



Board Approved May 3, 2022

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Quick Reference Middle School

2022 – 2023 Revisions: Highlighted in Blue

All Instances	Update School Year, Page Numbers, Dates and Grammatical Errors
5	New Student Placement
6	Update Bilingual update
12	Update Course Sequence Chart
13	Update Courses for High School Credit
23	Update Math Course Listing
29	Update Course Listing
38	New Local Courses

GENERAL INFORMATION

The information herein is to serve as a guide in developing student schedules, master schedules, and other procedures related to the credit system. The Texas Education Agency publication, STATE BOARD OF EDUCATION, RULES FOR CURRICULUM, is the basic manual, which has been used in formulating the credit system for the Brownsville Middle Schools. This guide contains the following information:

1. Course prerequisites and general information
2. Courses approved for Brownsville Secondary Schools, Grades 6, 7, and 8

In the core subjects of Reading, English, Math, Science, and Social Studies, the Brownsville Independent School District is committed to meeting students' needs according to graduation plans and programs of study. To provide more students greater access to advance courses, which are prerequisites at the college level, the district is including more advanced courses in the Course Listing Guide. Projected enrollment, staffing patterns, and budgetary constraints will continue to determine whether or not courses are available during certain semesters and/or years. Student and parents need to consult with school administration and counselors when selecting electives. BISD will continue to aggressively research avenues, such as advanced placement, correspondence and online courses, etc. to meet students' academic needs.

Beginning in the 2014-2015 academic year, a school district must ensure each student upon entering ninth grade indicates in writing an endorsement which the student intends to earn. The five endorsements include STEM, Business & Industry, Public Services, Arts & Humanities, and Multidisciplinary Studies.

STUDENT PLACEMENT

Placement of in/out of district/state/country students

I. Students seeking enrollment within the same academic school year:

- a. Placement will be determined based on the grade level students were enrolled at the prior school district or entity.

For elementary and middle students, placement is to be evaluated at the end of the school year to determine appropriate grade placement as per FD (Local) and EIE (Legal).

Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

II. Students seeking enrollment without any schooling or limited schooling from the current school year or previous years:

- a. Placement will be determined by age as of *September 1*

1. Elementary School **11** years old or less
 - 1st grade - 6 years old
 - 2nd grade - 7 years old
 - 3rd grade - 8 years old
 - 4th grade - 9 years old
 - 5th grade - 10 – 11 years old
2. Middle School **12-14** years old
 - 6th grade or 7th grade – 12 years old
 - 8th grade – 13-14 years old
3. High School **15** years and over

NOTE: The Grade Level Change Form is located at the BISD website in the Curriculum and Instruction section under Curriculum Alignment.

SPECIAL PROGRAMS

At-Risk students shall receive appropriate compensatory, intensive, or accelerated instructional services at the campus, which will enable the students to perform at grade level at the conclusion of the next regular school term. This may include supplemental foundation enrichment courses, tutorials, district-wide summer programs, and other scientifically research-based interventions. Middle School campuses are to document accelerated instruction and/or interventions in the student's Grade Advancement Folder or in the Personal Graduation Plan (PGP).

EMERGENT BILINGUALS (EB's)

LEP IMMIGRANT DEFINITION:

The term immigrant has three definitions approved by the Texas Education Agency. Each definition serves a unique purpose.

G-Immigrant Subgrant and Serving Immigrant Students

"Immigrant child or youth," which is defined in Section 3201(5) of the ESSA, refers to individuals who:

- (A) are age 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any or one or more States for more than 3 full academic years.

Note that "State" is defined in section 3201(13) of the ESSA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as "Immigrant" students under Title III.

English as Second Language (ESL) Program
§89.1201 Policy

(b) The goal of bilingual education programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(c) The goal of ESL programs shall be to enable English learners to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

****ESL Program – 6th, 7th & 8th Grades**

ESL I, II, & English/Reading SL must be taught by ESL certified teachers. Content courses should address the ELPS and be taught through Sheltered English Instruction (SEI) methodology.

Grade Level	*** ESL Category	*Course(s) Assignment	
6-7-8	Beginner	ESL I (1 period) ELAR SL (1 Period) *Enrichment Course (1 period) *Optional	Content subjects using Sheltered English Instruction (SEI) Methodology (required)
	Intermediate	ESL II (1 period) ELAR SL (1 Period) *Enrichment Course (1 period) *Optional	
	Advanced	ELAR SL (1 Period) *Enrichment Course (1 period) *Optional	

+ All Beginner/Intermediate ELs that receive a beginner rating on TELPAS Reading are eligible for ESL II upon LPAC recommendation.

ESL I and ESL II **cannot be combined** into one course and must follow the TEKS for English Language Arts and ELPS.

All EB students must be served by an ESL certified teacher in ESL I, ESL II, English SL and Reading SL. Also, note that all core teachers must be trained in Sheltered English Instruction (SEI). It is highly recommended that Math, Science and Social Studies teachers working with EBs are ESL certified too. Student Category shall be determined by LPAC end of year recommendation. TELPAS and STAAR results along with other data will be utilized for this determination. Recommendation: Emergent Bilinguals entering into the school district from another country should be selected to participate in the STEM Program if the following is in place: EB student completed Matemáticas I or 2 with a score of 9, Ciencias II (Física) with a score of 9, and meets the STEM Criteria. Please refer to the student's transcript for qualifications. EBs rated Advanced or Advanced High TELPAS

Reading may be placed in Honors classes i.e. Spanish AP. EB students should be considered for participation in HS credit opportunities offered in MS.

STAAR with Content & Language Supports is administered as an online testing program in grades 3-8 and EOC for students who qualify for it.

STAAR (State of Texas Assessment of Academic Readiness) Rigorous assessment program with test design focusing on readiness for success in subsequent grades or courses, and ultimately for college and career. STAAR includes assessments for mathematics and reading at grades 3-8, writing at grades 4 and 7, science at grade 5 and 8, and social studies at grade 8. End-of- Course (EOC) assessments include Algebra I, Biology, English I and II, and U.S. History	Oral Language Proficiency Test (OLPT) Content and Language Support is available. This test may be used in conjunction with other assessment to provide a complete assessment of listening, speaking, reading, and writing skills. TELPAS (Texas English Language Proficiency Assessment System) is designed to measure annual growth in the English listening, speaking, reading, and writing proficiency of second language learners, and will be adjusted as needed to ensure a strong link between academic language proficiency as defined by STAAR.
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COLLEGE & CAREER READINESS OPPORTUNITIES

CREDIT BY EXAMINATION FOR ACCELERATION WITHOUT PRIOR INSTRUCTION

The Brownsville Independent School District allows BISD students in secondary academic courses to earn credit for a course on a basis of credit by examination for acceleration. Quarterly testing windows are January 1 to March 31, April 1 to June 30, July 1 to September 30 and October 1 to December 31. BISD does not charge for the exams for acceleration. The district administers examinations developed by Texas Tech University.

