Middle School Course Guide

2020-2021

Arthur Davila Middle School

Stephen F. Austin Middle School

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

Choosing courses to be taken during each school year is a very important decision. The staff of each middle school commits several weeks to assist you through this process. When wise choices are made, you make the best use of your middle school years and prepare yourself academically for high school and beyond.

Staff from each middle school campus will meet with all current 6th graders during the spring semester to assist in the planning and the transition process for those students moving from Jane Long and Sam Rayburn Intermediate Schools and to set the stage for our parent orientation evening sessions on each middle school campus. The major goal of the middle school years is to provide a well-rounded, challenging academic experience that assists in a successful transition from middle school to high school. Our goal for high school students is that each student will graduate from Travis B. Bryan High School, James Earl Rudder High School, or Bryan Collegiate High School after having fully met all of the requirements for college and career readiness.

This course guide book has been written to help you choose the courses that will be taken during seventh and eighth grades. It will be used in conjunction with other course selection materials during the registration process this spring. We want to 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. There will be student and parent orientations held for each campus. Please plan now to take advantage of these opportunities to visit with the middle school staff and clarify any questions.

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

Sincerely,

Rachel Layton
Rachel Layton, Principal
Stephen F. Austin Middle School

Shannon McGehee
Shannon McGehee, Principal
Arthur L. Davila Middle School
Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Children First. Always.

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.
TABLE OF CONTENTS

GENERAL INFORMATION

Program/Course Updates for 2020-2021................................................................. 1
Registration and Scheduling.................................................................................. 1
Middle School Schedule......................................................................................... 1
Grading System........................................................................................................ 1
Honor Roll................................................................................................................ 2
Final Exams............................................................................................................ 2
Promotion Requirements......................................................................................... 2
State of Texas Assessment of Academic Readiness (STAAR).................................. 2
Attendance ............................................................................................................. 3
UIL Extracurricular Eligibility............................................................................... 3
Athletics................................................................................................................. 4
Pre-AP Program................................................................................................... 4
High School Courses Taken in Middle School.................................................... 4
Semester Averaging for High School Courses...................................................... 5
Algebra I for 8th Graders....................................................................................... 5
Counseling Services.............................................................................................. 5
Inquire Academy.................................................................................................... 5
Odyssey Academy.................................................................................................. 6
Special Education................................................................................................. 7

COURSE DESCRIPTIONS

Seventh Grade....................................................................................................... 9
Seventh Grade Course List .................................................................................... 11

Eighth Grade....................................................................................................... 23
Eighth Grade Course List .................................................................................... 25

Parents will be notified of any policy updates and the most accurate course guide and grading procedures will be available at www.bryanisd.org → parents/students.
PROGRAM/COURSE UPDATES FOR 2020-2021

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 minor adjustments are made as needed. Some changes are made in conjunction with changes in State requirements.

Changes that will begin this year or will phase in through the next two years in multi-year programs:

- Elective options under Technology Applications and Career and Technical Education (CTE) have changed at both the 7th and 8th grades. The changes include additional high school credit opportunities. Please see the course descriptions in the 7th and 8th grade respective areas in this book.

- Health will be required for graduation in Bryan ISD, for incoming 8th graders (Cohort 2025). Health will be for high school credit and count toward the total number of courses needed for graduation. Students will have the opportunity to take the course in middle school, high school, or summer school (summer school course costs apply). The course description is available in the 7th and 8th grade respective areas in this book.

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.

Counselors will pre-register all students for the next school year and assist in 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. Study of the course guide will allow time for evaluation of academic progress and provide assistance in making final course selections.

Students’ registration requests are used to establish next year’s master schedule. A course offering may be eliminated if a minimum number of students do not enroll in the course and/or classes may be closed when maximum enrollment is met. In both cases, alternates classes will be 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 now for next year. However, our counselors realize that some schedule changes will be necessary due to failure of classes, successful/unsuccessful completion of summer school, and gaining credit through other alternative methods. Requests for schedule changes may be made up to schedule pickup for the new school year and will be filled based on availability.

MIDDLE SCHOOL SCHEDULE

The middle school year consists of six grading cycles, which are six weeks in length. All students will have an 8-period day. Students will take four core classes plus electives and/designated enrichment each day. Alternative scheduling may be implemented to best meet the individual student’s academic needs.

GRADING SYSTEM

A minimum of number major and daily grades should be taken for each subject area 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). Grades taken as major grades should be announced in advance as such, to the students. 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 entire six-week grade. In high school courses offered at middle school, the high school grading guidelines will apply. Regular high school courses are calculated with the middle school grading scale of 60% major grade and 40% daily grade. Academic high school courses (Pre-AP/Honors) are calculated using 70% major grade and 30% daily grade, unless otherwise specified in the District Grading Guidelines.

All students will receive progress reports in the middle of the six-week grading period. Report cards are distributed to students during the week following the end of the grading period. The most up to date Grading Guidelines are posted at www.bryanisd.org. Also located on the website is information for setting up an account to monitor your student’s grades.

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 with only one B.

FINAL EXAMS

Final exams are administered at the end of the fall semester and spring semesters in grades seven and eight. The final exam grade is calculated as a major grade in the third and six weeks, respectively. The yearly average for a subject shall be calculated by adding the six-week grades and dividing by six. When high school credit courses are taken in middle school, a final exam is administered at the end of each semester and counts as 20% of the semester grade, except in the case of a course that the student was also administered a STAAR EOC exam. Spring final exams will not be administered for Algebra I and Biology courses.

PROMOTION REQUIREMENTS

To reach promotion to the next grade level, a student must meet an overall academic standard and be making academic growth. Specific requirements by grade level are available at Bryanisd.org in Board policy EIE(Local). Report cards are issued after each six weeks grading cycle so parents can monitor their student’s performance and progress throughout the school year.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

Students in grades seven and eight take the State of Texas Assessment of Academic Readiness (STAAR) each year. Students take STAAR in reading and math. Additionally, students in seventh will take the writing test while eighth grade students will take the science and social studies assessments. 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 receiving special education services, 504 services, or qualify as Limited English Proficient (LEP) may qualify for accommodations on the STAAR assessment. LEP students may also participate in the TELPAS (Texas English Language Proficiency Assessment System), which includes reading, writing, listening and speaking components.

