

2018 – 2019 MIDDLE SCHOOL COURSE  
CATALOG



## Middle School Plan

Students must carefully plan their course selections. Students will receive specific instructions and assistance from school counselors during the scheduling process. However, it is important that students and parents give careful consideration to selecting appropriate courses.

Below are steps to consider during the course selection process: Review the Course Catalog

Look over the course descriptions and consider any prerequisites for courses of interest. Also, consider how courses in middle school may impact high school graduation requirements. Select courses that relate to your future academic and career goals.

San Benito CISD requires that all students enroll in the required core area courses, which include English Language Arts and Reading, Mathematics, Science, and Social Studies. Students have the option of choosing electives based on interest. Elective choices are scheduled based on teachers and sections available for the current school year and may differ from campus to campus based on faculty availability.

## Orientation of Courses

Attend student and parent presentations on course offerings during the Spring Semester each year. Review the 2018-2019 course selection sheet for your grade level and discuss how the courses fit into the student's three-year middle school plan.

## Parent/Guardian Approval

A parent or guardian must sign the bottom of the 2018-2019 course selection sheet. Students will return the sheet to their school counselor, once complete.

***Please note the following:***

If there is insufficient enrollment for a course, the course may not be offered and one of the three alternates listed on the student's 2018-2019 course selection sheet will be used.

Electives may be replaced with accelerated instruction courses in Reading and Math if a student demonstrates a need for targeted intervention.

Information in this catalog is subject to changes by action of the Board of Trustees of the San Benito Consolidated Independent School District or the Texas Education Agency. San Benito Middle Schools reserve the right to add courses not described herein and to delete courses if minimum enrollment criteria are not met.

Middle school courses offered in San Benito CISD meet and exceed the requirements set forth by the Texas Education Agency.

A middle school student's three-year plan for grades 6-8 is as follows:

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>English Language Arts*</b> <b>Mathematics*</b> Science* World History* Health Physical Education Fine Arts Academic Advisory	<b>English Language Arts*</b> <b>Mathematics*</b> Science* Texas History* Physical Education/Athletics Elective/STAAR Intervention Academic Advisory	<b>English Language Arts*</b> <b>Mathematics* / Algebra 1+</b> <b>Science*</b> <b>U.S. History*</b> College and Career Readiness Elective/STAAR Intervention Academic Advisory
<i>Courses available as Pre-AP = *</i> <i>Courses for High School Credit = +</i> <i>STAAR/EOC Tested Subjects = <b>Bold</b></i>		

Elective Options			
Athletics	Fine Arts	Languages Other Than English	Other Courses
Boys Advanced P.E., Grade 6 Girls Advanced P.E., Grade 6 Boys Athletics, Grade 8 Girls Athletics, Grade 8	Art, Level 1-2 Band, Level 1-4 Guitar, Level 1-3 Orchestra, Level 1-2 Conjunto Choir, Level 1-3 Theatre Arts, Level 1-3	Spanish 1+, Grade 8	Tech Apps: Robotics, Grade 6-8 Journalism: Yearbook, Grade 8 Meteorology: Grade 8 Military Science: Level 1-3, Grade 6-8 Touch Systems Data Entry+: Grade 8 Texas Success Initiative Preparation: Grade 8 Cheer: Grade 7/8
<i>Courses available as Pre-AP = *</i> <i>Courses for High School Credit = +</i> <i>STAAR/EOC Tested Subjects = <b>Bold</b></i>			



10/4/18

**San Benito Middle School Three-Year Achievement Plan**

***Berta Cabaza Middle School, Miller Jordan Middle School, & Riverside Middle School***

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>English Language Arts and Reading</b>	E.L.A.R. ___ Regular ___ Pre-AP	E.L.A.R. ___ Regular ___ Pre-AP	E.L.A.R. ___ Regular ___ Pre-AP
<b>Math</b>	Math ___ Regular ___ Pre-AP	Math ___ Regular ___ Pre-AP	Math/Algebra* <sup>+</sup> ___ Regular ___ Pre-AP
<b>Science</b>	Science ___ Regular ___ Pre-AP	Science ___ Regular ___ Pre-AP	Science ___ Regular ___ Pre-AP
<b>Social Studies</b>	World History ___ Regular ___ Pre-AP	Texas History ___ Regular ___ Pre-AP	U.S. History ___ Regular ___ Pre-AP
<b>Physical Education</b>	___ P.E. ___ Advanced P.E.	___ P.E. ___ Athletics	___ P.E. ___ Athletics
<b>Other Languages</b>			___ Spanish 1 <sup>+</sup>
<b>Electives</b>	___ Fine Arts ___ Band, Level 1-4 ___ Guitar, Level 1-3 ___ Orchestra, Level 1-2 ___ Cadet ___ Conjunto ___ Choir, Level 1-3 ___ Theatre Arts, Level 1-3 ___ Tech Apps: Robotics ___ Military Science 1	___ Art, Level 1 ___ Art, Level 2 ___ Band, Level 1-4 ___ Guitar, Level 1-3 ___ Cadet ___ Cheer ___ Conjunto ___ Choir, Level 1-3 ___ Orchestra, Level 1-2 ___ Theatre Arts, Level 1-3 ___ Tech Apps: Robotics ___ Military Science 1 ___ Military Science 2	___ Art, Level 1 ___ Art, Level 2 ___ Band, Level 1-4 ___ Guitar, Level 1-3 ___ Cadet ___ Cheer ___ Conjunto ___ Choir, Level 1-3 ___ Orchestra, Level 1-2 ___ Theatre Arts, Level 1-3 ___ Tech Apps: Robotics ___ Journalism: Yearbook ___ Meteorology ___ Military Science 1 ___ Military Science 2 ___ Military Science 3 ___ Touch Systems Data Entry <sup>+</sup> ___ Texas Success Initiative Prep

\*\*\*Course selections are subject to change based on availability\*\*\*

Advanced Level of Achievement with 80% or higher on Grade 7 STAAR Math are eligible for Grade 8 **Algebra I for one High School Credit.**

<sup>+</sup>Indicates High School Credit (Course will not apply to students final Grade Point Average)

Parent's Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone 1: \_\_\_\_\_ Telephone 2: \_\_\_\_\_

Email Address: \_\_\_\_\_

Notice: It is the policy of the San Benito CISD not to discriminate on the basis of race, color, national origin, gender, or disability in its educational and Career and Technical Education programs, activities as required by Title VI or the Civil Rights Act of 1964.

