

New Braunfels ISD
2017-2018 Middle School
Course Catalog



New Braunfels Middle School
Oak Run Middle School

NEW BRAUNFELS ISD

Middle School Course Guide

2017-2018

Middle School Campuses

New Braunfels Middle School
4150 Klein Meadow
New Braunfels, TX78130
830-627-6270
Principal: Greg Hughes

Oak Run Middle School
415 Oak Run Point
New Braunfels, TX78132
830-627-6400
Principal: Shana Behling

Dear Parents and Students:

We are pleased to present the following course catalog for the 2017-2018 school year. This publication provides information to assist our students as they make critically important decisions in planning their middle school and high school programs, ultimately leading to their chosen post-graduation plans.

Course decisions that students make this year will impact future course choices and help to determine which academic programs are available to these students in high school. At first glance, the information in this program may appear overwhelming; please be assured that it will become more familiar as you develop your academic goals and begin to consider plans for high school.

If you have any questions about information in this publication or questions regarding your educational goals, your teachers, counselors and administrators are ready to provide you with guidance. We believe two - way communication is vital to the success of our students, and we encourage you to take advantage of the parent information meetings held during registration week. Additionally, the email addresses of the campus counselors are included on the next page for your convenience.

Whether you represent the class of 2022, 2023, or 2024 New Braunfels ISD is committed to your success!

NBISD Education Center

Superintendent of Schools: Randy Moczygemba

Assistant Superintendent for Curriculum: Victoria Pursch, PhD

Executive Director of Business and Operations: Steve Brown

Director of Career and Technology: Stephanie Ferguson

Director of Communications: Rebecca Villarreal

Executive Director of Human Resources: Kathy Kenney

Director of Student Services: Clay Gillentine

Exec. Director of Special Education and 504: Martha Moke

Director of Curriculum: Ron Rychel

Director of Bilingual, Dual Language, ESL,

& Foreign Language Services: Lupita Arteritano

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NBISD: A Premier District...One Student at a Time!

Academic Planning for Successful Futures

Middle School Success

Success in middle school requires *careful planning*, so that students progress academically and intellectually during their middle school years. This preparedness ensures advancement to the high school levels and provides students with the foundation required to meet the graduation requirements set forth by the State Board of Education. This course guide is intended to assist in answering many of the questions parents and students have about the middle school and high school course requirements. Of course, campus administrators, counselors and teachers are a great resource for information and guidance. Helpful phone numbers and email addresses are:

New Braunfels Middle School – Main Number: 830-627-6270

Greg Hughes, Principal

Counselors:

Chris Carpenter (jcarpenter@nbisd.org)

Kellye Shipman (kshipman@nbisd.org)

Oak Run Middle School – Main Number: 830-627-6400

Shana Behling, Principal

Counselors:

Lisa Frisbie (lfrisbie@nbisd.org)

Stephanie Hataway (shataway@nbisd.org)

Parent Guide for Student Success

Parents play an influential role in helping their student to plan, prepare and enroll in appropriate courses of study.

- Parents should make every effort to stay informed by attending the registration parent meetings, reviewing materials and information as they receive them.
- Parents need to go over the course materials with their student and discuss course options and other curricular opportunities.
- Parents should encourage all students to get involved in at least one extra-curricular activity or after school club/program. Students who stay involved in these activities are more likely to experience academic success.

Middle School Course Requirements

Middle school courses offered in NBISD meet and exceed the requirements set forth by the Texas Education Agency. NBISD ensures sufficient time is provided for teachers to teach and for students to learn the Texas Essential Knowledge and Skills (TEKS) in all subject areas, including the core areas of English language arts, mathematics, science, and social studies. Additionally, the middle school programs offer opportunities for students to develop socially and emotionally through multiple academic and social programs and activities.

NBISD middle school campuses provide instruction in a variety of arrangements which allows for developmentally appropriate instruction for all student populations, supporting student attainment of course expectations and grade level standards. NBISD middle schools are on a semester system of two (2) semesters, approximately 90 days each.