Students participate in the STAAR in grades three through eight to prepare for the STAAR EOC (End-Of-Course Exams). Texas requires successful completion of the five EOC assessments in order to graduate. Although the STAAR writing test is given to seventh grade students in April along with the first administration of the STAAR Reading and Math test for 8th grade students, the remainder of the testing is administered in May. As part of the Student Success Initiative, students in grade eight will be required to pass STAAR Reading and Math in order to be promoted to high school. Also, students who are taking Algebra I and/or Biology will be required to take the Algebra I and/or Biology End-of-Course exams instead of STAAR 8 Math and Science.
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 may lose credit for that course/grade level and will have to repeat the course/grade level. If there are extenuating circumstances, a student should appeal to the campus attendance committee. The campus attendance committee will then determine whether credit should be awarded based on the individual student circumstance. 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.

UIL EXTRACURRICULAR ELIGIBILITY

Excused absences for extracurricular activities are limited to fifteen (15) in a school year. To be eligible for extracurricular activities, students must be enrolled in a full schedule of instruction. For the first six weeks of the school year in grades seven and eight, students must have been promoted from the previous grade to be eligible for extracurricular activities. In order to participate in activities following the completion of the first six weeks of school, a student must pass all courses taken with a grade of 70 or above or 65 or above for Pre-AP courses.

A student is not eligible for 7th grade athletics if he/she turns age 14 before September 1st of the school year. Likewise, a student who turns age 15 before September 1st of the school year is not eligible for 8th grade athletics. If a student is suspended from extracurricular activities for failing grades, his/her grades will be reviewed at the end of each three-week period of suspension. A student will become eligible if passing all classes after the three-week period of suspension as indicated by his/her IPR (Intermediate Progress Report.) A student who is suspended from extracurricular activities may practice or rehearse with other students for an extracurricular activity but may not participate in a competition, game, or other public performance.
PHYSICALS FOR ATHLETICS

Participation in school athletics requires a physical exam each year for students in grades seven and eight. In order to be valid for the current school year, the physical exam must be dated on or after April 1st. Personal physician exams are encouraged, however as a service to Bryan families, inexpensive physicals are also offered through the Bryan ISD Athletic Department each spring. Information about dates and times of the school sponsored physicals is available from the coaches at each secondary campus and the BISD Athletic Office. The medical history and physical exam portions must be completed on the most current UIL form which can be obtained from the coaches or on the UIL website (www.uiltexas.org). All other required paperwork (participation forms) must be digitally signed and submitted online each year on/or after April 1st. The recommendation is that physicals be turned in before the school year begins so that the athlete can participate in the first practice.

PRE-AP PROGRAM

BISD offers an accelerated academic program known as the Preparatory Advanced Placement (Pre-AP) Program. Pre-AP courses are designed to extend and enrich the content of the regular curriculum while preparing students for success in Advanced Placement (AP) and International Baccalaureate (IB) classes offered in high school. 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 and IB courses in high school are more prepared for the rigors of college and are more likely to be successful in college.

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 secondary level through their enrollment in Pre-AP classes. All G/T students are required to take at least one Pre-AP class.

HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

Students have the opportunity to take high school courses at the middle school level. High school courses that are offered include Algebra I, Art I, Biology*, Physics*, Health, Individual/Team Sports, Mandarin Chinese I-II*, Spanish I, Spanish II*, Native Speakers Spanish, and Spanish III* and additional Career and Technology courses. Course offerings may vary among campuses. The curriculum of these high school courses and the academic expectations for student performance are the same as when the courses are taken in grades nine through twelve. STAAR EOC exams are associated with Algebra I and Biology I courses, and students must meet passing standard on these tests to fulfill high school graduation requirements. The grades earned in these courses are recorded on the student’s high school transcript and are used in calculating the student’s grade point average (GPA). The GPA will be calculated two ways, unweighted and weighted. The unweighted GPA will include grades from all State credit courses and carries a maximum overall GPA of 100. The weighted GPA will include all core classes (English, math, science, and social studies); Languages other than English and any additional AP or IB courses not previously included will be calculated on a weighted 4.0 scale. The weighted GPA will also be used to determine the student’s Rank in Class. Those students who are ranked in the Top 10% following the fall semester of their senior year of high school will be recognized as Honor Graduates at the graduation ceremony.

Students must meet 90% attendance requirements in order to receive credit for high school courses.
(* Courses only offered for students in designated programs)
SEMESTER AVERAGING FOR HIGH SCHOOL COURSES

When a student fails the first semester of a two-semester course, semester averaging will be used. The two semesters will be added together and divided by two to obtain an averaged semester grade. Semester averaging will only be used when the student fails the first semester, passes the second semester, and the average of the two grades is 70 or above.

ALGEBRA I FOR 8TH GRADERS

Algebra has been described as a gateway course because of its linkage to school success. The completion of algebra in the eighth grade provides students additional opportunities for mathematics and other advanced courses at the high school level, increasing their chances for school success.

Eligibility to take Algebra I at the middle school level is determined by meeting the standards of Algebra Readiness criteria.

WITH THE IMPORTANCE OF ALGEBRA ESTABLISHED, IT IS THE GOAL OF BRYAN ISD TO PROMOTE ALGEBRA FOR EIGHTH GRADERS. In implementing the math portion of the Texas Essential Knowledge and Skills (TEKS), an algebra strand will be emphasized beginning in kindergarten and continuing throughout each subsequent year of math. Preparing the maximum number of students to successfully complete algebra by the eighth grade will take a concerted effort because early algebra is rigorous and demanding. Bryan ISD is committed to doing whatever it takes to accomplish this goal. As we all strive to improve academic achievement, successful completion of algebra will be a major stepping-stone for all students. The district’s plan will ensure that:

- All staff members understand the importance of algebra.
- All staff members promote algebra as an expectation for all learners.
- All grade levels of math curriculum and instruction emphasize algebraic concepts.
- All schools provide safety nets, such as tutorials, for those in need.

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; and meeting personal, social, and educational expectations, which includes helping students to be prepared for high school and informed of post-secondary opportunities. Students are encouraged to talk with school counselors, teachers, and principals in order to learn about the programs and course offerings of the middle schools. All students will receive information about course requirements and course changes. 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 middle school students.