## State Assessment Program

The State of Texas Assessments of Academic Readiness (STAAR) is the state assessment program that began in the Spring of 2012. The Texas Education Agency has identified a set of readiness and supporting standards for designated courses are assessed in the following grade levels:

Grade 6: reading and mathematics;

Grade 7: reading, mathematics, and writing;

Grade 8: reading, mathematics, science, and social studies

NOTE: Students who take Algebra I in 8th grade will be required to take the End-of-course (EOC) assessments for Algebra I.

NOTE: Grade 8 Reading and Math are Texas Success Initiative Courses that requires “approaches” grade level or higher in order for promotion. If student does not meet “approaches” grade level then a Grade Placement Committee meeting must be held to determine promotion/retention status.

## Academic Courses

These core courses and electives prepare students for college and post-secondary instruction using a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem solving skills as well as master core content.

### Pre Advanced Placement class Student Expectations

San Benito CISD supports any student who wants to accept the challenges of an advanced class. However, the opportunity to be in Pre Advanced Placement classes carries with it certain assumptions about the capabilities and maturity of students who will be doing advanced work. Students are expected to take these courses to gain a deeper understanding of the more rigorous Texas Essential Knowledge and Skills. Pre-AP courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses.

#### Students are expected:

1. To be independent learners, willing to read, learn, ask questions, pursue outside reading and research, integrate and discuss material from diverse sources.
2. To spend, on average, approximately five hours per week studying for each Pre AP class.
3. To have proficient oral and written communication skills.
4. To be self-discipline to plan, organize, and carry out tasks to completion.
5. To openly accept assignments, suggestions, and coaching from the teacher.
6. To accept that enrollment in an Pre-AP course does not guarantee an A or B grade.
7. To thoughtfully select their course load.

### PreAP Entry and Exit Guidelines

San Benito CISD does not have requirements to enter PreAP courses. A student must maintain a grade of 70 or above to remain in PreAP classes. San Benito CISD recognizes the value of student participation in advanced coursework and encourages students to graduate from high school with at least one advanced academic course credit such as Advanced Placement or dual credit. To this end, San Benito CISD has an inclusive enrollment model for PreAP courses that provides support systems for student success. Students are encouraged to access the most rigorous curriculum in which they can be successful, generally defined as earning a 70 or better semester average.

PreAP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced level coursework. Information provided by student performance in related courses, and teacher input are important elements for parents and students to consider in selecting advanced coursework. Students may require additional

encouragement and support to be successful in these courses.

Students who participate in PreAP must:

- Demonstrate mastery on course-related state mandated performance assessments including STAAR.
- Recognize the long term benefits of participation,
- Seek for assistance when needed
- Be committed to staying in the course for a minimum of one semester.

NOTE: Due to the curricular differences between academic courses and PreAP and for the benefit of students, entry into a PreAP course from an academic course is discouraged after the beginning of each semester. It is recommended that students enter advanced placement courses at the beginning of the course, typically within the first week of instruction. Exceptions must have principal approval.

## Exit Guidelines for High School or Middle School PreAP Courses

Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that, depending on timeline, grades earned in a PreAP course follow the student to the on-level academic course. These grades will be included in calculating the academic course grade and may impact UIL eligibility. Consult with the school counselor for more detailed information.

It is expected that students seek assistance when needed to be successful in the course and remain in the PreAP course for at least one full semester.

Students wanting to exit a PreAP course must meet the following criteria: conference with the teacher and completion of course assignments and/or attendance at recommended tutorials. To exit a PreAP course parent permission is required. Granting the petition is based on input from the teacher, student performance in the course, availability of space in other courses and the timing of the request. Students experiencing success (able to maintain a “C” or better SEMESTER average) in the course should remain in the course for the semester. Contact the counselor for more information about documenting these requirements.

Students who earn a “69” or below at the end of a academic school year will be removed from the class(es) unless otherwise recommended by the teacher and the administrator.

## GT Courses and Program Services

The Gifted and Talented Program is provided to address the special interests, needs, and abilities of gifted learners through the differentiation of content, process, product, and learning environment.

### Student Identification

The purpose of identification is to determine which students will benefit from the services provided in the Gifted & Talented Program.

The identification process consists of three distinct steps that occur in all grades K-12:

1. Nomination of students for the program
2. Testing of all students nominated
3. Selection of students who meet the criteria

The students are selected for the GT program based on multiple criteria that are consistent with area(s) of giftedness served

in the program. A minimum of three criteria is reviewed for each student nominated for the program, and these criteria include both objective and subjective assessments.

## Assessments

According to the Texas Education Code:

In grades K – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether or not a student needs gifted/talented services.”

Aligned with these policies, SBCISD utilizes two types of assessments to screen students for the Gifted and Talented Program. Qualitative assessments are those with subjective ratings and include the Renzulli Hartman Rating Scales. Quantitative measures are those with definite right or wrong answers included the Iowa Achievement Test, CogAt, and the Naglieri Nonverbal Ability Test (NNAT3).