Testing and awarding of credit guidelines follow the State Board of Education Rules as stated in the Texas Education Code, Code § 28.023.

BISD students interested in Credit by Examination for Acceleration with no prior instruction should contact the BISD Assessment/Research/Evaluation Department.

DISTANCE LEARNING

Prior to enrolling a BISD student in any type of distance learning/correspondence course where a student can either take courses to meet grade level promotion criteria or receive graduation credits, a parent/guardian must notify the school principal or his/her designee of their intent. Since a student cannot be enrolled in two school districts simultaneously, it is in the student's best interest for the school district to verify the appropriateness of the institution's program prior to the student beginning the coursework. Failure to notify the school district in advance could affect the awarding of credit.

HIGH SCHOOL COURSE CREDIT AT MIDDLE SCHOOL LEVEL

For students who enter high school in the 2020-2021 school year and THEREAFTER, all high school core area courses (as per chapter 74, DE, AP, and PLTW) taken in middle school will appear on the high school transcript and will be figured into the students' high school grade point average (GPA). Students enrolled in high school credit courses in middle school must complete and meet demonstrated proficiency (70% or higher) in each semester to receive full or partial high school credit. Students will be required to take the respective End of Course exam (EOC). If the grade average of the two half units is 70 (69.5) or above, the student will receive credit for the full unit. If the average of the two half units is below 70 (69.5), the student will receive credit only for the half unit that he/she passed. If the half unit grade is below 70 (69.5), the unit must be repeated for credit when the average of the two half units is below 70 (69.5). For additional information, refer to page 38 of the 2021-2022 High School Course Listing Guide.

§74.26. (b) AWARD OF CREDIT

For students who are able to successfully complete the second or higher level LOTE course, districts may also award credit for the lower level course(s) by verifying that the student has demonstrated that the requirements of both level courses have been successfully met. This is possible only in LOTE courses because the levels are based on increasing proficiency and the knowledge and skills of the lower level course(s) are subsumed within each upper level course.

PERSONAL GRADUATION PLAN (PGP)

PERSONAL GRADUATION PLAN REQUIREMENTS

- (a) A principal of a junior high or middle school shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in the junior high or middle school who:
- (1) Does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
 - (2) Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.
- (b) A Personal Graduation Plan under this section must;
- (1) Identify educational goals for the student;
 - (2) Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
 - (3) Include an intensive instruction program described by Section 28.0213;
 - (4) Address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
 - (5) Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions which are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

Note: All BISD Middle School students are required to have a Personal Graduation Plan in conjunction with the aforementioned policy.

PERSONAL GRADUATION PLAN Resource Guide and Model Provided by

**Region XIII Education Service Center
Texas Association of Secondary School Principals
Texas Education Agency
October 2003**

Personal Graduation Plan

Personal Graduation Plan Requirements

Senate Bill 1108, passed during the 88th Texas Legislature, Regular Session, 2003, requires a school principal to designate a guidance counselor, teacher or other appropriate individual to develop and implement a personal

graduation plan for each student in junior high, middle school, or high school who does not perform satisfactorily

on an assessment instrument administered under Subchapter B, Chapter 39, or who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in 9th grade (as determined by the district) (TEC §28.0212). Additionally, each district is required to provide accelerated instruction to a student enrolled in the district who has taken the secondary exit level assessment instrument and has not performed satisfactorily on each section or who is at risk of dropping out of school (TEC§29.081)

**A junior high, middle, or high school student must
have a
Personal Graduation Plan
if:**

✓ The student does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39,

OR

✓ The student is not likely to receive a high school diploma before the fifth school year following the Student's enrollment in grade level nine, as determined by the district.

Each Personal Graduation Plan must:

1. identify educational goals for the student;
2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. include an intensive instruction program described by Section 28.0213;
4. address participation of the student's parent or guardian, including consideration of the parent's or
5. provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

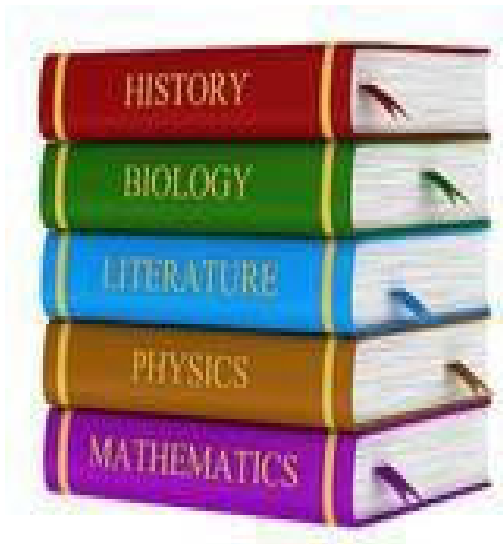
For students receiving special education services, the Personal Graduation Plan is developed by the ARD Committee as part of the Individual Education Program in accordance to TEC §29.005.

NOTE: Schools, which receive funds under the *High School Completion and Success Grant Program*

authorized under Rider 88, General Appropriations Act, 88th Texas Legislature, Regular Session, 2003, must ensure that all students have an individualized graduation plan. Individualized Graduation Plans must ensure students at risk of not graduating from high school are afforded instruction from highly qualified teachers, have access to online diagnostic and assessment instruments, and are provided accelerated instruction in areas of academic weakness. The Individualized Graduation Plan may serve as an extension of the Personal Graduation Plan. Districts which receive grant funds will be provided with additional information.

Development & Implementations Model

For the Personal Graduation Plan, the following model is offered to assist districts in the development and implementation of the PGP required under SB 1108. Neither the Texas Education Agency nor the State Board of Education (SBOE) has any rulemaking authority in this area. Therefore, it is the responsibility of each school district to interpret and implement the provisions of the TEC in a manner consistent with the statute that will best serve the school district's unique characteristics. District and campus leaders are encouraged to first read the statute and local policy, and then refer to local administrative procedures to guide them in the implementation of meeting this requirement.