INQUIRE 7-8 ACADEMY

The Inquire Academy, housed at Davila Middle School is BISD’s middle school gifted and talented program composed of 7th and 8th graders from both BISD middle schools. Inquire Academy exists to meet the needs of high performing and gifted students by providing a rigorous curriculum that develops students into ethical, innovative, responsible, civic-minded leaders who contribute positively to their local and global community.
The goals of Inquire Academy include:

- Prepare GT and high-performing learners with distinguished thinking and communication skills necessary for globally-competitive leadership in the twenty-first century
- Accelerate and compact curriculum in science, reading/writing, social studies and math for an exceptional, multi-disciplined approach to excellence that prepares students to pursue a variety of advanced degrees and careers
- Develop exceptional global citizens with moral, ethical, effective leadership and communication skills through collaborative, real-world learning experiences in all four content areas
- Foster critical thinking, problem solving, creativity and servant leadership within a strong community of learners who will be poised to become globally-aware leaders in their respective fields.

Students will have the opportunity to take advanced level courses for high school credit.

A student who is/was a participant in the program during the 2019-2020 school year as a 6th grader at Jane Long or a 7th grader at Davila will be automatically placed in the program for the 2020-2021 school year and will be placed at Davila regardless of the zoned campus. As space is available, students evaluated through the application process as high achieving will be allowed to enter the academy. Applications for new students interested in the Inquire Academy open January 15, 2019 and are due February 7, 2020. Please refer to the District website or contact the program campus.

**ODYSSEY 7-8 ACADEMY**

Odyssey Academy is BISD’s STEM (science, technology, engineering and math) magnet and is composed of students who meet rubric standards from both middle schools. Odyssey is housed at Stephen F. Austin Middle School. The primary focus of the Odyssey Academy is interdisciplinary instruction focusing on student interests. The goals of the Odyssey 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 multi-age settings
- Purposeful promotion of reading for enjoyment
- Embedding of service learning into the rich learning experiences

To ensure the goals of Odyssey are met, curriculum developed by "Project Lead the Way" called Gateway to Technology (GTT) will be incorporated in the Odyssey curriculum. This cutting-edge program is designed to challenge and engage the natural curiosity and imagination of middle school students, while incorporating national standards in math, science, and technology. GTT is “activity oriented” to show students how technology is used in engineering to solve everyday problems and is designed to spark an interest in STEM subjects as well as prepare students for further options in STEM in high school. Students will also be required to take the Odyssey electives at both 7th and 8th grade.

Throughout GTT, students acquire knowledge and skills in problem solving teamwork and innovation as well as exploring STEM careers.

A student who is/was a participant in the program during the 2019-2020 school year as a 6th grader at Sam Rayburn Middle School or a 7th grader at SFA will be automatically placed in the program for the 2020-2021 school year and will be placed at SFA regardless of zoned campus. Please refer to the District website or contact the program campus for more information.
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 seven and eight may include options such as: Mainstream, Inclusion Support, Co-Teach, Resource, Self-Contained, Specialty Classrooms.
7th Grade

Course Descriptions
**Seventh Grade Course List**

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Special Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Pre-AP*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Pre-AP*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Pre-AP*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas History Pre-AP*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Also represents the curriculum covered in the Inquire and Odyssey 7-8 Academies*

### ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Special Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symphonic Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>String Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philharmonic Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chamber Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Choir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys / Girls Chorus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Boys / Girls Choirs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Mascot&quot; Boys / Girls Choirs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academy</td>
<td>Location</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Girls Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td>Rudder High School</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KICKSTART</td>
<td></td>
<td>Davila</td>
</tr>
<tr>
<td>Off-site PE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Reading; ELAR and Math Enrichment; ESL Courses |         |

**NOTES:**
- Registration forms will be distributed to students and parents by each middle school campus.
- HSC – High School Credit
- NS – Native Speaker
REQUIRED COURSES

ENGLISH LANGUAGE ARTS and READING 7
English Language Arts and Reading 7 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 7
English Language Arts and Reading Pre-AP 7 covers the core curriculum of ELAR 7 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 7
This course covers the core curriculum of Math 7. The primary focus of 7th grade mathematics is number operation fluency; proportionality; expressions, equations, and relationships; measurement and data; and probability. Students will use mathematical relationships to generate solutions and to 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 7
This accelerated course covers the core curriculum for 7th grade math as well as specific core curriculum components for 8th grade math to ensure students will be prepared for success in Pre-AP Algebra I. This is an advanced academics course and will require extensive out of class commitment. Quantitative reasoning, geometric and spatial reasoning, measurement, probability and statistics, algebraic thinking, and problem solving are the primary focus of this course. Students will connect verbal, numeric, graphic, and symbolic representations of relationships. Students planning to complete Pre-AP Algebra I in the eighth grade should complete this course.

SCIENCE 7
Students conduct field and laboratory investigations using scientific methods and skills that support the development of critical thinking and problem solving. Students will analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also acquire scientific knowledge about the life, physical, and earth sciences. “Hands-on, minds-on” science instruction provides learning experiences, in which students observe, identify, classify, and/or investigate a number of relevant science topics. Major topics included in 7th grade science are matter and energy, force and motion, earth and space science, and organisms and environment.

SCIENCE Pre-AP 7
This course covers the core curriculum of Science 7 and expands curriculum content and depth. There is additional emphasis placed on understanding relationships between living things, applying new science concepts to current issues, and developing higher order thinking skills. Through their ability to design and conduct scientific investigations, collect and analyze data, and form valid conclusions, the student will demonstrate their knowledge and skills. Major topics included in 7th grade science are matter and energy, force and motion, earth and space science, and organisms and environment. Expanded writing and critical thinking skills will be required of Pre-AP students in testing situations. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.
SCIENCE INQUIRE 7
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 7 curriculum along with a portion of the standards included in grade 6 and 8 science. Course work will include opportunities for students to experience rigorous assignments and collaborative tasks.

SCIENCE ODYSSEY 7
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 7 curriculum along with a portion of the standards included in grades 6 and 8 science. Course work will include opportunities for students to collaborate to find solutions through the engineering design process.

TEXAS HISTORY 7
This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects.

TEXAS HISTORY Pre-AP 7
This course focuses on the exploration and colonization of Texas, the achievement of Texas independence, the political and social history of Texas, and the geography of Texas. Students participate individually and in groups to complete required projects. Use of critical thinking skills, analyzing data and Document Based Questions are emphasized. This is an advanced academic course and requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments and individual research projects. Participation in the History Day Contest will be required.

ELECTIVE COURSES

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 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, shows and/or contests.