Course Planning and Requirements at a Glance

6 TH GRADE									
English Language Arts 6 Mathematics 6 Science 6 Social Studies 6 Physical Education Elective Elective Total 7 Periods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center; padding: 5px;">Sample Schedule</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1 English Language Arts</td> </tr> <tr> <td style="padding: 5px;">2 Math</td> </tr> <tr> <td style="padding: 5px;">3 Science</td> </tr> <tr> <td style="padding: 5px;">4 Social Studies</td> </tr> <tr> <td style="padding: 5px;">5 Physical Education</td> </tr> <tr> <td style="padding: 5px;">6 Band</td> </tr> <tr> <td style="padding: 5px;">7 Introduction to Spanish</td> </tr> </tbody> </table>	Sample Schedule	1 English Language Arts	2 Math	3 Science	4 Social Studies	5 Physical Education	6 Band	7 Introduction to Spanish
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<p>*Mathematics 8- for students not meeting state standards on 7th STAAR Math.</p> <p>Intervention coursework: Students scoring below the designated standard on STAAR will be placed in appropriate intervention course(s). Each intervention course takes the place of one elective in the schedule.</p> <p>*Physical Activity Requirement: Two years of Physical Education or equivalent coursework in grades 6 – 8 are required. Coursework taken in the off-campus PE program may count toward this requirement.</p> <p>Fine Arts Requirement: One year of fine arts is required in grades 6 - 8. This requirement may be satisfied by successfully completing one year of art, band, choir, or theater arts.</p>									

Grade Level Electives

Not all elective courses are available at both middle school campuses. Please read course descriptions and course selection cards to check for availability. Elective classes must have sufficient enrollment to be offered.

6th Grade Electives	7th Grade Electives	8th Grade Electives
All 6 th graders are required to take a Physical Education course.	Physical Education Boys Physical Education Girls	Physical Education Boys Physical Education Girls (MS students must have 2 years P.E.)
Introduction to Spanish	Spanish I Pre-AP	Problem Based Inquiry
Spanish I DL Pre-AP*	Spanish II DL Pre-AP*	Spanish I Pre-AP
Choir	Introduction to Spanish	Spanish II Pre-AP **
Beginning Band	Problem Based Inquiry	Spanish III DL Pre-AP*
Theatre Arts I	Beginning Band/Band	Introduction to Spanish
Pre-Athletics Boys (counts as PE) Pre-Athletics Girls (counts as PE)	Athletics Boys (counts as PE) Athletics Girls (counts as PE)	Communications Application (Speech)/Health
Pre-Spirit: Blue Squad-NBMS only (counts as PE***)	Pep Squad/Drill Team (counts as PE***)	Athletics Boys (counts as PE) Athletics Girls (counts as PE)
Art I	Dance (counts as PE***)	Dance (counts as PE***)
Beginning Journalism	Choir	Choir
Problem-Based Inquiry	Advanced Choir	Advanced Choir
Math and Reading Intervention	Theatre Arts I, II	Theatre Arts I, II, III
Computer Literacy	Computer Literacy	Pep Squad/Drill Team (counts as PE)
Recreational Reading	Digital Design & Media Production	Computer Literacy
	Art I, Art II	Digital Design & Media Production
	Investigating Careers	Art I, Art II, Art III
	Beginning Journalism	Investigating Careers
	Media Journalism	Media Journalism
	Math and Reading Intervention	Yearbook Journalism
	Cheerleading (counts as PE) tryouts required	Cheerleading (counts as PE) tryouts required
	Teen Leadership	Teen Leadership
	Recreational Reading	Math and Reading Intervention
		Band
		Recreational Reading

*Course is designed for dual-language students and native speakers of Spanish. A proficiency test is required for admittance.

**Prerequisite Spanish courses required.

***Dance may count as a PE credit if the teacher is PE certified.

High School Credit Awarded Upon Successful Completion of the Course. (Spanish courses are included in high school rank calculation.)