### Qualitative Assessment

Renzulli-Hartman Scales (Online)

### Quantitative Assessments

Iowa Achievement Test (Online)

CogAt (Online)

Naglieri Non-Verbal Ability Test (NNAT-3) (Online)

## Guidelines for Selection

Acceptance into the Gifted and Talented Program is recommended if the student earns one Quantitative Data score in the Superior to Very Superior range **AND** one Qualitative Data score in the Superior or Very Superior range.

### Career and College Planning

Naviance is a platform designed to help raise students' accountability and performance. This will lead to increased engagement, improvements in academic performance, and college readiness. This platform includes four different components: Self-Discovery, Career Exploration, Post-Secondary Preparation, and Academic Learning. Exposes students to options for postsecondary education and the importance of making good course selection choices in high school in order to access these options. In the 8th grade students will take the Strength Explorer (interest assessment). Naviance presents information about college and other post-secondary opportunities to students including: exploring the future; choosing a college; applying to college; and paying for college.

## College and Career Planning

Xello helps students discover the pathway that's right for them, whether it involves a trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to form a vibrant, visual roadmap that's easy to update and share.

### High School Courses At Grade 8

The Texas Administrative Code states that districts may offer courses designated for grades 9-12 in grade 8 and shall verify that students who take these courses have satisfactorily completed the prerequisite Texas Essential Knowledge and Skills (TEKS). The academic achievement record reflects that students have satisfactorily completed the courses in grade 8, and have been awarded state graduation credit.

Courses available for high school credit offered to middle school students are limited. The high school courses offered for

credit at the middle schools are: Algebra I, Spanish 1, and Touch Systems Data Entry. High school courses taken in middle school will become a permanent part of the student's academic record.

*For more information regarding high school credit in middle school, see the High School Course Catalog for more information.*

## Required Criteria For Placement In High School Courses:

### Algebra I

Algebra will be offered to 8th grade students who score 70% or above on the STAAR Math Assessment in the 7th grade. (NO exceptions will be made.) This course will satisfy the Algebra 1 requirement for graduation. Students earn one (1) high school math credit upon successful completion (average of 70 or above), and are required to take the End of Course Test. The grade will not be aggregated into the final high school GPA.

## Exit Guidelines for Middle School Algebra I

Teachers should contact parents of students whose grades fall below 80 for any grading period.

If a student drops Algebra I BEFORE the end of the semester, then it will not count nor be recorded on the transcript. The student must repeat the entire course in high school. Students failing the course will be removed from the course. Any exception to the above guidelines requires counselor recommendation and principal approval.

## Spanish I (Grade 8 only)

Spanish I is a program for which students can earn one high school credit as a Language Other Than English. Students may exit the course at any time with a parent request.

One high school credit in Languages Other than English is entered on the high school academic achievement record upon successful completion of Spanish I, in middle school. This credit counts toward satisfying one of the two units of Languages Other than English required for graduation under the Foundation High School Program (FHSP).

## Touch Systems Data Entry (Grade 8 only)

In this course students may earn ½ credit as an elective. One half credit will be entered on the high school Academic Achievement Record upon successful completion.

## Previewing High School Requirements

Students first entering 9th grade in the fall of 2014 and thereafter must meet the requirements of the Foundation High School Plan (FHSP). Students must earn 26 credits and pass the five required End-of- Course (EOC) exams to meet graduation requirements. EOC-tested subjects are Algebra I, English I, English II, Biology and US History.

All 26 credits can be earned during the fall and spring semesters of a student's four years in high school.

*For more information regarding high school credit in middle school, see the High School Course Catalog for more information.*

## Credit By Examination Without Prior Instruction

Secondary students (grades 6-12) may place out of courses or gain credit if they have had no prior instruction in the courses for which credit is sought by taking a Credit by Examination. Students are required to have written permission and gain approval. Foreign language courses (LOTE) may only gain credit in grades 8-12.

A minimum score of 80 on the exam is required for credit to be earned. For two-semester courses, the average of both semester exams must be 80 or greater. If credit is awarded, then both exam scores are recorded on the student's transcript. CBE scores for high school credit courses will not be calculated in the student's Grade Point Average.

*Contact your School Counselor for more information or to receive an application.*

## Middle School Summer School

San Benito CISD provides credit recovery for students who failed two or more courses during the regular school year. The school counselor informs the student of the need to attend. Students may be required to attend summer school because they did not earn a passing average for the year (70 or above) for certain courses. Credit recovery is necessary to advance to the next grade. Parent permission is required for a student to attend summer school.

The district encourages students to participate in the summer school program to assist in the acceleration of their learning. It is necessary the student(s) attend the recommended summer school program to complete all the requirements in order to be promoted to the next grade. Attending summer school does not guarantee promotion.

## San Benito Summer School SSI (Grade 8 only)

Any San Benito CISD middle school student that has failed the Grade 8 STAAR reading and/or math test may attend summer school. The students will be in an intervention program to prepare for the STAAR retest in reading and/or math. The STAAR retests will be administered in June.

## Guidelines for Grading

The guidelines should ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading should be clearly communicated to students and parents.

The district should permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

See [District Secondary Grading Policy](#) for More Information.

## Grade Point Average

High school courses offered at the San Benito CISD middle school level do not earn grade points for the high school GPA (grade point average).

The grade point average is based on high school courses taken in grades 9, 10, 11, and through the first five six-week periods of the senior year.