ART 2
Prerequisite: Completion of Art 1
This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements 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 increase their understanding and use of skills from Art 1 including principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, he student will have the opportunity to submit art for different events, shows and/or contests.

BAND, ORCHESTRA, AND CHOIR
Students must maintain UIL academic eligibility to participate in the extra-curricular aspects of Band, Orchestra and Choir as discussed on Page 2. A student who has not passed all his or her classes but who is enrolled in a state-approved music course that participates in University Interscholastic League (UIL) Concert and Sight-reading Evaluation is allowed to perform with the ensemble during the UIL evaluation performance.

BEGINNING BAND 1
Prerequisite: Consultation with director prior to enrolling.
Beginning band is offered for students in the 7th grade; members of these classes have little or no experience playing traditional wind instruments. Limited instrumentation is offered and beginning percussion is
not offered in grade 7. 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. 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, performances, and competitions is required and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee is required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**SYMPHONIC BAND**

**Prerequisite:** Prior band experience, audition and director approval.

The Symphonic Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**CONCERT BAND**

**Prerequisite:** Prior band experience, audition and director approval.

The Concert Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.
WIND ENSEMBLE

Prerequisite: Prior band experience, audition and director approval.

The Wind Ensemble is the varsity performance-based course where skills and styles of concert band playing will be fully developed throughout the year. This course is designed for students demonstrating advanced proficiency with placement determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/keys signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

BEGINNING ORCHESTRA 1

Prerequisite: Consultation with director prior to enrolling.

Comprised of students in grades 7-8, members of these classes 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; however, Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their orchestra experiences throughout the middle 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 after school rehearsals, performances and competitions is required and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

STRING ORCHESTRA

Prerequisite: Prior orchestra experience, audition, and director approval.

The String Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials.
Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**PHILHARMONIC ORCHESTRA**

**Prerequisite:** Prior orchestra experience, audition, and director approval.

The Philharmonic Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**BEGINNING CHOIR**

Comprised of students in grades 7-8, members of this class 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. 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 is required and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts
policy states that financial hardship will not prevent a student from participating in the fine arts.

**BOYS CHORUS**

Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.

The Boys Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**BRONCO/TEXAN BOYS CHOIR (Mascot)**

Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.

The Mascot Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**CONCERT BOYS CHOIR**

Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.

The Concert Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.), the choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**GIRLS CHORUS**

Prerequisite: Prior choral experience, audition, and director approval. Available for girls only.

The Girls Chorus is a performance-based course where skills and styles of choral music will be fully developed
throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**CONCERT GIRLS CHOIR**

**Prerequisite:** Prior choral experience, audition, and director approval. Available for girls only.

The Concert Girls Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the 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.

THEATRE 2
Prerequisite: Completion of THEATRE 1.
This course is designed for the second-year middle school theatre student, following a successful completion of Theatre 1. This course will continue to expand the student’s knowledge and abilities through a more in-depth investigation of 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 increase their activities of designing, directing, and producing as it relates to the theatre environment. Students will expand their theatre vocabulary, analyze and apply critical thinking skills toward the historical, societal, and political aspects of theatre as part of the culture. Students will further develop their abilities to critically evaluate theatre and its associated properties and have 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.

DANCE 1
This course is designed such that students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students wishing to take Dance and another fine arts class should take Dance as a PE course fulfilling the middle school PE requirement.
However, if a student has fulfilled the PE requirement, or wishes to be in Athletics concurrently with Dance, he/she may take Dance as a fine arts course, fulfilling the Fine Arts requirement. The TEKS for both Fine Arts Dance and PE/Wellness will be delivered, and the teachers are certified in both. After school rehearsals and participation in performances is a requirement for this course. Dance class students may be required to purchase a uniform; however, Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

SPANISH I
INQUIRE Academy Only
Location: Davila
Seminars: 2 Credit: 1.0 (HSC)
Spanish I, offered as part of the INQUIRE Academy is an introduction to the basic vocabulary, grammatical structures, phonic, and reading in Spanish. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined with a commitment to additional study time outside of the school day.

SPANISH II Pre-AP FOR NATIVE SPEAKERS
Dual Language Program Only
Seminars: 2 Credit: 1.0 (HSC)
Prerequisite: Spanish I Pre-AP for Native Speakers
Spanish for Native Speakers II gives native speakers the opportunity to advance skills in oral language, reading, and writing in standard Spanish. The course will cover advanced level Spanish literature, composition, speaking and culture. Credit is granted upon completion of standards of course as determined by teacher. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

MANDARIN CHINESE I
Inquire Academy Only
Location: Davila
Seminars: 2 Credit: 1.0 (HSC)
Mandarin Chinese introduces the student to basic vocabulary, grammatical structures, phonic, and reading in Mandarin Chinese. Emphasis is placed on the oral, auditory, reading, and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.
PRINCIPLES OF APPLIED ENGINEERING
Odyssey Academy Only- Required
Location: SFA
Semesters: 2 Credit: 1.0 (HSC)
Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Lab fees and/or supplies may be required.

TOUCH SYSTEM DATA ENTRY
Semester: 1 Credit: 0.5 (HSC)
In Touch System, students apply technical skills to address business applications of emerging technologies. Students refine reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data for entry for production of business documents.

HEALTH
Semester: 1 Credit: 0.5 (HSC)
The Health Instructional Program is based on the concept that total health is achieved by a blending of physical, mental, emotional, and social aspects of health. Students will explore how to develop a healthy body, self-discipline, and be socially adjusted. Topics include, nutrition including obesity, cardiovascular disease, and diabetes; drug and alcohol education; mental and emotional health, including positive relationships, responsible decision making.

PRINCIPLES OF ARTS AND AUDIO VISUAL
Semesters: 2 Credit: 1.0 (HSC)
Principles of Arts and Audio Visual is part of the Arts, A/V Technology and Communications (AAVTC) Career Cluster. This course is an entry level course that includes a focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

ATHLETICS
Athletic courses are open to all students who are interested in competing in interscholastic sports. Sports offered include football, volleyball, basketball, track, cross-country, tennis, golf, and gymnastics. Students are encouraged to compete in more than one sport. Physical examinations are required each year and are available through the Athletic Department for a minimal fee. A completed physical must be on file prior to participation. This includes the online forms. Students must maintain UIL academic eligibility to participate (see page 3).