Course Requirements/ Recommendations & Course Sequence Charts

2022-2023 Course Requirements for Students Grade 6, 7 & 8

Course Requirements for Grade 6	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education/Health or Pre- Athletics/Health	2	Pass electives with a 70% overall yearly average (composite)
Two Electives	4	
For a complete list of electives, please refer to pages 28-36.		
Course Requirements for Grade 7	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II	2	Pass each core area course with a 70% Final Average
Mathematics	2	
Social Studies	2	
Science	2	
Physical Education or Athletics	2	Pass electives with a 70% overall yearly average (composite)
Health (7th Grade Option)	1	
Two Electives	4	
For a complete list of electives, please refer to pages 28-36		
Course Requirements for Grade 8	Semester	Promotion/Retention Requirements
ELAR/ELAR SL/*ESL I/ESL II/^English I	2	Pass each core area course with a 70% Final Average
Mathematics/^Algebra I	2	
Social Studies	2	
Science/^Biology	2	
Physical Education or Athletics	2	
Health (8th Grade Option)	1	
College and Career Readiness	1	Pass electives with a 70% overall yearly average (composite)
Two Electives	4	
For a complete list of electives, please refer to pages 28-36		

*ESL I is only required for students identified as Beginners. NOTE: ESL II as recommended by LPAC. All EB students must be enrolled in SL courses.

^ Courses for High School credit

Required Middle School Electives	Semester
College and Career Readiness	1
Fine Arts	2
Health	3
Physical Education	4

Courses for High School Credit			
Course	Semester	Grade	Prerequisites
English I Honors	2	8	Meet Enrollment Criteria
Creative Writing Honors	2	8	Meet Enrollment Criteria
Algebra I Honors	2	8	Successful completion of 8 th Grade Math or its equivalent
Biology Honors	2	8	Meet Enrollment Criteria
Health I	1	8	3 Semesters of MS Health
Principles of Applied Engineering & Tech.	2	7	None
Robotics	2	8	Principles of Applied Engineering & Tech.
Principles of Education	2	8	None

For clarification on Enrollment Criteria please refer to pages 22, 24 & 26.

Secondary Language Arts Course Sequence

Grade Level	All Students	Honors & GT/English I
6th	ESL I 6 & ELAR 6 SL ESL II 6 & ELAR 6 SL ELAR 6 ELAR 6 SL	ELAR 6 Honors <u>Or</u> ELAR 6 GT
7th	ESL I 7 & ELAR 7 SL ESL II 7 & ELAR 7 SL ELAR 7 ELAR 7 SL	ELAR 7 Honors <u>Or</u> ELAR 7 GT
8th	ESL I 8 & ELAR 8 SL ESL II 8 & ELAR 8 SL ELAR 8 ELAR 8 SL	ELAR 8 Honors <u>Or</u> ELAR 8 GT <u>Or</u> English I (Acct/Grad)*

Note: The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. **110.22. English Language Arts and Reading, Adopted 2017.** ELAR Teachers are expected to work collaboratively/co-teaching in the effective implementation of the 2017 ELAR TEKS.

SL Students can be scheduled in ELAR Honors as per LPAC Recommendation.

Secondary Math Course Sequence

Grade Level	Traditional	GT/Honors		STEM
6th	Math 6	Math 6 GT/Honors		Math 6 STEM
7th	Math 7	Math 7 GT/Honors	Pre-Algebra GT/Honors	Pre-Algebra STEM
8th	Math 8	Math 8 GT/Honors	Algebra 1 GT/Honors	Algebra 1 STEM

Note: Students may apply for the MS STEM Program before the beginning of each grade level and remain in the MS STEM program unless removed based on failure to meet Honors course participation criteria or by parent/guardian request.

Secondary Science Course Sequence

Grade Level	All Students Course Sequence	GT/Honors & Biology Course Sequence	STEM & Biology Course Sequence
6th	Science 6	Science 6 GT/Honors	Science 6 STEM/ Honors PBL required
7th	Science 7	Science 7 GT/Honors	Science 7 STEM/ Honors PBL required
8th	Science 8	Science 8 GT/Honors/Biology	Science 8 STEM/ Honors PBL required/Biology

Note: Students may apply for the MS STEM Program before the beginning of each grade level and remain in the MS STEM program unless removed based on failure to meet Honors course participation criteria or by parent/ guardian request.

STEM ELIGIBILITY CRITERIA

85% average per semester in both STEM Math and STEM Science classes, compete in at least one competition per year (ex. Science Fair, Brainsville), establishing a 98% attendance rate, outstanding Code of Conduct record, and attending parent conferences.

Secondary Social Studies Course Sequence

Grade Level	All Students Course Sequence	GT/Honors Course Sequence
6th	World Cultures and Societies	World Cultures and Societies GT/Honors
7th	Texas History	Texas History GT/Honors
8th	U.S. History to 1877	U.S. History to 1877 GT/Honors

Science Technology Engineering Math (STEM) Suggested MS Pathway

Grade Level	All Students Course Sequence
6th	Technology application (1 semester) and Coding (1 semester)
7th	^Principles of Applied Engineering (1 yr.) Required
8th	^Robotics I (1 yr.) and College Readiness (1 semester) Required

^ Courses for High School credit

For automatic admission to the STAMP/SPACE program, all of the following criteria MUST be met:

- Complete and sign the Middle School STEM application and follow its eligibility criteria
- Successful completion of the 7th and 8th grade STEM pathway courses
- Successful completion of Algebra I in 8th grade

Secondary Spanish Course Sequence

Course Sequence for Students Beginning a Foreign Language Course in 6 th Grade	
Sequence I	Sequence II
6 th Grade Spanish I	6 th Spanish I SL
7 th Grade Spanish II	7 th Grade Spanish II
8 th Grade Elective	8 th Grade Elective
9 th Grade AP Spanish Language	9 th Grade Spanish III
10 th Grade AP Spanish Literature	10 th Grade AP Spanish Language
11 th Grade	11 th Grade AP Spanish Literature
12 th Grade	12 th Grade
Course Sequence for Students Beginning a Foreign Language Course in 7 th Grade	
Sequence I	Sequence II
7 th Grade Spanish I	7 th Grade Spanish I SL
8 th Grade Spanish II	8 th Grade Spanish II
9 th Grade AP Spanish Language	9 th Grade Spanish III
10 th Grade AP Spanish literature	10 th Grade AP Spanish Language
11 th Grade	11 th Grade AP Spanish Literature
12 th Grade	12 th Grade

Physical Education Course Sequence

To promote an optimum level of participation in athletics and vertical teaming opportunities for the feeder high school programs, six semesters are highly recommended for students interested in an athletic program.