State of Texas Assessments of Academic Readiness (STAAR)

The State Assessments of Academic Readiness (STAAR) replaced the TAKS beginning in the 2011-2012 school year. The STAAR includes 3rd - 8th assessments and 15 high school end-of-course assessments required for graduation. STAAR tests are significantly more rigorous than previous tests and measure performance, academic growth and readiness for the high school level and beyond. The following tests are required at each grade level:

Grade 6: Reading, Math

Grade 7: Reading, Writing, Math

Grade 8: Reading, Math, Social Studies, Science

Students in grades 5 and 8 must pass the math and reading STAAR in order to be promoted to the next grade level (students are given three opportunities to pass). NBISD has established several interventions to assist students who do not pass these assessments. A grade placement committee (GPC) consisting of the principal or designee, the student's parent or guardian, and the teacher of the subject area failed by the student will prescribe the accelerated instruction that the district will provide the student during the summer before the statewide assessment is administered a third time (June/July).

If the student fails a third time, the student is retained at the same grade level. The parent or guardian may appeal this retention to the student's grade placement committee (GPC), and the committee may place the student in the next grade level if it determines by unanimous decision that, in accordance with local school board standards, it is likely the student will perform at grade level given accelerated instruction upon placement. The final decision of this committee cannot be appealed.

High School Courses Taken in Middle School

NBISD offers a number of high school credit courses in middle school. Students who take these courses may be required to meet a district-approved entrance criterion and/or must show satisfactory completion of:

- the prerequisite grade 7 and 8 Texas Essential Knowledge and Skills; and
- state requirements for the high school courses taken.

Students who successfully complete a high school level course in middle school will continue the sequence of courses in grades 9-12.

Class Ranking for High School Classes

The purpose of class ranking is to determine a student's academic standing in their high school graduating class. Academic class rank is the academic position a student holds in relation to other students in his or her grade level.

High school core and foreign language courses taken at the middle school level are calculated into the student's class rank and GPA for high school. Core courses such as Algebra I require a STAAR End-of-Course (EOC) test. The EOC test is required whether the course is taken at middle or high school.

For additional details concerning class rank and weighted GPA, please see the NBHS Course Catalog.

PROGRAMS OF STUDY OVERVIEW



Courses with an End-of-Course (EOC) exam.

*Algebra II required foundation for STEM and Distinguished

SEE SAMPLE 4-YEAR PLAN OPTIONS BY ENDORSEMENT AND CAREER CLUSTER AT THE END OF THE CATALOG.

NBISD: Developing a College - Going Culture

Preparing for College

From www.CollegeforTexans.com:

It's never too early to start. Ready, set, **go!** For the best chance of success, students need to begin preparing for college long before it's time to apply. The better prepared students are, the easier it will be to do everything that's required for getting into college and getting on with their dreams.

Strategies for Opening Doors in the Future

Middle school is a time of transition, and a time when we must give students the opportunity to learn and achieve at higher levels in order to prepare them for academic success in high school. NBISD is committed to providing all 6th – 8th grade students with the tools and strategies needed to experience success and develop the critical foundational skills needed to be successful in high school and beyond. Integration of effective teaching strategies will engage all students in active, high level learning while developing knowledge, skills, and habits of mind to support rigorous curriculum standards. Courses for high school credit used for grade point average calculation, such as Algebra I and foreign languages, are taught and weighted at the PreAP level.

Planning Ahead...

High school students can earn college credits by signing up for high school courses which include **Advanced Placement, Dual Credit, or Local/State Articulations** through **Tech Prep** agreements with local colleges.

Advanced Placement: NBISD students may take Advanced Placement courses which are rigorous college prep courses that allow students to earn college credit through the College Board AP Examinations which are offered in May of each year. There is a fee for each AP exam but not for the course.

Dual Credit: New Braunfels Independent School District is partnering with the Alamo Community College District to give students an opportunity to earn college credit while in high school by enrolling in dual credit courses. These courses *may* be offered concurrently as Dual Credit and Advanced Placement. There is no fee to take these classes.

Local/State Articulated Tech Prep courses: Students take high school courses in which approved teachers are using college level curriculum enabling them to accrue college credits.

AP, Dual Credit and high school Pre-AP courses focus on college-preparatory and college-level skills and thinking. Often, additional time outside of class is required to adequately complete coursework. Successful students in these courses are often well-organized and self-motivated.