## Steps to Identifying Course Requests For Next Year

The next section of this planning guide includes descriptions of courses that may be offered at San Benito CISD middle school campuses. Every course is not offered on every campus; every course is not offered each year. Courses must have a sustainable enrollment of a minimum 15 students to be offered. Additionally, a teacher who meets the federal government's Highly Qualified standard must be on staff to teach a course. Sometimes the demand for a course exceeds the capacity for

the class. In this case, campuses may limit the course to certain grade levels and/ or close it to late enrollees. These requirements and restrictions impact elective and specialty courses more frequently than core courses and other required courses.

In reviewing the broad range of possible courses, students must keep in mind career and personal goals. Students and parents should consider viewing [The High School Course Catalog](#) for information provided about high school requirements. A successful Middle School course of study also allows time for involvement in extracurricular and community activities and interests. Each campus provides a course selection worksheet for students to indicate the courses they plan to take during the next school year. Students and parents must complete this worksheet and return it by the designated deadline in order to request courses for the next school year.

Area	Course Title	Fee Not to Exceed	Notes
Physical Education	Physical Education 6 Boys / Girls	\$15.00	
Physical Education	Physical Education 7 Boys / Girls	\$15.00	May use 6th grade uniform do not have to purchase new
Physical Education	Physical Education 8 Boys / Girls	\$15.00	May use 6th or 7th grade uniform do not have to purchase new
Fine Arts	Art	\$10.00	Art Supplies
Fine Arts	Art 2	\$10.00	Art Supplies
Fine Arts	Beginning Band	Cost of Instrument	San Benito CISD may provide some instruments
Fine Arts	Symphonic, Concert, Instrumental Ensemble , and Wind Ensemble	Cost of Instrument	San Benito CISD may provide some instruments
Fine Arts	Beginning Orchestra 1	Cost of Instrument	One Time in Middle School
Fine Arts	Orchestra 2	Cost of Instrument	One Time In Middle School
Fine Arts	Choir 1 (1st year) Girls / Boys	\$10.00	Cost for shirt
Fine Arts	Choir 2 (2nd year) Girls / Boys	\$10.00	Cost for shirt
Fine Arts	Varsity Choir Girls / Boys	\$10.00	Cost for shirt

All fees are accurate as of August 27, 2018 and are subject to change. Please consult the online course catalog and fee schedule at [www.sbcisd.net](http://www.sbcisd.net) for updated information.

# Catalog of Courses: Middle School

## Language Arts

### **ELAR 6**

Along with developing research and language skills, students are able to select and use different forms of writing. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Students edit their writing based on their knowledge of grammar and usage, spelling, and punctuation to produce final error-free pieces of written composition.

Emphasis on vocabulary, listening skills, reading rate and the reading/writing connection is an ongoing part of the program. Strong attention is given to increasing both the ability and the desire to read. Students study fiction, nonfiction, poetry and drama.

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. The students will read and write on a daily basis.

### **ELAR 6 PREAP**

PreAP English students are expected to apply previously learned skills in increasingly more complex presentations and written compositions. Along with developing research techniques and language assessment skills, students select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. To support the reading/writing connection, students write to analyze and interpret literary works on a regular basis, some of which will include in-class, timed writings. A more intense emphasis on grammar aids this analysis.

Emphasis on vocabulary, listening skills, reading rate and the reading/writing connection is an ongoing part of the program. Strong attention is given to increasing both the ability and the desire to read. Students study fiction, nonfiction, poetry and drama.

Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. The students will read and write on a daily basis.

### **ELAR 7**

Along with developing research and language skills, students select and use different forms of writing. Students vary sentence structure and appropriately use verb tenses such as present, past, future, and progressive. Students edit their writing based on their knowledge of grammar usage, spelling, and punctuation to produce final error-free pieces of written composition.

Previously learned skills are refined and extended as students read from a variety of classic and contemporary selections as well as informational texts. Greek and Latin roots, prefixes, and suffixes are used in reading. Students recognize how style, tone and mood contribute to the effect of the text.

### **ELAR 7 PREAP**

Seventh grade PreAP English is an intensive study of grammar, writing and vocabulary. Students learn to identify and use the complex grammatical structures necessary in developing their writing and literary analysis skills. Writing emphasis is

placed on developing elaborated multi-paragraph expository compositions. Vocabulary acquisition is stressed to build the language assessment skills needed for effective textual analysis and well-written, concise compositions.

## **ELAR 8**

Previously learned skills are refined and extended as students continue to read widely in classic and contemporary texts. Students edit their writing based on their knowledge of grammar and usage, spelling and punctuation, applying these skills to various forms of writing to produce final, error-free pieces of written composition. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

## **ELAR 8 PREAP**

Emphasis on developing critical reading comprehension skills/strategies is an ongoing component of ELA PreAP. Language, grammar and vocabulary skills are reviewed with an emphasis on usage. Students focus on writing fluency, form and correctness for a variety of audiences and purposes. Strong attention is given to writing, using sophisticated elaboration techniques in revision and editing. Topics include vocabulary development and a variety of research skills and techniques using informational text to develop higher level thinking skills. Students are required to study 5-7 major works during the school year.

## **ENGLISH AS A SECOND LANGUAGE (E.S.L.) GRADES 6, 7 and 8**

This course is designed for conversationally fluent non-English speaker. Students expand their academic vocabulary so they are able to successfully participate in content courses. Advanced students are able to critique, analyze and evaluate a wide variety of written materials. Emphasis is also placed on producing written material for a variety of purposes and audiences in order to demonstrate mastery of the structure and mechanics of English with appropriate organization and development of ideas. This course matches the grade level general education course.

This course is for students who are recent immigrants. Students' receive instruction in phonemic awareness, phonics, decoding, and word recognition skills while being taught academic vocabulary, comprehension skills, and reading strategies.