PHYSICAL EDUCATION RECOMMENDED COURSE SEQUENCE		
Grade Level	Physical Education*Courses	Athletic Courses
6th	Physical Education Boys / Girls Individual / Team Sports Physical Education 6 Adaptive Physical Education 6	PE: Pre-Athletics (Boys) 6 Or PE: Intro to Pre-Athletics (Girls) 6 (May be counted as elective)
7th	Physical Education Boys / Girls Individual / Team Sports / Health 7 Adaptive Physical Education 7	PE/Athletics (Boys) 7 Or PE/Athletics (Girls) 7 (May be counted as 2 semesters of PE)
8th	Physical Education Boys / Girls Individual / Team Sports Adaptive Physical Education 8	PE/Athletics (Boys) 8 Or PE/Athletics (Girls) 8 (May be counted as 2 semesters of PE)

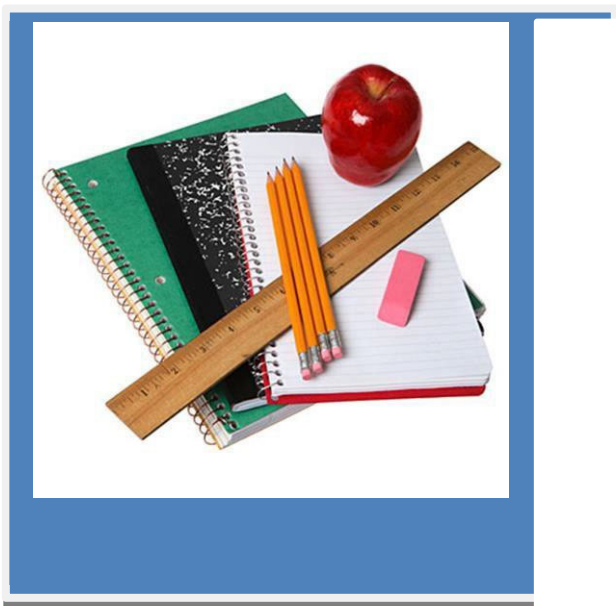
*Dance and Ballroom Dance may count towards Physical Education Credit

Additional Courses:

7 th Grade	8 th Grade
Weights and Conditioning	Weights and Conditioning
Aerobics and Conditioning	Aerobics and Conditioning
Football/Soccer	Football/Soccer
Basketball/Track	Basketball/Track
Volleyball/Basketball	Volleyball/Basketball
Soccer/Softball	Soccer/Softball
Softball	Softball
Tennis	Tennis
Baseball	Baseball
	Swimming

Secondary Fine Arts Course Sequences

Grade	6th	7th	8th
Instrumental Music	Band 6	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 7 (Woodwinds); or Instrumental Ensemble 7 (Bass); or Instrumental Ensemble 7 (Percussion);	Beginners Band 7-8; or Concert Band 7-8; or Symphonic Band 7-8; or Instrumental Ensemble 8 (Woodwinds); or Instrumental Ensemble 8 (Bass); or Instrumental Ensemble 8 (Percussion);
Choral Music	Beginners Choir 6	Choir Treble (Girls)7-8; or Choir Tenor Bass (Boys) 7-8; or Choir Acappela 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8	Choir Treble (Girls)7-8; or Choir Tenor Bass (Boys) 7-8; or Choir Acappela 7-8; or Choral Music 7-8; or Choir Vocal Ensemble 7-8
Dance	FA: Dance 6; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or	FA: Dance 7; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8	FA: Dance 8; or FA: Advanced Dance (dance team) 6-8; or FA: Newcomer Ballroom Dance 6-8; or FA: Intermediate Ballroom Dance 6-8; or FA: Advanced Ballroom Dance 6-8
Theatre	Theatre I	Theatre I or Theatre II	Theatre I, Theatre II, or Theatre III
Art	Art I	Art I or Art II	Art I, Art II or Art III



Course Listings

English Language Arts & Reading

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
510301(2)	ESL I 6	LPAC Written Approval, taken with ELAR 6 SL
510311(2)	ESL II 6	LPAC Written Approval, taken with ELAR 6 SL
610331(2)	ELAR 6	NONE
610321(2)	ELAR 6 SL	All EB Students; taken concurrently with an Enrichment SL
610341(2)	ELAR 6 GT	Meet GT Criteria
610351(2)	ELAR 6 Honors	Meet Honors Criteria
7th Grade		
520351(2)	ESL I 7	LPAC Written Approval, taken with ELAR 7 SL
520361(2)	ESL II 7	LPAC Written Approval, taken with ELAR 7 SL
610401(2)	ELAR 7	English 6
620371(2)	ELAR 7 SL	All EB Students; taken concurrently with an Enrichment SL
610421(2)	ELAR 7 GT	ELAR 6 & Meet GT Criteria
610411(2)	ELAR 7 Honors	ELAR 6 & Meet Honors Criteria
8th Grade		
530431(2)	ESL I 8	LPAC Written Approval, taken with ELAR 8 SL
530441(2)	ESL II 8	LPAC Written Approval, taken with ELAR 8 SL
610481(2)	ELAR 8	English 7
630451(2)	ELAR 8 SL	All EB Students; taken concurrently with an Enrichment SL
610471(2)	ELAR 8 GT	ELAR 7 & Meet GT Criteria

Course #	Course Description	Prerequisite
610491(2)	ELAR 8 Honors	ELAR 7 & Meet Honors Criteria
510701(2)	Dyslexia Therapy Lab 6	Meet Dyslexia Criteria
520731(2)	Dyslexia Therapy Lab 7	Meet Dyslexia Criteria
530801(2)	Dyslexia Therapy Lab 8	Meet Dyslexia Criteria
8th Grade English I		
Course #	Course Description	Prerequisite
530511(2)	English I GT	Refer to Enrollment Criteria & Meet GT Criteria
530521(2)	English I Honors	Refer to Enrollment Criteria & Meet Honors Criteria
510671(2)	Creative Writing Honors	Refer to Enrollment Criteria & Meet Honors Criteria

Please contact C&I Department to request Reading Course numbers.

Enrollment Criteria:

Students must have at least an overall average of 85% as a final grade in 7th Grade ELAR Course and have scored "Masters" on the standardized state assessment for 7th Grade RLA

Students enrolled in English I must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in English I, must enroll in an English I course in summer school at one of the hosting high school sites or repeat the course in Grade 9.