Section 2: Course Descriptions

COURSE DESCRIPTIONS – SIXTH GRADE

ENGLISH LANGUAGE ARTS

English Language Arts 6

0611

Grade Placement: 6

Prerequisite: English Language Arts 5/5th Grade Reading STAAR

The 6th Grade English course will focus on the introduction of close reading, analyzing tone, mood, and style through a variety of genres including fiction, nonfiction, and poetry. The course will expound on the foundation in the technical aspects of writing and reading. All students will begin the process of applying, analyzing, evaluating, and creating using advanced strategies. Students will recognize and analyze basic literary elements such as plot structure, symbolism, and theme. Using their own life experiences, they will write narratives that reflect deep concerns and ideas. They will write to explain, analyze, and to understand with further development of coherence, organization, voice, depth of ideas, and conventions. This course will give students the foundation for the study of literature and composition in later grades.

What's Next? English Language Arts 7

English for Non-Native Speakers (ESL)

0612

Grade Placement: 6

Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

What's Next? English for Non-Native Speakers (ESL) 7 or English Language Arts 7

MATHEMATICS

Mathematics 6

0631

Grade Placement: 6

Prerequisite: Mathematics 5/5th grade Math STAAR

Special emphasis is placed on problem-solving and applying concepts learned to real-world situations. Students compute fluently with rational numbers and have facility with their application in mathematical and real-world settings. Students reason with rates, ratios and proportions to solve problems. Students investigate, represent, and solve problems involving patterns, geometry, measurement, data analysis, and probability. Students will also study Algebraic concepts, such as variables, tables, graphs and symbols for representation.

What's Next? Mathematics 7

COURSE DESCRIPTIONS – SIXTH GRADE

SOCIAL STUDIES

Social Studies 6 (Contemporary World Societies)

0621

Grade Placement: 6

Prerequisite: Social Studies 5

This course is a study of people and places in the contemporary world. The focus is on contemporary cultures using an examination of geography and the past to support critical knowledge of present circumstances and culture. This course is not a course in World History, nor is it an examination of just World Geography. The curriculum is an exploratory look at the “highpoints” of history, political science, economics and culture set in the framework of geography. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills as outlined in the TEKS, this course extends the study to include a more detailed look at content and an emphasis on the use and analysis of primary source documents.

What’s Next? Social Studies 7 (Texas History)

SCIENCE

Science 6 / Science I

0641

Grade Placement: 6

Prerequisite: Science 5/5th Grade Science STAAR

Sixth grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and using tools to collect, record, and analyze data. Topics of study include: space, properties of matter, energy transformation; forces and motion; the rock cycle; water sheds; interactions between matter and energy; and structure and function of organisms. In addition, students will learn about safe behaviors, puberty, and the reproductive system through “Worth the Wait” curriculum.

What’s Next? Science 7

COURSE DESCRIPTIONS – SEVENTH GRADE

ENGLISH LANGUAGE ARTS

English Language Arts 7

0711

Grade Placement: 7

Prerequisite: English Language Arts 6th

The 7th Grade English course focuses on the further development of close reading, vocabulary, analyzing tone, mood, and style as they relate to theme and literary influences. The course expounds on critical thinking, and supports the development of grammar and composition. Critical thinking includes literary and textual analysis through the reading of a variety of genres including fiction, nonfiction, and poetry. Students will move to higher levels of reading as they examine the texts they read. Critical writing includes analysis of literature and language using insightful discourse in a variety of modes including persuasive and personal narratives. Coherence, organization, voice, depth of ideas, and conventions will be further developed in compositions.