GIRLS ATHLETICS 7
The girls athletic period is open to girls competing in volleyball and/or basketball. Students participating in athletics are responsible for their own transportation to and from practices. Practices may be before or after school. Practice clothes and uniforms will be provided. Students are expected to be good citizens and in good academic standing. Physicals should be turned in before the beginning of the school year. Soccer, Tennis, Golf and Cross Country are before or after school sports.

BOYS ATHLETICS 7
Seventh grade students participating in football and basketball will be placed in the athletic period. Athletes are responsible for arranging transportation for practices which are held before or after school. A physical examination by a licensed physician and online participation forms are required. Students will be provided practice clothes and a uniform.
Students are expected to be good citizens and in good academic standing. Physicals should be turned in before the beginning of the school year.
Soccer, Tennis, Golf and Cross Country are before or after school sports.

GYMNASTICS
Gymnastics class is offered for 7th and 8th grade boys and girls (beginning to advanced). Parent(s) are responsible for transportation to Rudder. The class begins at 7:30 a.m. Students will be transported by bus to their home school for 2nd period. Try outs for the class will be conducted at the end of May. Coaches approval is required. (space is limited) For more information, contact Cali Currie at cali.currie@bryanisd.org (girls) or boys coach Omar Loya at omar.loya@bryanisd.org

PHYSICAL EDUCATION

PHYSICAL EDUCATION 7
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, cardiovascular endurance, and muscular endurance. Students are required to bring their own school-appropriate workout clothing.

KICKSTART PROGRAM
Location: Davila
The KICKSTART Program provides training in the 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 resiliency by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free life styles, and remain in high school until they graduate. KICKSTART will be available to students who participated in grade 6.

OFF SITE PE
Students participating in Olympic Level Athletic Activities or local private commercially sponsored athletic activities should contact the School Counselor if wishing to replace PE requirement.

SPECIALY ASSIGNED COURSES
(Assigned by Counselors)

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.

ESL I (Beginner Level) 7
Beginner Level English Learners will become competent in listening, speaking, reading, and writing through the integrated use of second language methods. This course will focus on basic interpersonal communication skills with the integration of 7th grade ELAR TEKS.

ESL II (Intermediate Level) 7
Intermediate English Learners will be competent in listening, speaking, reading and writing through the integrated use of second language methods. This course will build on basic interpersonal communication skills with the integration of 7th ELAR TEKS, integrating academic language through reading, comprehension, grammar, and composition.

MATH ENRICHMENT 7
This course is provided for students needing more instruction in math. Math Lab 7 will focus on specific math skills and will replace an elective course.

LANGUAGE ARTS ENRICHMENT 7
This course is provided for students needing more instruction in language arts. Language Arts Lab 7 will focus on specific language arts skills and will replace an elective course.
8th Grade

Course Descriptions
# Eighth Grade Course List

## REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Academy</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Pre-AP*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Pre-AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I Pre-AP* (1 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Pre-AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology I Pre-AP (1 HSC)</td>
<td>INQUIRE</td>
<td>Davila</td>
</tr>
<tr>
<td>Physics Pre-AP (1 HSC)</td>
<td>Odyssey</td>
<td>SFA</td>
</tr>
<tr>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History Pre-AP*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Also represents the curriculum covered in the Inquire and Odyssey 7-8 Academies*

## ELECTIVE COURSES OFFERED

<table>
<thead>
<tr>
<th>Course</th>
<th>Academy</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art I (1.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symphonic Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wind Ensemble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>String Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philharmonic Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chamber Orchestra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Choir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys / Girls Chorus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Boys / Girls Choirs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concert Boys / Girls Choirs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Mascot” Boys / Girls Choirs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Arts I (1.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance 1</td>
<td>Fine Arts or P.E. credit</td>
<td></td>
</tr>
<tr>
<td>Dance 2</td>
<td>Fine Arts or P.E. credit</td>
<td></td>
</tr>
<tr>
<td>Spanish I (1.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I/II Pre-AP NS (2.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish II Pre-AP (1.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish III Pre-AP for NS (1.0 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin Chinese II Pre-AP (1 HSC)</td>
<td>INQUIRE</td>
<td>Davila</td>
</tr>
<tr>
<td>Robotics Programming and Design (1.0 HSC)</td>
<td>Odyssey</td>
<td>SFA</td>
</tr>
<tr>
<td>Touch Data (.5 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health (.5 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Business (1 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Arts and Audio Visual (1 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robotics I (1 HSC)</td>
<td></td>
<td>Davila</td>
</tr>
</tbody>
</table>

**Physical Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Academy</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Team Sports (1 HSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Parents are responsible for transportation to and from gymnastics. Gymnastics is first period.</td>
<td>Rudder Athletic Gym</td>
</tr>
<tr>
<td>Partners in PE</td>
<td>Class requires an application, interview, and selection to the program. PE or elective credit may be received.</td>
<td></td>
</tr>
<tr>
<td>KICKS-ART</td>
<td></td>
<td>Davila</td>
</tr>
<tr>
<td>Off-site PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specially Assigned Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(to be completed by Counselor as needed)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>ELAR and Math Enrichment</td>
<td></td>
</tr>
<tr>
<td>ESL Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
- Registration forms will be distributed to students and parents by each middle school campus
- HSC – High School Credit
- NS – Native Speakers

**REQUIRED COURSES**

**ENGLISH LANGUAGE ARTS AND READING 8**
English Language Arts and Reading 8 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 8**
English Language Arts and Reading Pre-AP 8 covers the core curriculum of ELAR 8 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 8**
This course covers the core curriculum for Math 8. The primary focus of 8th grade mathematics is proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions. Students will explore mathematical relationships and describe increasingly complex situations. A focus on mathematical fluency and solid understanding allows opportunities for in-depth exploration of the topics in this course. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models.

**MATH 8 Pre-AP**
This course covers the core curriculum for Math 8. This is an advanced academics course and will require extensive out of class commitment. The primary focus of 8th grade mathematics is proportionality; expressions, equations, and relationships; measure and data; and foundations of functions. Students will explore mathematical relationships and describe increasingly complex situations. A focus on mathematical fluency and solid understanding allows opportunities for in-depth exploration of the topics in this course. Students will apply mathematics to problems arising in the real world, clearly communicate mathematical ideas, and select and utilize appropriate problem solving models. Students planning to complete Algebra I Pre-AP in the 9th grade should complete this course.