Note: Out of district transfer students enrolled in English I in grade 8 will be determined collaboratively through campus administration and the Curriculum, Instruction & Accountability Department.

Mathematics

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
512661(2)	Math 6	None
512671(2)	Math 6 GT	Meet GT Criteria
512681(2)	Math 6 Honors	Meet Honors Criteria
STE601(2)	Math 6 STEM/Honors	Math 5 &-Meet STEM Criteria & Honors Criteria
7th Grade		
522701(2)	Math 7	Math 6
522721(2)	Math 7 GT	Math 6 & Meet GT Criteria
522711(2)	Math 7 Honors	Meet 6 & Honors Criteria
8th Grade		
532791(2)	Math 8	Math 7
532811(2)	Math 8 Honors	Math 7 & Meet Honors Criteria

7TH Grade Pre-Algebra		
Course #	Course Description	Prerequisite
532621(2)	Pre-Algebra GT	Refer to Enrollment Criteria & Meet GT Criteria
532631(2)	Pre-Algebra Honors	Refer to Enrollment Criteria & Meet Honors Criteria
532641(2)	Pre-Algebra STEM/Honors	Refer to Enrollment Criteria & Meet STEM & Honors Criteria

Pre-Algebra

Enrollment Criteria:

Schools must use any of the following options for placing students in any Pre-Algebra section in Grade 7.

Option 1: Students must have an overall average on an 85% as a final grade in Grade 6 Math and “Meets” on the respective 6th Grade Standardized State Assessment in the area of Mathematics.

Option 2: Students must have achieved “Masters” on the respective 6th Grade Standardized State Assessment in the area of Mathematics.

8TH Grade Algebra		
Course #	Course Description	Prerequisite
532771(2)	Algebra I GT	Successful completion of 8 th Grade Math or its equivalent course/& Meet GT Criteria
532761(2)	Algebra I Honors	Successful completion of 8 th Grade Math or its equivalent course & Meet Honors Criteria
532781(2)	Algebra I STEM/Honors	Meet Algebra I/STEM Criteria & Honors Criteria

Algebra 1

Enrollment Criteria:

Students must complete and meet proficiency (70% or higher) in any Pre-Algebra section as a Math 8 Credit as per state mandated prerequisites.

Students Enrolled in Algebra I Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Algebra I, must enroll in an Algebra I course in summer school at one of the hosting high school sites or repeat the course in Grade 9.

Note: Out of district transfer students enrolled in Pre-Algebra or Algebra I will be determined collaboratively through campus administration and the Curriculum, Instruction & Accountability Department.

Science

Course #	Course Description	Prerequisite
6th Grade		
512911(2)	Science 6	None
512921(2)	Science 6 GT	Meet GT Criteria
512931(2)	Science 6 Honors	Meet Honors Criteria
STE611(2)	Science 6 STEM/Honors	Science 5 & Meet STEM & Honors Criteria
7th Grade		
522951(2)	Science 7	Science 6
522971(2)	Science 7 GT	Science 6 & Meet GT Criteria
522961(2)	Science 7 Honors	Science 6 & Meet Honors Criteria
STE711(2)	Science 7 STEM/Honors	Science 6 & Meet STEM & Honors Criteria
8th Grade		
533071(2)	Science 8	Science 7
533091(2)	Science 8 GT	Science 7 & Meet GT Criteria
533081(2)	Science 8 Honors	Science 7 & Meet Honors Criteria
STE811(2)	Science 8 STEM/Honors	Science 7 & Meet STEM & Honors Criteria
8th Grade Biology		
Course #	Course Description	Prerequisite
534011(2)	Biology GT	Refer to Enrollment Criteria & Meet GT Criteria
534031(2)	Biology Honors	Refer to Enrollment Criteria & Meet Honors Criteria
534041(2)	Biology STEM/Honors	Refer to Enrollment Criteria & Meet STEM & Honors Criteria

Biology

Enrollment Criteria:

Students must have at least an overall average of 85% as a final grade in science from the most recent grade (Grade 7) and have scored "Masters" on the standardized state assessment for Grade 7 RLA.

Students Enrolled in Biology Must:

- Adhere to High School Grading Procedures, including but not limited to, six weeks tests, semester exams, and EOC requirements.
- Complete and meet proficiency (70% or higher) in each semester to receive partial or full high school credit. Students not meeting proficiency (69% or lower) in Biology, must enroll in a Biology course in summer school at one of the hosting high school sites or repeat the course in Grade 9.

Note: Out of district transfer students enrolled in Biology in grade 8 will be determined collaboratively through campus administration and the Curriculum, Instruction & Accountability Department.

Social Studies

Course #	Course Description	Prerequisite
Three years (6 semesters) are required for all middle school students.		
6th Grade		
613211(2)	Contemporary World Societies 6	None
613221(2)	Contemporary World Societies 6 GT	Meet GT Criteria
613231(2)	Contemporary World Societies 6 Honors	Meet Honors/Criteria
7th Grade		
623251(2)	Texas History 7	Contemporary World Societies 6
623271(2)	Texas History 7 GT	Meet GT Criteria
623261(2)	Texas History 7 Honors	Meet Honors/ Criteria
8th Grade		
633301(2)	U.S. History to 1877 8	Texas History 7
633321(2)	U.S. History to 1877 8 GT	Meet GT Criteria
633311(2)	U.S. History to 1877 8 Honors	Meet Honors/Criteria

Foreign Language

SPANISH ELECTIVE: See Recommended Secondary Spanish Courses chart for placement.

Course #	Course Description	Prerequisite
761021(2)	Spanish Cultural Topics	None
761031(2)	*Spanish I SL	None
761001(2)	* Spanish I	None
761011(2)	* Spanish I Honors	Meet Honors Criteria
761041(2)	*Spanish II SL	Spanish I SL
782001(2)	* Spanish II	Spanish I
782011(2)	* Spanish II Honors	Spanish I & Meet Honors Criteria
782031(2)	* Spanish III	Spanish II
782041(2)	* Spanish III Honors	Spanish II & Meet Honors Criteria

* Must complete and meet demonstrated proficiency (70% or higher) to receive high school credit.