What's Next? English Language Arts 8

English for Non-Native Speakers (ESL)

0712

Grade Placement: 7

Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

What's Next? English for Non-Native Speakers (ESL) 8or English Language Arts 8

MATHEMATICS

Mathematics 7

0731

Grade Placement: 7

Prerequisite: Mathematics 6

Special emphasis is placed on problem-solving, applying concepts learned to real-world situations and pre-Algebra. Students reason with proportional relationships to structure and solve problems in two and three dimensional geometry and to connect rate of change, slope, linear relationships, and similarity on the coordinator plane. Students compute fluently with rational numbers and apply them in solving problems, including those related to probability. Students in this course continue the transition to algebraic concepts. Students who meet 7th grade STAAR Math state standards will be placed in high school Algebra I for the 8th grade year. ***Students who do not meet 7th grade STAAR Math state standards will be placed in Math 8 for their 8th grade year.**

What's Next? Algebra I EOC/Mathematics 8

COURSE DESCRIPTIONS – SEVENTH GRADE

SOCIAL STUDIES

Social Studies 7 (Texas History)

0721

Grade Placement: 7

Prerequisite: Social Studies 6

This course involves a detailed study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills as outlined in the TEKS, this course extends the study to include a more detailed look at content and an emphasis on the use and analysis of primary source documents.

What's Next? Social Studies 8 (US History)

SCIENCE

Science 7

0741

Grade Placement: 7

Prerequisite: Science 6

Seventh grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and using tools to collect, record, and analyze data. Topics of study include: physical and chemical properties; Newton's Law of Motion; the solar system; weathering and erosion; energy transformation; genetic traits; and how human activity impacts Earth's resources. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Worth the Wait" curriculum.

What's Next? Science 8

COURSE DESCRIPTIONS-EIGHTH GRADE

ENGLISH LANGUAGE ARTS

English Language Arts 8

0811

Grade Placement: 8

Prerequisite: English Language Arts 7

The 8th Grade English course lays the foundational strategies and skills that will bridge the transition from middle school to high school and help prepare students for the challenge and rigor of the high school PreAP/AP courses. Reading selections shall include a variety of genres including fiction, nonfiction, and poetry. Focus will be on vocabulary development and the understanding of literary elements including plot, character, theme setting, point of view, and author's tone, mood, and style. The course focuses on close reading, annotation skills, and critical thinking including literary and language analysis. Students will be expected to write in all modes with focus on basic skills for construction, analyzing, and synthesizing. Students will write expository, reflective, and persuasive pieces. The course expectation is to meet the diverse needs of all students that will help them become critical readers, writers, and thinkers.

What's next in high school? English I

English for Non-Native Speakers (ESL)

0812

Grade Placement: 8

Placement by Language Proficiency Assessment Committee (LPAC)

ESL courses are designed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language. Subject matter and concepts will be taught using second language methods to emphasize the mastery of the English language skills and the mastery of the STAAR.

What's next in high school? English I or ESL I

MATHEMATICS

Mathematics 8

0831

Grade Placement: 8

Prerequisite: Mathematics 7 - **For students not meeting 7th grade STAAR Math state standards**

Special emphasis is placed on pre-Algebra including linear relationships, tables, graphs, problem-solving, and an introduction to inequalities, systems and quadratic functions. Students will solve problems with the Pythagorean Theorem, irrational numbers and area when dealing with geometric concepts. Students compute fluently with both rational numbers and irrational numbers, and will be introduced to exponential growth and equivalent expressions. Students will also be instructed in the use of the graphing calculator.

What's next in high school? Algebra I EOC Pre-AP

Algebra I EOC Pre-AP

0400

Grade Placement: 8

(1 Credit)

Prerequisite: Mathematics 7

High school Algebra I will expand students' understanding of number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry; measurement; and probability and statistics. Students reason with expressions, equations, inequalities, and functions to model and solve problems in linear settings and to investigate nonlinear settings (exponential and quadratic) in order to further their understanding of linear and nonlinear settings. Special emphasis is placed on problem solving and application of skills and concepts. Students will also be instructed in the use of the graphing calculator. Students will be required to take the Algebra I End of Course (EOC) exam. This course will count as a high school math credit and will also count towards high school class rank and grade point average (GPA). Students taking a high school course in middle school may choose to re-take the course in high school. The high school course may replace the middle school course*.