# Mathematics

## **MATH 6**

The primary focus at grade 6 is using ratios to describe proportional relationships. Students solve problems with fractions, decimals and integers. Statistical measures are used to describe data.

## **MATH 6 PREAP**

This course focuses on elements of sixth grade and a portion of seventh grade mathematics in order to accelerate student preparation for Algebra 1 in the eighth grade.

## **MATH 6 BLOCK**

The primary focus at grade 6 is using ratios to describe proportional relationships. Students solve problems with fractions, decimals and integers. Statistical measures are used to describe data.

## **MATH 7**

The primary focus at grade 7 is proportional relationships in geometry, measurement and probability. Students solve problems with rational numbers. Statistical measures are used to compare data.

## **MATH 7 PREAP**

This course focuses on a portion of seventh grade and elements of eighth grade mathematics in order to accelerate student preparation for Algebra 1 in the eighth grade. Curriculum differentiation will occur in part through the utilization of student processing skills in creation of mathematical models.

## **MATH 7 BLOCK**

The primary focus at grade 7 is proportional relationships in geometry, measurement and probability. Students solve problems with rational numbers. Statistical measures are used to compare data.

## **MATH 8**

In grade 8, students develop basic principles with Algebra to analyze and represent proportional and non-proportional relationships. Students use appropriate statistics and representations of data to draw conclusions and make recommendations.

## **MATH 8 PRE-AP**

This course focuses on a portion of eighth grade and elements of ninth grade mathematics in order to accelerate student preparation for Algebra 1 in the ninth grade. Curriculum differentiation will occur in part through the utilization of student processing skills in creation of mathematical models.

## **MATH 8 PRE ALGEBRA**

This course focuses on elements of eighth grade mathematics; however, concepts are covered in greater depth. Students are prepared for Algebra 1 in the eighth grade.

## **Math 8 Block**

In grade 8, students develop basic principles with Algebra to analyze and represent proportional and non-proportional relationships. Students use appropriate statistics and representations of data to draw conclusions and make recommendations.

## **Algebra I (High School Algebra I)**

Prerequisite: Students Must Score 80% or above on the STAAR Math Assessment in the 7th grade.  
H.S. Credit: One

This course emphasizes the study of linear functions. Students use functions to represent and model problem situations and to analyze and interpret relationships. Topics include graphing, solving equations and inequalities and systems of linear equations. Quadratic and non-linear functions are introduced. Students who successfully complete Algebra I in eighth grade are awarded one high school credit.

# Science

## **SCIENCE 6**

The curriculum in this integrated science course covers a broad range of topics including chemistry, physics, life science, earth science, natural resources and space. The course is designed to give students a preview of future courses and develop basic concepts.

## **SCIENCE PREAP 6**

PreAP sixth grade science is a general science course which investigates the concepts of sixth grade science in greater depth. The level of instruction/curriculum focuses on preparing the student for advanced placement courses.

## **SCIENCE 7**

This course includes strands of study including field and laboratory investigations, scientific inquiry, problem solving, technology applications, force and motion, living systems, matter and energy, energy and the environment, structure and function, response to stimuli, solar system and earth systems. Students experience the work of real science in applying data-handling skills, analyzing information, evaluating results, and learning to communicate their understanding to others.

## **SCIENCE PREAP 7**

PreAP seventh grade science is a general science course which investigates the concepts of seventh grade science in greater depth. The level of instruction/curriculum focuses on preparing the student for advanced placement courses.

## **SCIENCE 8**

This course of study includes field and laboratory investigations, scientific inquiry, problem solving, technology applications, matter, force and motion, interaction in matter and energy as explored through solar, weather, and ocean systems, energy and the environment, geologic processes, and earth systems. Students will experience the work of real science in applying data-handling skills, analyzing information, evaluating results, and learning to communicate their understanding to others.

## **SCIENCE PREAP 8**

This course investigates the topics covered in eighth grade science in greater depth. The level of instruction/curriculum focuses on preparing the student for advanced placement courses.

# Social Studies

## **WORLD HISTORY - GRADE 6**

This course develops an understanding of selected contemporary world cultures and significant people and events that have shaped them. Students apply geographic, historical, economic, political and technological concepts with current events as an important theme.

## **WORLD HISTORY PREAP – GRADE 6**

This course includes the topics studied in sixth grade social studies; however, students are expected to achieve a greater depth of understanding through thoughtful discussion and reading. The level of instruction/ curriculum will focus on preparing the student for advanced placement courses.

## **TEXAS HISTORY – GRADE 7**

Seventh grade social studies surveys major events in the Texas history with an emphasis on the development of Texas as a republic and a state. Important themes include the unique heritage of Texas and its environment and geography. Economic development and the governmental structure of the modern state are studied.

## **TEXAS HISTORY PREAP – GRADE 7**

This course includes the study of Texas history prior to European colonization to modern day statehood, using geographic, economic, historical and political concepts. Students study the eras of Texas and its people through advanced readings and enrichment activities that develop critical thinking. The level of instruction/curriculum will focus on preparing the student for advanced placement courses.

## **TEXAS HISTORY – GRADE 7**

Seventh grade social studies surveys major events in the Texas history with an emphasis on the development of Texas as a

republic and a state. Important themes include the unique heritage of Texas and its environment and geography. Economic development and the governmental structure of the modern state are studied. This is a program that serves students identified as students of limited proficiency in English. An ESL (English As a Second Language) certified teacher provides history instruction in an inclusionary delivery model.

### **U.S. HISTORY – GRADE 8**

This course focuses on the history of the United States from colonization to 1877. The emphasis is on the political, social, and economic events that shaped the present country. The course includes the development of the government of the United States and the Constitution as well as citizenship.