Health

Course #	Course Description	Prerequisite
6th Grade		
663433	Health 6	One Semester Course
7th Grade		
663443	Health 7	One Semester Course
8th Grade		
663453	Health 8	One Semester Course
Making Connections		
564483	^Health	3 Semesters of MS Health

^ Courses for High School Credit

Physical Education

Beginning with the 2008-2009 school year. (H.B.530) a school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight

As per House Bill 530, a school district shall require students in grade levels, six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least 4 semesters during those grade levels as part of the Districts physical education curriculum. The four minimum semesters of PE/Athletic classes for both genders will be scheduled during grades 6th and 7th. It is strongly recommended that pre-athletic class for 6th graders be offered at the Middle School level.

According to research, it is highly recommended that students complete 6 semesters of Athletics in order to ensure a strong middle school foundation that will be vertically aligned with each respective high school athletic program.

Course #	Course Description	Prerequisite
713501(2)	Physical Education 6	6 th Grade Students
723521(2)	Physical Education 7	7th Grade Students
733551(2)	Physical Education 8	8th Grade Students
713521(2)	Introduction to Team Sports (Boys) 6	6 th Grade Students
713541(2)	Introduction to Team Sports (Girls) 6	6 th Grade Students
713601(2)	Flag Football 6	6 th Grade Students
713611(2)	Tennis 6	6 th Grade Students
733531(2)	PE: Intro to Athletics (Boys) 6	None
733541(2)	PE: Intro to Athletics (Girls) 6	None

Course #	Course Description	Prerequisite
723531(2)	Athletics (Boys) 7	Meet Program Criteria
723541(2)	Athletics (Girls) 7	Meet Program Criteria
713621(2)	Weights and Conditioning (Boys) 7	Meet Program Criteria
713631(2)	Aerobics and Conditioning (Girls) 7	Meet Program Criteria
713641(2)	Football/Soccer (Boys) 7	Meet Program Criteria
713651(2)	Basketball/Track (Boys) 7	Meet Program Criteria
713661(2)	Volleyball/Basketball (Girls) 7	Meet Program Criteria
713671(2)	Soccer/Softball (Girls) 7	Meet Program Criteria
713681(2)	Softball (Girls) 7	Meet Program Criteria
713691(2)	Tennis 7	Meet Program Criteria & must be offered 9 th pd.
713701(2)	Baseball (Boys) 7	Meet Program Criteria
733561(2)	Athletics (Boys) 8	Meet Program Criteria
733571(2)	Athletics (Girls) 8	Meet Program Criteria
713711(2)	Weights and Conditioning (Boys) 8	Meet Program Criteria
713721(2)	Aerobics and Conditioning (Girls) 8	Meet Program Criteria
713731(2)	Football/Soccer (Boys) 8	Meet Program Criteria
713741(2)	Basketball/Track (Boys) 8	Meet Program Criteria
713751(2)	Volleyball/Basketball (Girls) 8	Meet Program Criteria
713761(2)	Soccer/Softball (Girls) 8	Meet Program Criteria
713771(2)	Softball (Girls) 8	Meet Program Criteria
713781(2)	Tennis 8	Meet Program Criteria & must be offered 9 th pd.
713791(2)	Baseball (Boys) 8	Meet Program Criteria
713801(2)	Swimming 8	Meet Program Criteria

Courses in Partner PE

Partner Physical Education/Peer Tutor is a success oriented physical education program featuring supervised peer tutors and individualized learning and instruction. The focus of the course is to encourage a variety of physical fitness activities, increased knowledge of health and fitness strategies and assist in the acquisition of individual and team lifetime recreational skill and activities. This course addresses the unique physical education needs of students with variety of disabilities in a setting that allows for positive interaction with peers, achieve success, improve social skills, and build self-esteem. Peers need to be encouraging at all times and dress appropriately for activities.

Students to teacher ratio: 10-15 special needs students to one Partner PE teacher with consultation from an Adapted PE teacher and para-educators will also go to the Partner PE class.

The total number of student partners should include 3-5 over the number of students with special needs.

Peer Partner – Prerequisite: PPE Application, interview and instructor approval.

General Education students must submit an application to become a peer tutor. Parent and student must sign a permission form allowing the student to become a peer tutor.

Course Number	Course Description	Grade	Per Unit Credit	Prerequisite
713813	Peer Assistance for SWD I	6	.5	Application approval
713833	Peer Assistance for SWD II	7	.5	Application approval
713843	Peer assistance for SWD III	8	.5	Application approval

Fine Arts

House Bill 3

House Bill 3, each student is required to take one fine arts credit in middle school. The strong recommendation is for students to take the fine arts requirement in the 6th or 7th grade. However, according to research, it is highly recommended that students complete 6 semesters of fine arts in order to ensure a strong middle school foundation that will vertically align with each respective high school.

As per House Bill 5, PE credit may be earned through completion on any Texas Essential Knowledge and Skills based course that meets the requirement in subparagraph (#) of this paragraph for 100 minutes of moderate to vigorous physical activity per five-day school week. Therefore, students may receive PE credit through Dance courses.

INSTRUMENTAL MUSIC: BAND

Course #	Course Description	Prerequisite
813901(2)	Band (6)	None
813911(2)	Band 6 GT	Meet GT Criteria
863911(2)	Beginners Band (7-8)	None
863921(2)	Concert Band I (7-8)	Meet Program Criteria
863951(2)	Concert Band I (7-8) GT	Meet Program and GT Criteria
863931(2)	Concert Band II (7-8)	Meet Program Criteria
863961(2)	Concert Band II (7-8) GT	Meet Program and GT Criteria
863941(2)	Symphonic Band (7-8)	Meet Program Criteria
863971(2)	Symphonic Band (7-8) GT	Meet Program and GT Criteria
833981(2)	Instrumental Ensemble 7 (Woodwinds)	Concurrent member of band
833991(2)	Instrumental Ensemble 7 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834001(2)	Instrumental Ensemble 7 (Brass)	Concurrent member of band
834011(2)	Instrumental Ensemble 7 GT (Brass)	Concurrent member of band & Meet GT Criteria
834111(2)	Instrumental Ensemble 7 (Percussion)	Concurrent member of band
834211(2)	Instrumental Ensemble 7 GT (Percussion)	Concurrent member of band & Meet GT Criteria
834311(2)	Instrumental Ensemble 8 (Woodwinds)	Concurrent member of band
834411(2)	Instrumental Ensemble 8 GT (Woodwinds)	Concurrent member of band & Meet GT Criteria
834511(2)	Instrumental Ensemble 8 (Brass)	Concurrent member of band
834611(2)	Instrumental Ensemble 8 GT (Brass)	Concurrent member of band & Meet GT Criteria
834811(2)	Instrumental Ensemble 8 (Percussion)	Concurrent member of band
834911(2)	Instrumental Ensemble 8 GT (Percussion)	Concurrent member of band & Meet GT Criteria