**ALGEBRA I Pre-AP**
Semesters: 2 Credit: 1.0 (HSC)
Algebra I is the foundational course of the study for advanced mathematics. Students enrolling in this advanced course will deepen their understanding of the usefulness of mathematics in the real world, become more confident in their ability to work with mathematical concepts and relationships, learn how to think logically and solve problems, and use precise language to communicate mathematical ideas. Content in this course includes properties of real numbers, multiple representations of functions, linear, quadratic,
and exponential functions, inequalities, problem solving, and algebraic proofs. Both concrete and theoretical methods of problem solving are taught to encourage higher thinking skills. Students will be expected to solve problems with and without a graphing calculator. This is an advanced academic course and requires extensive out-of-class commitment. MUST MEET STANDARDS OF ALGEBRA READINESS CRITERIA IN ORDER TO ENROLL.

**SCIENCE 8**

Students plan and conduct field and laboratory investigations using scientific methods and skills that support the continued development of critical thinking and problem solving. Students analyze data and make informed decisions using scientific equipment, computers, and information technology to collect, analyze, and record information. As students continue to develop their use of these skills, they also use acquired scientific knowledge about the life, physical, and earth sciences. "Hands-on, minds-on" science instruction provides learning experiences that extend prior science understanding developed in sixth and seventh grades. Students observe, identify, classify, and/or investigate a number of relevant science topics. Major topics included in 8th science are matter and energy, force and matter, earth and space science, and organisms and environment.

**SCIENCE Pre-AP 8**

The Science Pre-AP class is differentiated to enable the students to analyze, synthesize, and evaluate the processes of life, earth, and physical sciences. Critical thinking skills are utilized throughout all areas of the curriculum to provide each student with the opportunity to discover the complexity of our earth. Each student is encouraged to be curious, imaginative, and flexible in his/her thinking. Opportunities for original thinking and elaboration are built into the daily curriculum. Major topics included in 8th science are matter and energy, force and matter, earth and space science, and organisms and environment. Pre-AP students may be required to participate in extended individual scientific investigations. The student chooses a problem and then develops the investigation to prove his/her hypothesis. Investigation, experimentation, and data collecting are an integral part of this project. This is an advanced academic course, which requires extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

**BIOLOGY I Pre-AP**

**INQUIRE Academy Only**

**Location:** Davila

**Seminars:** 2 Credit: 1.0 (HSC)

**Prerequisite:** Algebra I concurrent enrollment

Biology is the study of living things and their relationships to each other and the environment. This course focuses on life-long learning skills such as critical thinking skills and problem solving by using hands-on activities. This course prepares students for higher-level science courses. Course requirements may include lengthy reading assignments, individual research, and projects.

**PHYSICS Pre-AP**

**Odyssey 7-8 Academy Only**

**Location:** SFA

**Seminars:** 2 Credit: 1.0 (HSC)

**Prerequisite:** Algebra I concurrent enrollment

Physics is the study of the interactions of matter and energy; major topics include measurement, mechanics, motion, sound, light, electricity and magnetism. This course will focus on introducing students to the language of Physics as well as the motion of bodies, both large and small. In addition to models and graphical analysis, basic math calculations are used to explain the phenomena of motion. Experimental investigations are key elements in the instructional strategies.

**U.S. HISTORY 8**

This course surveys the development of the United States from its beginning through the Civil War and Reconstruction Period. Students are introduced to U.S. Civics and the methods by which laws are passed by the federal government.

**U.S. HISTORY Pre-AP 8**

United States History Pre-AP incorporates the use of historical data to support modern theories and hypothesis. Special attention is given to the relevance of history to today's world. This class is closely
coordinated with Pre-AP English to reinforce summarization techniques and research skills. This is an advanced academic course, which requires an extensive out-of-class commitment. Course requirements may include lengthy reading assignments, individual research, and projects.

**ELECTIVE COURSES**

**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 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, shows and/or contests.

**ART 2**
Prerequisite: Completion of Art 1
This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements 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 increase their understanding and use of skills from Art 1 including principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, the student will have the opportunity to submit art for different events, shows and/or contests.

**ART 3**
Prerequisite: Completion of Art 1 & 2
This course will continue to expand the student's knowledge and ability through more in-depth investigation of artistic elements 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 increase their understanding and use of skills from Art 1 including principles of repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity and expand their art vocabulary. Students will analyze and apply critical thinking skills toward the historical and political aspects of art as part of different cultures. During this course, the student will have the opportunity to submit art for different events, shows and/or contests.
**BAND, ORCHESTRA AND CHOIR**

Students must maintain UIL academic eligibility to participate in the extra-curricular aspects of Band, Orchestra and Choir as discussed on Page 2. A student who has not passed all his or her classes but who is enrolled in a state-approved music course that participates in University Interscholastic League (UIL) Concert and Sight-reading Evaluation is allowed to perform with the ensemble during the UIL evaluation performance.

**BEGINNING BAND 1**

Prerequisite: Consultation with director prior to enrolling.

Beginning band is offered for students in the 8th grade; members of these classes have little or no experience playing traditional wind instruments. Limited instrumentation is offered and beginning percussion is not offered in grade 8. 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. 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, performances, and competitions is required and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**CONCERT BAND**

Prerequisite: Prior band experience, audition and director approval.

The Concert Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales(keys) signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**SYMPHONIC BAND**

Prerequisite: Prior band experience, audition and director approval.