### **U. S. HISTORY PREAP – Grade 8**

This course covers the topics studied in eighth grade social studies with an emphasis on the social, political and economic events that shaped the present country. Study is enriched by advanced readings and activities to develop critical thinking. This course also includes the development of the government and the Constitution. Students are expected to achieve a greater depth of understanding through thoughtful discussion and reading. The level of instruction/curriculum will focus on preparing the student for advanced placement courses.

## **Physical Education / Athletics / Health**

Students are required to take at least four semesters of physical activity during middle school.

Students are required to take at least one semester of health during middle school.

### **Advanced PE Boys / Girls 6**

#### **Physical Education Boys / Girls 6, 7, & 8**

Course Length: Full Year

To provide an extensive array of activities with an abundance of opportunities for every student to be successful. To provide physical activity that will enable each student to monitor their desired gains. To provide experiences that give release from emotional strain and tension. To develop good social behavior with other students. To allow students to experience competitive and non-competitive activities as well as team and individual activities. To develop skills, interests, and appreciation for the need of life-long learning, activity, and recreation.

There is a fee of \$15.00 for the PE uniform.

### **Health - Grades 6, 7 and 8**

Course Length: One Semester

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community.

This course is designed to develop the essential health habits, health knowledge, healthful attitudes because of specific instruction in elementary psychology and mental health, basic first aid, family life, the use and abuse of tobacco, alcohol and drugs, communicable diseases, and degenerative disease.

## **Athletics Boys / Girls 7&8**

Course Length: Full Year

Athletics programs offered in San Benito ISD Middle schools are as follows:

**Football**  
**Tennis**  
**Volleyball**

**Track & Field**  
**Basketball**  
**Cross Country**

**Golf**  
**Soccer**

**Prerequisite:** Annual Physical Examination

Students enrolled in middle school athletics during the school day receive physical education credit for successful participation and completion in any sport activity during that semester.

All San Benito CISD sports adhere to the guidelines of the UIL Constitution and Contest Rules. Each participant must be in compliance with all UIL guidelines throughout the entire school year and/or sports season.

Each participant, regardless of size or skill level, has the opportunity to learn fundamental and advanced skills essential to successful participation in a competitive sport activity. Instructional techniques stress individual and team performance-related activities that are coordinated with each high school program.

## Fine Arts

Students are required to take at least one semester of Fine Arts during middle school.

### **Theatre Arts I (1<sup>st</sup> year)**

Course Length: Full Year

Grades: 6, 7, or 8

Through the foundational elements of Theater, students develop a perception of self, human relationships and the world using elements of drama and the conventions of theater. Students are encouraged to engage in artistic and creative thinking, build positive self-concepts and integrate knowledge with other core content areas in a relevant manner. Students engage in inquiry and dialogue, learn to accept criticism from mentors and peers, and revise personal views to promote creative and critical thinking.

### **Theatre Arts II (2<sup>nd</sup> year)**

Course Length: One Semester

Prerequisite: Theatre Arts I

Grades: 7 or 8

This course is a continuation of the Theater Arts I. Unique experiences are offered to explore realities, relationships and ideas in theater. Theater, as with all the fine arts, develops cognitive functioning and increases student higher-order thinking, communication and collaboration skills.

### **Theatre Arts III (3<sup>rd</sup> year)**

Course Length: One Semester

Prerequisite: Theatre Arts II

Grades: 7 or 8

This course is a continuation of Theater Arts I and II. Emphasis is on creative expression and performance. Students also become more familiar with production techniques and the use of technology in theater. At this level, many students enjoy pursuing playwriting and directing. Students also become more aware of how theater relates to history, society and culture.

## **Fine Arts**

Course Length: One Semester  
Grades: 6  
Prerequisite: None

A one semester, introductory, visual arts class for incoming 6th grade students. Students cover the art elements and principles and as well as art history in order to build a strong foundation for upper level art courses. Projects will reflect students understanding of art concepts and techniques as well as allow them to develop and express their creativity. Students will create artwork using different media such as, but not limited to, drawing, painting, printmaking, collage, and ceramics. The goal is to not only learn about art but enjoy creating it as well.

### **Art I**

Course Length: One Semester  
Grades: 7 or 8  
Prerequisite: None

This course provides an introduction to art through a multi-media experience. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects. Students will explore basic art media and techniques, such as drawing, painting, photography, collage, ceramics, printmaking, and more!

### **Art II (2nd Year)**

Course Length: One Semester  
Prerequisite: Art 1  
Grades: 7 or 8

This course provides an introduction to art through a multi-media experience. Students will learn and apply the elements and principles of design to produce creative art projects that reflect their understanding of these concepts. Students are exposed to concepts and movements within art history as they conceptualize and create personal projects. Students will explore basic art media and techniques, such as drawing, painting, photography, collage, ceramics, printmaking, and more!

### **Beginning Band 1**

Course Length: Full Year  
Grade: 6 (7<sup>th</sup> or 8<sup>th</sup> with Band Director Approval)  
Prerequisite: Instrument Screening  
The following courses are offered for beginning band

**FLUTES 6**  
**CLARINET 6**  
**SAXOPHONE**  
**EUPHONIUM 6**

**PERCUSSION 6**  
**CONCERT BAND 7**  
**CORNET 6**  
**TROMBONE 6**

**HORN 6**  
**TUBA 6**  
**BEG BAND 6**  
**BEGIN. BAND 7**

Course Fee: The cost of instrument to rent or buy.