CHORAL MUSIC		
Course #	Course Description	Prerequisite
814131(2)	Beginners Choir 6	None
864041(2)	Beginners Choir GT 6	Meet GT Criteria
864111(2)	Choir Treble (Girls) (7-8)	None
864031(2)	Choir Treble GT (Girls) (7-8)	Meet GT Criteria
864001(2)	Choir Tenor Bass GT (Boys) (7-8)	Meet GT Criteria
864121(2)	Choir Tenor Bass (Boys) (7-8)	None
864131(2)	Choir Acappella (7-8)	Meet Program Criteria or Audition
864141(2)	Choir Acappella GT (7-8)	Meet Program GT Criteria
834141(2)	Choir Vocal Ensemble (7-8)	Meet Program Criteria or Audition
834151(2)	Choir Vocal Ensemble GT (7-8)	Meet GT Criteria
834161(2)	Applied Music (Piano) (7-8)	None
834171(2)	Applied Music GT (Piano) (7-8)	Meet GT Criteria
864021(2)	Choral Music (7-8)	Meet Program Criteria
864051(2)	Choral Music GT (7-8)	Meet GT Criteria

DANCE: Dance may be used to satisfy the requirement to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum to students enrolled in grade levels six through eight beginning with the 2008 – 2009 school year (HB 530).

Course #	Course Description	Prerequisite
733601(2)	PE: Dance 6	None
746401(2)	PE: Dance 6 GT	Meet GT Criteria
733611(2)	PE: Dance 7	None
746501(2)	PE: Dance 7 GT	Meet GT Criteria
743631(2)	PE: Adv. Dance 6–8	Meet Program Criteria
743641(2)	PE: Newcomer Ballroom Dance 6-8	None
713511(2)	FA: Dance 6	None
713521(2)	FA: Dance 6 GT	Meet GT Criteria
713531(2)	FA: Dance 7	None
713541(2)	FA: Dance 7 GT	Meet GT Criteria
713551(2)	FA: Dance 8	None
713561(2)	FA: Dance 8 GT	Meet GT Criteria
723501(2)	FA: Adv. Dance 6–8	Meet Program Criteria or Audition
713571(2)	FA: Newcomer Ballroom Dance 6-8	None
713581(2)	FA: Intermediate Ballroom Dance 6-8	Newcomer Ballroom Dance 6
	FA: Advanced Ballroom Dance 6-8	Meet Program Criteria or Audition

VISUAL ARTS:		
Course #	Course Description	Prerequisite
813801(2)	Art I (6)	None
814001(2)	Art I (6) GT	Meet GT Criteria
863811(2)	*Art I (7-8)	None
863831(2)	Art II (7-8)	Art I
814011(2)	Art II (7-8) GT	Meet GT Criteria ART I
863821(2)	Art II (7-8) Honors	Meet Honors Criteria ART I
833831(2)	Art III (8)	Art II
814021(2)	Art III (8) GT	Art II & Meet GT Criteria
833811(2)	Art II (8) Honors	Art II & Meet Honors Criteria

* Art I (7-8) for students who are new to Art in Middle School

THEATRE ARTS:		
Course #	Course Description	Prerequisite
833821(2)	Theatre I	None
833841(2)	Theatre I GT	Meet GT Criteria
833861(2)	Theatre II	Theatre I
833871(2)	Theatre II GT	Theatre I GT; or Theatre I and meet GT Criteria
833901(2)	Theatre III	Theatre II
833911(2)	Theatre III GT	Theatre II GT; or Theatre II and meet GT Criteria

Career & Technical Education

Course #	Course Description		Prerequisite
Electives		Grade	
834713	Technology Application 6 – 8 Grades	6-8	None (one semester course)
564431(2)	^Principles of Applied Engineering and Technology	7	None
530453	College and Career Readiness	8	None (one semester course)
530463	Coding	6-8	None (one semester course)
564451(2)	^Robotics	8	Principles of Applied Engineering
564461(2)	^Principles of Education	8	None

^ Courses for High School Credit

Inclusion Scheduling

Course #	Course Description
The following course numbers may be used for scheduling purposes only.	
IN3210	World Societies 6 (Inclusion)
IN2910	Science 6 (Inclusion)
IN2660	Math 6 (Inclusion)
IN0710	Reading 6 (Inclusion)
IN0330	English 6 (Inclusion)
IN3250	Texas History 7 (Inclusion)
IN2950	Science 7 (Inclusion)
IN2700	Math 7 (Inclusion)
IN0770	Reading 7 (Inclusion)
IN0400	English 7 (Inclusion)
IN3300	US History 8 (Inclusion)
IN3070	Science 8 (Inclusion)
IN2790	Math 8 (Inclusion)
IN0820	Reading 8 (Inclusion)
IN0480	English 8 (Inclusion)

Other Courses, Electives and Tutorials

During the Instructional Day	
Course #	Course Description
950011(2)	Lunch
950021(2)	See Counselor
910071(2)	Accelerated Learning Instruction ELAR 6 (LC)
920081(2)	Accelerated Learning Instruction ELAR 7 (LC)
930091(2)	Accelerated Learning Instruction ELAR 8 (LC)
980011(2)	RLA Readiness 6 (LC)
980041(2)	RLA Readiness 7 (LC)
980061(2)	RLA Readiness 8 (LC)
919101(2)	Accelerated Learning Instruction MATH 6 (LC)
920071(2)	Accelerated Learning Instruction MATH 7 (LC)
930011(2)	Accelerated Learning Instruction MATH 8 (LC)
910061(2)	Accelerated Learning Instruction 6 (LC)
930071(2)	Accelerated Learning Instruction 7 (LC)
930081(2)	Accelerated Learning Instruction 8 (LC)
910081(2)	Accelerated Learning Instruction SCIENCE 6 (LC)
910051(2)	Accelerated Learning Instruction SCIENCE 7 (LC)
930031(2)	Accelerated Learning Instruction SCIENCE 8 (LC)
910091(2)	Accelerated Learning Instruction SOCIAL STUDIES 6 (LC)
920041(2)	Accelerated Learning Instruction SOCIAL STUDIES 7 (LC)
930021(2)	Accelerated Learning Instruction SOCIAL STUDIES 8 (LC)
Extended Day	
970010	ATRISK Tutorial
970020	Title 1 Tutorial
500013	ATF Tutorial
970090	SCE Tutorial
Contact C&I for Approval	
TSI011(2)	TSIA 2.0 PREP

Note: Local Credit improvement courses for students with non-mastery of any section to be scheduled on each campus.