The Symphonic Band is a performance-based course where skills and styles of concert band playing will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales(keys) signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken
into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Student fees may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**WIND ENSEMBLE**

**Prerequisite:** Prior band experience, audition and director approval.

The Wind Ensemble is the varsity performance-based course where skills and styles of concert band playing will be fully developed throughout the year. This course is designed for students demonstrating advanced proficiency with placement determined through a formal evaluation process including posture, instrument position, breathing, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of the group in conjunction with UIL and/or TMEA guidelines. The band will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain band instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide reeds, mouthpieces, and other consumables related to their specific instrument. Additional costs may include the purchase of an organization band shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**BEGINNING ORCHESTRA 1**

**Prerequisite:** Consultation with director prior to enrolling.

Comprised of students in grades 7-8, members of these classes 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; however, Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts. Daily practice is required, and emphasis is placed on preparing students for successfully continuing their orchestra experiences throughout the middle 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 after school rehearsals, performances and competitions is required and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**STRING ORCHESTRA**

**Prerequisite:** Prior orchestra experience, audition, and director approval.

The String Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class
is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**PHILHARMONIC ORCHESTRA**

**Prerequisite: Prior orchestra experience, audition, and director approval.**

The Philharmonic Orchestra is a performance-based course where skills and styles of orchestral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, instrument position, tone quality, articulation, scales/key signatures, accidentals, rhythm reading, sight reading, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvements (lessons, all-region, solos, etc.). The ensemble instrumentation needs are also taken into consideration. The level of music chosen for each ensemble to play is based on the ability level of each group in conjunction with UIL and TMEA guidelines. This orchestra will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain instruments, and a fee may be required for the use of district owned instruments and materials. Students will need to provide rosin and other consumables related to their specific instrument. Additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

**BEGINNING CHOIR**
Prerequisite: Consultation with director prior to enrolling.
Comprised of students in grades 7-8, members of this class 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. 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 is required and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

BOYS CHORUS
Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.
The Boys Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

CONCERT BOYS CHOIR
Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.
The Concert Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

BRONCO/TEXAN BOYS CHOIR (Mascot)
Prerequisite: Prior choral experience, audition, and director approval. Available for boys only.
The Mascot Boys Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is
based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

GIRLS CHORUS
Prerequisite: Prior choral experience, audition, and director approval. Available for girls only.
The Girls Chorus is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies. Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

CONCERT GIRLS CHOIR

BRONCO/ TEXAN GIRLS CHOIR
Prerequisite: Prior choral experience, audition, and director approval. Available for girls only.
The Mascot Girls Choir is a performance-based course where skills and styles of choral music will be fully developed throughout the year. Placement in this class is determined through a formal evaluation process including posture, vocal production, tone quality, articulation, sight-singing, rhythm reading, pronunciation, dynamics, music theory, phrasing, style, academic grade history, and initiative for musical improvement (lessons, all-region, solos, etc.). The choir’s voicing needs are also taken into consideration. The level of music chosen for each ensemble to sing is based on the ability level of each individual group in conjunction with UIL and TMEA guidelines. The choir will compete in UIL and TMEA sponsored events throughout the year as well as school-related and public performances. UIL Academic Eligibility applies.
Attendance at all scheduled after school rehearsals, performances, and competitions is required for this course and part of the graded course requirements. Students are responsible for providing certain necessary materials, and additional costs may include the purchase of an organization shirt. Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the 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.

THEATRE 2
Prerequisite: Completion of Theatre 1.
This course is designed for the second year middle school theatre student, following a successful completion of Theatre 1. This course will continue to expand the student’s knowledge and abilities through a more in-depth investigation of 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 increase their activities of designing, directing, and producing as it relates to the theatre environment. Students will expand their theatre vocabulary, analyze and apply critical thinking skills toward the historical, societal, and political aspects of theatre as part of the culture. Students will further develop their abilities to critically evaluate theatre and its associated properties and have 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.

THEATRE ARTS I
Semesters: 2 Credit: 1.0 (HS)
Prerequisite: Theatre 1 & 2 and teacher approval
This course is designed for 8th grade students that have fulfilled the required prerequisites and demonstrated a desire to continue the study of theatre during high school. This course begins with basic acting techniques, the role of the actor, interpreting dramatic literature, the historical evolution of performance styles, introduction to stagecraft, mime, play production, improvisation performance, and higher education theatre opportunities. Also covered are script writing techniques and creating original theatre pieces to perform in class. Out-of-school performance attendance
required. Students may not take this course to satisfy both the middle school and high school Fine Arts requirement. Grades received in this course will appear on the student’s permanent high school transcript.

DANCE 1
This course is designed such that students will learn basic elements of dance styles and acquire the wellness information and skills necessary to become healthy adults. Students wishing to take Dance and another fine arts class should take Dance as a PE course fulfilling the middle school PE requirement. However, if a student has fulfilled the PE requirement, or wishes to be in Athletics concurrently with Dance, he/she may take Dance as a fine arts course, fulfilling the Fine Arts requirement. The TEKS for both Fine Arts Dance and PE/Wellness will be delivered, and the teachers are certified in both. After school rehearsals and participation in performances is a requirement for this course. Dance class students may be required to purchase a uniform; however, Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

DANCE 2
Prerequisite: Completion of Dance 1.
This course is designed such that students will take a more in-depth look at dance styles such as but not limited to, ballet, modern, and jazz. The student begins looking at how these three dance styles evolved in history and the importance of each one to its time period. The student also begins working through choreographic processes to better understand how dance can be used as a medium to express ideas and emotions. Students wishing to take Dance and another fine arts class should take Dance as a PE course fulfilling the middle school PE requirement. However, if a student has fulfilled the PE requirement, or wishes to be in Athletics concurrently with Dance, he/she may take Dance as a fine arts course, fulfilling the Fine Arts requirement. The TEKS for both Fine Arts Dance and PE/Wellness will be delivered, and the teachers are certified in both. After school rehearsals and participation in performances is a requirement for this course. Dance class students may be required to purchase a uniform; however, Bryan ISD Fine Arts policy states that financial hardship will not prevent a student from participating in the fine arts.

SPANISH I
Semesters: 2 Credit: 1.0 (HSC)
Spanish I, offered as part of the INQUIRE Academy is an introduction to the basic vocabulary, grammatical structures, phonics, and reading in Spanish. Emphasis is placed on the oral, auditory, reading and writing of a second language as well as the skills necessary for second language acquisition. This requires the student to be disciplined with a commitment to additional study time outside of the school day.

SPANISH II Pre-AP
Inquire Academy or Dual Language
Semesters: 2 Credit: 1.0 (HSC)
Prerequisite: Spanish I
Spanish II Pre-AP sharpens the student’s language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Spanish in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

SPANISH III Pre-AP FOR NATIVE SPEAKERS
Dual Language Only
Semesters: 2 Credit: 1.0 (HSC)
Prerequisite: Spanish II Pre-AP for Native Speakers
Spanish for Native Speakers III places emphasis on reading, writing, speaking and listening skills at an advanced level to prepare the Native Speaker for success in Level 4 AP.