The Band Program offers instrumental courses for students in 6th grade with zero years of band experience. Instruments are taught in homogeneous classes throughout the day. Some instruments are provided by the school district due to their high cost, while others require a rental agreement with a music company or personal purchase of an instrument. Instruments taught and provided by the school are French Horn, Trombone, Euphonium, and Tuba. Instruments that are taught and require rental or purchase are Flute, Clarinet, Saxophone, Cornet, and Percussion. Accessories for all instruments may incur an additional cost.

NOTE: Band students are required to practice for several hours each week outside of the school day. Band directors assist students in the selection of appropriate instruments.

## **Advanced Bands**

Course Length: Full Year

Grade: 7<sup>th</sup> or 8<sup>th</sup>

Prerequisite: Instrument Screening

The following courses are offered for advanced bands

**Cadet  
Concert**

**Ensemble  
Wind Ensemble**

**Symphonic Concert**

Course Fee: The cost of instrument to rent or buy.

The Concert Band is the Sub Non-Varsity Ensemble. Students perform at selected Pep Rallies, Parades, Concerts, and UIL Events throughout the course of the school year. Students in this Ensemble typically perform literature from Grade Level .5 to 1.5. Students are placed in bands by the band staff based on prior auditions/playing tests, record of achievements within the MS and San Benito Community (All Region, etc.), and overall behavior, performance etiquette, and demeanor. Any student, regardless of grade level who has no band experience will be placed in Beginner Band. If a student fails to meet the minimum performance requirements for a Varsity band, they may be asked to REPEAT their Beginner Band year. Eligibility and Discipline are MAJOR factors in determining placement in bands.

The Symphonic Band is the Non-Varsity Ensemble. Students perform at selected Pep Rallies, Parades, Concerts, and UIL Events throughout the course of the school year. Students in this Ensemble typically perform literature from Grade Level 1 to 2. Students are placed in bands by the band staff based on prior auditions/playing tests, record of achievements within the MS and San Benito Community (All Region, etc.), and overall behavior, performance etiquette, and demeanor. Any student, regardless of grade level who has no band experience will be placed in Beginner Band. If a student fails to meet the minimum performance requirements for a Varsity band, they may be asked to REPEAT their Beginner Band year. Eligibility and Discipline are MAJOR factors in determining placement in bands.

The Wind Ensemble Band is the Varsity Ensemble. This is the premier performing ensemble within the band program. Students perform at all Pep Rallies, Parades, Concerts, and UIL Events throughout the course of the school year. Students in this Ensemble typically perform literature from Grade Level 1.5 to 3. Students are placed in bands by the band staff based on prior auditions/playing tests, record of achievements within the MS and San Benito Community (All Region, etc.), and overall behavior, performance etiquette, and demeanor. Any student, regardless of grade level who has no band experience will be placed in Beginner Band. If a student fails to meet the minimum performance requirements for a Varsity band, they may be asked to REPEAT their Beginner Band year. Eligibility and Discipline are MAJOR factors in determining placement in bands.

**NOTE: Several hours of practice are required every week outside the school day for band students. The band directors will assist in the selection of proper instruments.**

## **Orchestra I**

Course Length: Full Year

Grade: 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup>

Prerequisite: none.

Course Fee: The cost of instrument to rent or buy.

Beginner Orchestra class offers instruction on violin, viola, cello and string bass instruments. Students will learn how to play one of these instruments with proper posture with a focus on the skills necessary for a long-term success. Students will learn how to read notated music and will perform in the Winter and Spring Orchestra Concerts.

NOTE: Orchestra students are required to practice for several hours each week outside of the school day. Orchestra directors assist students in the selection of appropriate instruments.

## **Orchestra II**

Course Length: Full Year

Grade: 7<sup>th</sup> or 8<sup>th</sup>

Prerequisite: Orchestra I

Course Fee: The cost of instrument to rent or buy.

Varsity Orchestra is for students who already have an understanding of basic music reading, correct playing position, and one year experience in an orchestra instrument such as the violin, viola, cello or string bass. This class focuses on improving tone quality, technique and music literacy. The Varsity Orchestra participates in All-Region auditions, UIL Concert and Sight Reading contest, as well as the Winter and Spring concerts.

NOTE: Orchestra students are required to practice for several hours each week outside of the school day. Orchestra directors assist students in the selection of appropriate instruments.

## **Beginning Choir**

Course Length: Full Year

**Grades: 6**

The first-year choir program serves as an introduction to the performance of choral music with an emphasis on proper vocal technique. Basic elements of music reading are introduced including rhythm, pitch and music symbols. Concerts and music contests are a part of the choir program.

## **Advanced Choir**

Course Length: Full Year

**Grades: 7 or 8**

**MIXED CHOIR 7**

**GIRLS JV. CHOIR**

**BOYS VAR CHOIR**

**GIRLS VAR. CHOI**

**BOYS VAR. CHOIR**

**BOYS JV. CHOIR**

**MIXED CHOIR 8**

These performance-based courses build on fundamental techniques and skills. The choir sings a variety of music and presents several concerts during the year including participation in UIL music evaluations. Choir members have the opportunity to participate in Region Choir and Solo Contest. The music sung is varied and ranges from classical to popular. Several concerts are presented throughout the year. Choir requires an extracurricular component, including participation in after school hours and weekend activities.

### **Conjunto**

Course Length: Full Year

Grades 6, 7, & 8

Prerequisite: None.

The students will learn about the culture of this area. They will learn to play different instruments such as accordion, drums, bajo sexto. Concerts are part of their program.

### **Guitar I**

Course Length: Full Year

Grades 6, 7 & 8

Prerequisite: None.

The students will learn the fundamental skills for guitar playing. Concerts are part of the program.

### **Guitar II**

Course Length: Full Year

Grades 7 & 8

Prerequisite: Guitar I

The students will learn the advanced skills for guitar playing. Concerts are part of the program.