Pre-Engineering TEX PREP Courses

Course #	Course Description	Grade	Credit	Prerequisite(s)
Innovative-High School Elective Credit				
540001(2)	TEXPREP I	9-10	1/2	None
540021(2)	TEXPREP II	10-11	1/2	TEXPREP I
540031(2)	TEXPREP III	11-12	1/2	TEXPREP II
540011(2)	TEXPREP IV	11-12	1/2	TEXPREP III

Appendices

Texas Education Agency Graduation Toolkit

Graduation Program – *Overview*

Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

The Foundation requirements (22 credits) include:

English (4 credits)	• English I • English II • English III • An advanced English course	
Mathematics (3 credits)	• Algebra I • Geometry • An advanced math course	
Science (3 credits)	• Biology • Integrated Physics & Chemistry or an advanced science course • An advanced science course	
Social Studies (3 credits)	• World History or World Geography • U.S. History • U.S. Government (one-half credit) • Economics (one-half credit)	
Languages Other Than English (2 credits)	• 2 credits in the same language or • 2 credits from Computer Science I, II, III	
Physical Education (1 credit)	Fine Arts (1 credit)	Electives (5 credits)
Speech: Demonstrated proficiency		

Endorsements Total credits with endorsements 26

Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgments

- dual credit course
- bilingualism and biliteracy
- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

* A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to omit the endorsement requirement.

TSIA 2.0 (Texas Success Initiative) Assessment 2.0

The Texas Legislature mandates students be assessed on a state exam in TSIA2 ELAR, TSIA2 Essay and TSIA2 Mathematics before enrolling in any college-level course work (dual enrollment). The TSIA 2.0 is the instrument used for this mandate. 8th grade middle school students interested in participating in the Early College High School cohort or in Early College High School dual enrollment courses are required to attempt the reading portion of the TSIA 2.0 prior to requesting any dual enrollment courses for their 9th grade year.

While most dual enrollment courses offered in grades 9 and 10 require only an attempt on the TSIA 2.0 reading (courses include dual enrollment Spanish, Art Appreciation, Music Appreciation, and Speech), any other dual enrollment course will require passing TSIA 2.0 scores.

For a list of TSIA 2.0 requirements per dual enrollment course, click on the following link:

http://www.bisd.us/echs/html/05_TSC.htm.

The TSIA 2.0 is offered free to all interested 8th graders during the fall semester at their home campuses.

Once in high school, students may retake the TSIA 2.0 free at each of the district's Early College High Schools in order to qualify for additional dual credit courses.

Entrance Criteria - Middle School Honors

Course	Course Pre-Requisites
Honors ELAR 6 th grade	85+ in the prerequisite course
Honors ELAR 7 th grade	Masters in most recent STAAR RLA test
Honors ELAR 8 th grade	
Honors English I	85+ in the prerequisite course Masters in most recent STAAR RLA test
Honors Science 6th grade	85+ in the prerequisite course
Honors Science 7th grade	Masters in most recent STAAR RLA test
Honors Science 8th grade	Meets Expectations in most recent STAAR Math test
Honors Biology I	85+ in the prerequisite course Masters in most recent STAAR RLA test Meets Expectations in most recent STAAR Math test
Honors Math 6th grade	85+ in the prerequisite course
Honors Math 7th grade	Meets Expectations in most recent STAAR Math test
Honors Math 8th grade	
Honors Algebra I	85+ in the prerequisite course Meets Expectations in most recent STAAR Math test
Honors History 6th grade	85+ in the prerequisite course
Honors History 7th grade	Masters in most recent STAAR RLA test
Honors History 8th grade	

All academic GT students will be serviced through an Honors course when applicable. Teacher requirements: teachers are required to have the 30 GT Core Hour training. The Department of Curriculum, Instruction & Accountability will offer 6 GT Annual hours of curriculum differentiation, tiered instruction, and project-based learning during the fall semester. Training must be completed by the end of the fall semester.

Honors teachers training requirements:

30 GT Core Hours

6 GT Annual Hours

Resources for Secondary Education

The following links are provided as resources that districts and campuses may utilize in the development of a Personal Graduation Plan.

Division of Curriculum, Texas Education Agency (512.483.9581)

<http://www.tea.state.tx.us/curriculum/>

Division of Discretionary Grants, Texas Education Agency High School Completion and Success Grant Program

<http://www.tea.state.tx.us/grant/>

Division of Assessment, Texas Education Agency

<http://www.tea.state.tx.us/student.assessment/index.html>

Dropout Prevention Clearinghouse, Texas Education Agency

<http://www.tea.state.tx.us/dpch>

21st Century Community Learning Centers Non-Regulatory Guidance (February 2003), U.S. Department of Education

<http://www.ed.gov/21stcclc/>

ESL TEA Web Site for resources

<http://www.txel.org>

Appendix A: Education Code

Senate Bill 1108, Section 7, Personal Graduation Plan (TEC §28.0212)

<http://ritter.tea.state.tx.us/taa/stanprog102303.html>

Note: The enclosed PGP forms may be used for reference.

District Resources

DEPARTMENT	HANDBOOK AND MANUALS	WEBSITE
ASSESSMENT/RESEARCH/EVALUATION	State and Federal Information	https://tea.texas.gov/ https://www.bisd.us/departments/curriculum-instruction-human-resources/assessreserachevaluation https://txassessmentdocs.atlassian.net/wiki/home https://txschools.gov https://txassessment.gov
BILINGUAL EDUCATION	Bilingual/ESL	https://www.bisd.us/departments/curriculum-instruction-human-resources/bilingual-education
CAREER AND TECHNICAL EDUCATION	CTE Program of Studies STAMP Program SPACE Academy	https://www.bisd.us/departments/curriculum-instruction-human-resources/career-technical-education
CURRICULUM, INSTRUCTION AND ACCOUNTABILITY	Course Listing Guides Grading Procedures Gifted & Talented Advanced Placement Dual Enrollment	https://www.bisd.us/departments/curriculum-instruction-human-resources/curriculum-instruction
FINE ARTS		https://www.bisd.us/departments/curriculum-instruction-human-resources/fine-arts
GUIDENCE & COUNSELING		https://www.bisd.us/departments/curriculum-instruction-human-resources/guidance-counseling
SPECIAL SERVICES		https://www.bisd.us/departments/curriculum-instruction-human-resources/special-services