MANDARIN CHINESE II Pre-AP
INQUIRE Academy Only
Location: Long
Semesters: 2 Credit: 1.0 (HSC)
Prerequisite: Chinese I
Mandarin Chinese II Pre-AP/IB sharpens the student’s language acquisition skills through utilization of higher level thinking skills, an accelerated pace, memorization of short poems and skits, original writing, and research of cultural topics. Students intending to continue the study of Mandarin Chinese in the third year are STRONGLY encouraged to enroll in Level 2 Pre-AP.

36
ROBOTICS PROGRAMMING AND DESIGN
Semesters: 2 Credit: 1.0 (HSC)
Prerequisite: Odyssey Principles of Applied Engineering
Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. The course includes components of Project Lead The Way's Automation and Robotics course. It allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real-world objects. They will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

TOUCH SYSTEM DATA ENTRY
Semester: 1 Credit: 0.5 (HSC)
In Touch System, students apply technical skills to address business applications of emerging technologies. Students refine reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data for entry for production of business documents.

HEALTH
Semester: 1 Credit: 0.5 (HSC)
The Health Instructional Program is based on the concept that total health is achieved by a blending of physical, mental, emotional, and social aspects of health. Students will explore how to develop a healthy body, self-discipline, and be socially adjusted. Topics include, nutrition including obesity, cardiovascular disease, and diabetes; drug and alcohol education; mental and emotional health, including positive relationships, responsible decision making.

PRINCIPLES OF BUSINESS, MARKETING, & FINANCE
Semesters: 2 Credit: 1.0 (HSC)
Principles of Business is part of the Business, Marketing, and Finance Career Cluster. This course is an entry level course that focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

PRINCIPLES OF ARTS AND AUDIO VISUAL
Semesters: 2 Credit: 1.0 (HSC)
Principles of Arts and Audio Visual is part of the Arts, A/V Technology and Communications (AAVTC) Career Cluster. This course is an entry level course that includes focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

ROBOTICS
Semesters: 2 Credit: 1.0 (HSC)
Location: Davila
In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

ATHLETICS
Athletics is open to all students who are interested in competing in interscholastic sports. Sports offered include football, volleyball, basketball, track, cross-country, tennis, golf, and gymnastics. Students are encouraged to compete in more than one sport.
Students participating in athletics are responsible for their own transportation to and from practices. Practices may be before or after school. Practice clothes and uniforms will be provided.
Students are expected to be good citizens and in good academic standing. Physicals should be turned in before the beginning of the school year.
GIRLS ATHLETICS
The girls athletic period is open to girls competing in volleyball and/or basketball. The sports of track, golf, tennis and cross-country are before or after school sports. Girls may participate in one or more sports and are encouraged to do so. Athletes are required to attend outside practice and games during the competitive season. Athletes are responsible for arranging transportation for all practices and games held before or after school. A physical examination by a licensed physician and the completion of online participation forms are required. Students will be provided practice clothes and a uniform.

BOYS ATHLETICS
The boys athletic period is open to athletes competing in football and basketball. Boys may participate in more than one sport and are encouraged to do so. Athletes are required to attend outside practices and games during the competitive season. All 8th grade students participating in athletics are responsible for arranging transportation for all practices, before or after school. A physical examination by a licensed physician and online participation forms are required. Students will be provided workout clothes and a uniform. Soccer, Tennis, Golf and Cross Country are before or after school sports.

GYMNASTICS
Gymnastics class is offered for 7th and 8th grade boys and girls (beginning to advanced). Parent(s) are responsible for transportation to Rudder. The class begins at 7:30 a.m. Students will be transported by bus to their home school for 2nd period. Try outs for the class will be conducted at the end of May. Coaches approval is required. (space is limited) For more information, contact Cali Currie at cali.currie@brynaisd.org (girls) or boys coach Omar Loya at omar.loya@brynaisd.org

ADVANCED PE
Boys or girls who only want to participate in Soccer or Tennis will be placed in a coed Advanced PE. Students will work on basic athletic fundamentals and conditioning. Days to improve sport specific skills will be scheduled during the six weeks.

Advanced PE is only available to athletes who participated in Soccer and/or Tennis during their 7th Grade year and finished the season in good standing. A physical and online forms are required for this class.

PHYSICAL EDUCATION

INDIVIDUAL / TEAM SPORTS
Semesters: 2 Credit: 1.0 (HSC)
Team Sports and Individual Sports are both a two-semester program consisting of classes in a variety of activities. Options under Team Sports include basketball, volleyball, flag football, soccer, rag ball, and kick ball while Individual Sports include tennis, golf, badminton, recreational games, and weight lifting. The State mandated FitnessGram Fitness Test will also be included in this class. Strong emphasis is placed on wellness and lifetime sports. Students learn target heart rate, proper exercise for weight loss/gain, muscle toning, flexibility, cardiovascular endurance, and muscular endurance. Students will provide their own school appropriate physical education workout clothing.

KICKSTART PROGRAM
Location: Davila
The KICKSTART Program provides training in the 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 resiliency by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free life styles, and remain in high school until they graduate. KICKSTART is available for students who participated in 6th and/or 7th grade.

PARTNERS IN PE
Semester: 1 Credit: 0.5 (HSC)
Prerequisite: Teacher Approval (Application required)
Partners PE allows general education students to assist with meeting the unique physical education needs of students with disabilities who cannot meet the TEKS requirements or regular physical education because of physical, social, emotional, or behavioral limitations. General education students must apply, interview, and be selected to serve as a PE mentor.
OFF SITE PE

Students participating in Olympic Level Athletic
Activities or local private commercially sponsored
athletic activities should contact the School Counselor if
wishing to replace PE requirement.

SPECIALLY 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 the student’s reading level, 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.

ESL I (Beginner Level)
Beginner Level English Learners will become competent
in listening, speaking, reading, and writing through the
integrated use of second language methods. This course
will focus on basic interpersonal communication skills
with the integration of 8th grade ELAR TEKS.

ESL II (Intermediate Level)
Intermediate English Learners will become competent
in listening, speaking, reading and writing through the
integrated use of second language methods. This course
will build on basic interpersonal communication skills
with the integration of 8th ELAR TEKS.

MATH ENRICHMENT 8
This course is provided for students needing more
instruction in math. Math Lab 8 will focus on specific
math skills and will replace an elective course.

LANGUAGE ARTS ENRICHMENT 8
Language Arts Lab is provided for students needing
additional instruction in English Language Arts and
Reading. This course will focus on targeted language
arts skills and will replace an elective course.