*What's next in high school? Geometry, and/or Algebra II Pre-AP, Algebraic Reasoning, Algebra I**

COURSE DESCRIPTIONS – EIGHTH GRADE

SOCIAL STUDIES

Social Studies 8 (US History)

0821

Grade Placement: 8

Prerequisite: Social Studies 7

This course is a survey course from the beginning of America through the era of Reconstruction. Students will be introduced to the geographical, social, cultural, political, and economic influences that have shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The emphasis of the course is on developing critical thinking and analysis skills, study skills, and research skills through integration of strategies sanctioned by the College Board. In addition to covering the major aspects of the concepts, knowledge, and skills are outlined in the TEKS, this course extends the study to include a more detailed look at the content and an emphasis on the use and analysis of primary source documents.

What's next in high school? World Geography

SCIENCE

Science 8

0841

Grade Placement: 8

Prerequisite: Science 7

Eighth grade science is an integrated course of earth, life, and physical science concepts. Students will be engaged in numerous hands-on laboratory investigations which emphasize process skills such as experimental design and using tools to collect, record, and analyze data. Topics of study include: properties of matter and chemical reactions; the universe; genetics; properties of waves; the rock cycle; and how natural events and human activities can alter Earth systems. In addition, students will learn about safe behaviors, puberty, and the reproductive system through the "Worth the Wait" curriculum.

What's next in high school? Biology PreAP

COURSE DESCRIPTIONS – PHYSICAL EDUCATION

PHYSICAL EDUCATION AND EQUIVALENT COURSES

Physical Education: 6 Boys

0650

Grade Placement: 6

Prerequisite: none

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

What's Next? Physical Education 7 or Athletics

Physical Education: 6 Girls

0651

Grade Placement: 6

Prerequisite: none

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

What's Next? Physical Education 7 or Athletics

Pre-Athletics: 6 Girls

Grade Placement: 6

Prerequisite: none

Pre-Athletics is designed for students who plan to try-out for sports in 7th grade. Students choosing this course should expect a rigorous daily workout, learning specialized skills to promote competency and participation in middle school athletics. Athletic seasons will be observed in Pre-Athletics. For example, girls in Pre-Athletics will learn volleyball fundamentals during volleyball season, basketball skills during basketball season, etc.

What's Next? 7th Grade Athletics

Pre-Athletics: 6 Boys

Grade Placement: 6

Prerequisite: none

Pre-Athletics is designed for students who plan to try-out for sports in 7th grade. Students choosing this course should expect a rigorous daily workout, learning specialized skills to promote competency and participation in middle school athletics. Athletic seasons will be observed in Pre-Athletics. Boys in Pre-Athletics will learn football fundamentals during football season, basketball skills during basketball season, etc.

What's Next? 7th Grade Athletics

NBMS Blue Squad: Pre-Spirit for 6th Grade Boys and Girls

Prerequisite: none

Blue Squad promotes spirit and sportsmanship in all middle school activities at NBMS. This course develops students' understanding of basic cheer techniques, dance movement, and stunt building. Students also participate in game day activities such as sitting in the student section and supporting the athletic teams. This class is open to all interested incoming 6th graders. In addition, 7th and 8th grade students who do not make the cheer or dance team should enroll in this course. Student skill sets will be assessed and personal interest in particular dance, cheer, and/or other spirit building techniques will be used to instruct students accordingly. The student pays costs incurred from this course. This course will count toward one year of the middle school PE requirement. **This class is available at NBMS only.**

What's Next? Try-outs for spirit teams!

COURSE DESCRIPTIONS – PHYSICAL EDUCATION

PHYSICAL EDUCATION AND EQUIVALENT COURSES

Physical Education 7/8 Boys

0750

Grade Placement: 7, 8

Prerequisite: none

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

MS students are required to have at least 2 years of P.E.

Physical Education 7/8 Girls

0751

Grade Placement: 7, 8

Prerequisite: none

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

MS students are required to have at least 2 years of P.E

Athletics All Year (Boys)

0754, 0854

Grade Placement: 7, 8

Prerequisite: none

This athletic period is offered to those students who are playing football and are trying out for basketball and track. Team selection for basketball is by tryouts and coaching staff approval. Students must have a strong work ethic and limited absences. Students must then pass all classes each six weeks to remain eligible for participation. Students who are selected for athletic teams must show proof of insurance and pass a physical exam that will be good for two years.

