic test is administered at the beginning of the year to determine students’ reading levels, and instruction is differentiated according to student ability. Program components include phonics, decoding, word recognition, spelling, modeled and independent reading, reading comprehension skill development, and writing.

**6th ESL I (Beginner Level)**
Beginner Level English Learners will become competent in listening, speaking, reading and writing through integrated use of second language methods. This course will focus on basic interpersonal communication skills with the integration of 6th grade ELAR TEKS. (Jane Long New Arrival Center)

**6th ESL II (Intermediate Level)**
Intermediate Level English Learners will become competent in listening, speaking, reading and writing through the integration use of second language methods. This course will build on basic interpersonal communication skills with the integration of 6th grade ELAR TEKS, integrating academic language through reading, comprehension, grammar, and composition. (Jane Long New Arrival Center)
INQUIRE Academy
**INQUIRE CORE COURSE DESCRIPTIONS** (enrollment in the following courses is contingent on acceptance into the Inquire Program.)

**Location:** Jane Long Only

**Grade 5**

**ENGLISH LANGUAGE ARTS AND READING Inquire 5**
English Language Arts and Reading Inquire 5 covers the core curriculum of ELAR 5 and expands collaborative and critical thinking skills through participation in project based learning, which allows students to work with advanced content processes through a discipline-based research model. Detailed written responses, class discussions and Socratic questioning, used in conjunction with advanced level text, allow students to explore essential skills and concepts. Course requirements may include novel studies, projects, and individual research.

**MATH Inquire 5**
The primary focal points in 5th grade math include solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

**SCIENCE Inquire 5**
The course includes the physical properties, natural environment, and living environment concepts as described in the core curriculum of Science 5. In addition, expanded writing and critical thinking skills will be required of Inquire Science students throughout various aspects of this course. This is an advanced academic course, which includes an out-of-class commitment. Course requirements may include reading assignments as homework, individual research, and projects.

**SOCIAL STUDIES Inquire 5**
In Grade 5 Inquire, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation and expand collaborative and critical thinking skills through participation in the Texas Performance Standards Project, which allows students to work with advanced content processes through a discipline-based research model.

For non-core course descriptions refer to the 5th grade course descriptions.
**Grade 6**

**ENGLISH LANGUAGE ARTS AND READING Inquire 6**
English Language Arts and Reading Inquire 6 covers the core curriculum of ELAR 6 and expands collaborative and critical thinking skills through active exploration of real-world challenges and inquire-based learning, which allows students to work with advanced content processes through a discipline-based research model.

**MATH Inquire 6**
This course completes all 6th grade and a portion of 7th grade mathematics in order to accelerate student preparation for Algebra 1 in 8th grade. Primary focal points in this course include number and operations; proportionality; algebraic expressions, equations, and other relationships; and measurement and data. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Student planning to take Pre-AP Algebra I in the eighth grade should complete this course. This is an advanced academics course, which requires extensive out-of-class commitment. It is recommended that students who enroll in this course score at or above “meets expectations” on the first administration of the 5th grade STAAR Math test.

**SCIENCE Inquire 6**
This course is offered for students participating in the Inquire program. This accelerated science course includes all of the required state standards and content included in the Science 6 curriculum along with a portion of the standards included in grade 7 science. Course work will include opportunities for students to experience rigorous assignments and collaborative tasks.

**SOCIAL STUDIES Inquire 6**
The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and cultures of each region. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

For non-core course descriptions refer to the 6th grade course descriptions.
Odyssey Academy
Odyssey CORE COURSE DESCRIPTIONS (enrollment in the following courses is contingent on acceptance into the Odyssey Program.)

Location: Sam Rayburn Only

GRADE 5

ENGLISH LANGUAGE ARTS AND READING Odyssey 5
English Language Arts and Reading Pre-AP 5 covers the core curriculum of ELAR 5 and expands content and depth through divergent and evaluative thinking, problem solving, and creativity. This advanced academic course requires extensive out-of-class commitment, including a summer reading and other extended reading assignments, individual research, and projects.

MATH Odyssey 5
Primary focal points include solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models. Additionally, Project-Based Learning (PBL) activities with a STEM focus will be spread throughout the course to provide students the opportunity to explore the integrated use of science, math and engineering skills to solve problems. These activities will center on collaborative solutions reached through the engineering design process.

SCIENCE Odyssey 5
This course is offered for students participating in the Odyssey program. The course includes the physical properties, natural environment, and living environment concepts as described in the core curriculum of Science 5. Additionally, engineering design activities with a STEM focus will be spread throughout the course to provide students the opportunity to explore the integrated use of science, math and engineering skills to solve problems. These activities will center on collaborative solutions reached through the engineering design process.