## Other Languages

Credit for Language Other than English earned during Junior High counts towards satisfying the state graduation requirement of two units in the same Language Other than English required for the Foundation High School Plan.

### **Spanish I**

Course Length: Full Year

Grade: 8 Only

Note: If course is passed with a grade of 70 or above one high school credit for LOTE is earned.

This course introduces Spanish language and culture. Students acquire basic communication skills in Spanish including listening, speaking, reading and writing as they engage in a variety of performance tasks.

Emphasis is placed on communication as students are introduced to the Hispanic culture. Listening, speaking, reading, and writing skills are developed as students engage in a variety of performance tasks. Students earn one high school credit for Spanish 1 after completing this course.

## Electives

### **Military Science 1**

Course Length: One Semester

Prerequisite: None.

Grades 6,7, & 8

This is a semester course. It is a leadership program designed to give the middle school students a heads start. It develops the self-discipline, self-confidence, and leadership skills to help one successfully meet life's challenges. It promotes the mental, moral, and physical development of its members. This program focuses on character building, leadership and promotes a healthy drug-free life.

### **Military Science 2**

Course Length: Full Year

Prerequisite: Military Science I.

Grades: 7 - 8

This course continues the instruction in leadership, self-discipline, and self-confidence.

### **Military Science 3**

Course Length: Full Year

Prerequisite: Military Science 2

Grades: 8

This course is for Military Science 2 cadets who were a cut above the rest of their class.

### **Journalism (Yearbook)**

Course Length: Full Year

Prerequisite: None.

Grades 6,7, & 8

The journalism class is dedicated to the craft of writing, reading, editing, photographing, filming, interviewing, and documenting life at BCMS. Students will be responsible for the production of the school yearbook. Student will develop computer skills in touch-typing, word processing, desktop publishing and photo management to market and sell the school yearbook. Student needs to maintain a passing grade in all classes and be dedicated to journalism. When describing dedication, students need to be aware that their assistance will be needed at dances, sporting events and pep rallies to take pictures, interview students and staff, etc.

## Technology

### **Technology Applications**

Course Length: One Semester

Grades: 7 & 8

In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry skills for production of business documents.

### **College and Career Readiness**

Course Length: One Semester

Grade: 8

College and Career Readiness provides students an opportunity to synthesize the skills, interests and knowledge they have acquired up to this point in their educations. Students will learn firsthand about the work of various career fields, develop critical thinking and public speaking skills. Students will have the opportunity to immerse themselves in real-life learning experiences to teach them about money and career opportunities. This course is also designed to help students improve their learning effectiveness, attitudes and motivation, including time management, note taking skills, study methods, and test taking strategies.

### **Touch Systems Data Entry**

Course Length: One Semester

Grades: 8

Note: If the class is passed with a grade of 70 or above, ½ high school credit will be earned.

This course provides the student the opportunity to improve their speed and accuracy on the keyboard. In addition, the course focuses on document formatting skills applicable in many personal, educational, and work place settings. With an increasing focus on technology, these skills are valuable for all students.

### **Multi-Media**

Course Length: One Semester

Grades: 6

Communicating ideas in visual form is becoming increasingly more important. This course will involve learning how to use authoring systems to bring together text, sound, graphics, and video. Students will learn how to access data on the Internet, create and edit QuickTime movies, and use a QuickTime camera and scanner.

### **Robotics integrated with Technology Applications**

Course Length: One Semester

Grades: 6, 7 & 8

The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS'S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

## **Disclaimer of Course Offerings & Interventions and Enrichments**

If there is insufficient enrollment for a course, the course may not be offered for one or both fall and spring semesters.

Each middle school campus will list the available student courses at each respective campuses in the 2019-2020 course selection sheet.

Electives may be replaced with Intervention Instructional courses in Reading and Math if a student demonstrates a need for targeted intervention.

Information in this catalog is subject to changes by action of the Board of Trustees of the San Benito Consolidated Independent School District or the Texas Education Agency. San Benito Middle Schools reserve the right to add courses not described herein and to delete courses if minimum enrollment criteria are not met.

Middle school courses offered in San Benito CISD meet and exceed the requirements set forth by the Texas Education Agency.

### **TSI / PSAT PREP**

Course Length: One Semester

Grades: 7 & 8

Prerequisite: Level III satisfactory on STAAR math and reading

Instruction content is presented through a blend of highly engaging, grade-appropriate full animation, video and digital interactivity to deliver the right instruction to the right student at precisely the right time

### **Imagine Learning Lab**

Course Length: Full Year

Grades; 6,7, & 8

This course focuses on the students with limited English language knowledge. It develops the students' critical language skills: focusing on basic vocabulary, phonics, and word recognition. Reading comprehension, academic language, and grammar skills are reinforced

### **STAAR Reading Acceleration**

Course Length: One Semester or Full Year

Grades 6,7, & 8

Note: These courses may be required for students who have not passed the Reading STAAR test

These diagnostic intervention courses are designed for students who read below grade level expectations. Instruction is based on diagnostic data and includes word attack skills, fluency, vocabulary, reading comprehension strategies and listening skills. Instruction is delivered in small groups. A variety of computer programs based upon student scores will monitor student progress and growth through frequently diagnostic testing.

### **STAAR Math Acceleration**

Course Length: One Semester or Full Year

Grades 6,7, & 8

Note: This class is required for students who have not passed the Math STAAR test or have substantial gaps in their learning. Students develop a stronger foundation in mathematics through the continuous process of building math skills, checking comprehension, and applying these skills to problem-solving situations. This course builds the students' confidence and competency in mathematics. A variety of computer programs based upon student scores will monitor student progress and growth through frequently diagnostic testing.