Athletics All Year (Girls)

0755, 0855

Grade Placement: 7, 8

This athletic period is offered to those students who are trying out for volleyball, basketball and track. Team selection for individual sports is by tryouts and coaching staff approval. Students must have a strong work ethic and limited absences. Students must then pass all classes each six weeks to remain eligible for participation. Students who are selected for athletic teams must show proof of insurance and pass a physical exam that will be good for two years.

COURSE DESCRIPTIONS – PHYSICAL EDUCATION

PHYSICAL EDUCATION AND EQUIVALENT COURSES

Cheerleading/ Satisfies the PE* 0757, 0857 Grade Placement: 7, 8

Requirement

Prerequisite: Tryouts

Cheerleaders promote spirit and sportsmanship in all middle school activities. This course develops students' understanding of cheer techniques, stunt building, and dance movement. Students also participate in intense physical conditioning. The student pays costs incurred from this course. Students must try out in front of trained judges for a position on the squad. Students will earn 1.0 Physical Education credit after successfully completing this course. **Students who tryout and are chosen for the cheerleading class will be placed in the cheerleading course. 7th graders should pre-register for the alternative physical education of their choice in the event that they do not make the squad.**

NBMS Stardusters Drill Team/Satisfies PE* 0756 Grade Placement: 7 & 8

Requirement

Prerequisite: Dance or instructor approval

This course is designed for the student interested in preparing for the high school drill team & color guard. The basic skills needed for Stardusters tryouts will be introduced and several opportunities will be presented to perform the routines learned in class. Students who have not taken Dance must complete an informal audition with the instructor prior to the end of the registration period to enroll. Parent meeting is required. Class size will be limited. **This course is offered at NBMS only.**

Oak Run Blaze Drill Team/Satisfies PE* 0756 Grade Placement: 8

Requirement

Prerequisite: Instructor approval

This course is designed for the student interested in preparing for the high school drill team & color guard. The basic skills needed for Blaze tryouts will be introduced and several opportunities will be presented to perform the routines learned in class. Students who have not taken Dance must complete an informal audition with the instructor prior to the end of the registration period to enroll. Parent meeting is required. Class size will be limited. **This course is offered at Oak Run only.**

NBMS Blue Squad: Pre-Spirit

Prerequisite: None

Please note that this course is available for 7th & 8th grade boys and girls who did not make spirit teams and would like to try out in the future. Please see full course description on page 17. **This course is offered at NBMS only.**

Dance/Satisfies the PE Requirement* 0758 Grade Placement: 7,8

Prerequisite: none

In this P.E. elective, different facets of the world of dance will be explored. Along with experiencing the physical activity of dance, students will also learn about choreography, how fitness relates to dance and the cultural aspects of dance. Students will also gain a broader understanding of dance through video presentations and by working on group projects. **This course is offered at both NBMS and Oak Run.**

*If teacher is PE certified

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES – FOREIGN LANGUAGE

Please note that all Spanish classes for high school credit are taught only at the Pre-AP level, preparing students to take advanced Spanish coursework in high school. Students who take Spanish I at the 9th Grade Center or NBHS may take Spanish at the Pre-AP level but will also have an academic level option.

Intro to Spanish

0900

Grade Placement: 6-8

MS credit only

Prerequisite: None

This course is an introduction to the nature of the Spanish language and is designed to evaluate and understand a Language Other Than English (LOTE) that exists in the world. This course is intended to evaluate the five C's of a foreign language: Communication, Cultures, Connections, Comparisons, and Communities. After completion of the course, students will be able to listen, read, and write the basic formation of Spanish through the use of vocabulary, basic grammar, and syntax. In addition, students will be able to broaden their horizons by learning about a new language, its cultures, history, and art. This course is highly recommended, but not required, for students who plan to take Spanish I Pre-AP in 7th or 8th grade.

What's Next? Spanish I Pre-AP

Spanish I Pre-AP Dual Language (DL)

0418DL

Grade Placement: 6

(1 HS Credit)

Prerequisite: Spanish Proficiency Exam required for incoming 6th graders.