SOCIAL STUDIES Odyssey 5
In Grade 5 Pre-AP, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

For non-core course descriptions refer to the 5th grade course descriptions.
**Grade 6**

**ENGLISH LANGUAGE ARTS AND READING Odyssey 6**

English Language Arts and Reading Pre-AP 6 covers the core curriculum of ELAR 6 and expands the student expectation through a variety of reading and writing activities, including evaluative thinking, problem solving, and creativity. This course requires a greater depth of in-class reading and writing through projects, reading assignments, and divergent writing activities. In addition, the class requires an extensive out-of-class commitment, including summer reading and other extended reading assignments, individual research, and projects.

**MATH Odyssey 6**

This course completes all 6th grade and a portion of 7th grade mathematics in order to accelerate student preparation for Algebra 1 in 8th grade. Primary focal points in this course include number and operations; proportionality; algebraic expressions, equations, and other relationships; and measurement and data. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Student planning to take Pre-AP Algebra I in the eighth grade should complete this course. This is an advanced academics course, which requires extensive out-of-class commitment. It is recommended that students who enroll in this course score at or above “meets expectations” on the first administration of the 5th grade STAAR Math test.

**SCIENCE Odyssey 6**

This course is offered for students participating in the Odyssey program. This accelerated science course includes all of the required state standards and content included in the Science 6 curriculum along with a portion of the standards included in grade 7 science. Course work will include opportunities for students to collaborate to find solutions through the engineering design process.

**SOCIAL STUDIES Odyssey 6**

The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and cultures of each region. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

For non-core course descriptions refer to the 6th grade course descriptions.
Dual Language Program
TWO-WAY DUAL LANGUAGE CORE COURSE DESCRIPTIONS (enrollment in the following courses is for any student continuing the Two-Way Dual Language Program from Johnson or Henderson Elementary Schools.)

Location: Jane Long Only

GRADE 5

LANGUAGE ARTS and READING  Honors Two-Way Dual Language 5
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Honors Language Arts and Reading 5. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. Honors English Language Arts and Reading 5 is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

MATH Honors Two-Way Dual Language 5
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Math Honors 5. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. The primary focal points in 5th grade math include solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

SCIENCE Honors Two-Way Dual Language 5
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. Fifty percent of the students in this program are dominant English speakers and fifty percent of the students are native Spanish speakers. The course includes the physical properties, natural environment, and living environment concepts as described in the core curriculum of Science 5. In addition, expanded writing and critical thinking skills will be required of Honors students throughout various aspects of this course. This is an advanced academic course which includes an out-of-class commitment. Course requirements may include reading assignments as homework, individual research, and projects.

SOCIAL STUDIES Honors Two-Way Dual Language 5
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Social Studies. English speakers and English learners are integrated for academic instruction in accordance with the program design and model.
In Grade 5, Honors students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects.

For non-core course descriptions refer to the 5th grade course descriptions.
TWO-WAY DUAL LANGUAGE CORE COURSE DESCRIPTIONS (enrollment in the following courses is for any student currently enrolled at Jane Long in the Dual Language Program.)

GRADE 6

ENGLISH LANGUAGE ARTS AND READING Honors Two-Way Dual Language 6
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Honors Language Arts and Reading 6. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. English Language Arts and Reading 6 is organized into the following strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

MATH Honors Two-Way Dual Language 6
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Honors Language Arts and Reading 6. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. The primary focal points in 6th grade mathematics are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students will use mathematical relationships to generate solution and make connections and predictions. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

SCIENCE Honors Two-Way Dual Language 6
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Honors Language Arts and Reading 6. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. Students conduct field and laboratory investigations using scientific methods that support the development of skills in data analysis and decision-making. Students use scientific equipment, computers, and technology to collect, analyze, and record information. Students develop use of these skills while acquiring specific knowledge of the physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning opportunities for students to observe, identify, classify, and/or investigate a number of relevant science topics.

SOCIAL STUDIES Honors Two-Way Dual Language 6
The two-way dual language program is a model of bilingual education that strives to maintain the native language of the student who is acquiring a second language. The goal of the program is to develop full biliteracy and bilingualism while fostering cross-cultural awareness. It is designed to develop proficiency in listening, speaking, reading and writing in both English and Spanish. Students receive instruction in both languages in the core curriculum of Honors Language Arts and Reading 6. English speakers and English learners are integrated for academic instruction in accordance with the program design and model. The sixth grade social studies classes examine five major regions of the earth: the Middle East, Europe, Africa, Asia, and the Western Hemisphere. Emphasis is placed upon the geography, the history (past and present), the forms of government, the different economic systems, and the cultures of each region.

For non-core course descriptions refer to the 6th grade course descriptions.