This challenging year long course is taught at the high school level and is differentiated to meet the needs of fluent Spanish speakers, both native speakers and dual-language learners.

The emphasis will be placed on higher-level critical thinking and the development of accuracy in reading, writing, and speaking. Students will earn 1.0 foreign language high school credit upon successful completion of this course. Therefore, it is a rigorous, high school level course.

What's Next? Spanish II Pre-AP DL

Spanish I Pre-AP

0419

Grade Placement: 7-8

(1 HS Credit)

Prerequisite: Open enrollment for 7th and 8th graders, Intro to Spanish is recommended but not required.

This challenging year long course is taught at the high school level and may be differentiated to meet the needs of fluent Spanish speakers and beginners.

This course lays the foundational strategies and skills that help prepare students for the challenge and rigor of Spanish II Pre-AP. The course is designed for the committed student who desires to integrate the Spanish language into his or her personal and professional goals. The major elements of reading, writing, listening, and speaking are taught, including an integration of the cultural aspects of Spanish-speaking countries. Students are expected to be highly motivated to work during and after class hours.

Students will earn 1.0 foreign language high school credit upon successful completion of this course. Therefore, it is a rigorous, high school level course.

What's Next? Spanish II Pre-AP

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES – FOREIGN LANGUAGE

Spanish II Pre-AP /Spanish II Pre-AP Dual Language (DL) 0429/0428DL Grade Placement: 7-8 (1 HS Credit)

Prerequisite: Spanish I Pre-AP/Spanish I Pre-AP DL

Spanish II Pre-AP is specifically designed for the committed language student who desires to integrate the Spanish language in his professional and personal goals. Students will develop the basic communication skills thoroughly, specifically, and accurately. Students will be responsible for doing much of the necessary drill and practice outside of school so the class time can be used for more creative and interactive listening, speaking, reading, and writing activities. The cultural focus will be on the customs of countries where Spanish is spoken. Students are expected to be highly motivated to work during and after class hours. Students will earn 1.0 high school foreign language credit upon completion of this course. Therefore, it is a rigorous high school level course.

What's next? Spanish III Pre-AP/Spanish III Pre-AP DL

Spanish III Pre-AP Dual Language (DL) 0438 Grade Placement: 8 (1 HS Credit)

Prerequisite: Spanish II Pre-AP DL

Spanish III Pre-AP is specifically designed for the committed language student who desires to integrate the Spanish language in his professional and personal goals. Spanish III Pre-AP is for students who have mastered the fundamentals of the language and are now ready to apply their ability in a wide variety of subject matter. That is, students enrolled in this course will apply the skills of comprehension in both listening and reading activities. Students will also utilize their knowledge of the language in conversation and writing activities on selected topics. Because the cultures of the countries in which the language is spoken contribute to its history and development, their study will also be a major focal point. The presentation of basic grammar is completed and refined in Spanish III Pre-AP. This course prepares students for college-level instruction in Spanish. Students are expected to be highly motivated to work during and after class hours. Students will earn 1.0 high school foreign language credit upon completion of this course. Therefore, it is a rigorous high school level course.

What's next? Spanish IV AP

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES – FINE ARTS

- Art I** 0911 Grade Placement: 6-8
Prerequisite: none
Through various art media, students learn the language of art and express themselves through the elements and the principles of design. Activities include drawing, shading, weaving, pastels, painting, and mask making.
- Art II** 0912 Grade Placement: 7, 8
Prerequisite: Art I
Art II is a continuation of Art I. Students build on knowledge and skills learned in Art I. More advanced techniques are introduced and utilized. Activities include mosaics, watercolor, sculpture, etc.
- Art III** 0913 Grade Placement: 8
Prerequisite: Art II
Art III is a continuation of Art II. The teacher develops independence in the student by honing art skills. Activities include oil painting, airbrushing, claymation, and an art field trip.
- Beginner Band** 0960 Grade Placement: 6, 7
Prerequisite: None
No prior instrumental musical training is required as a prerequisite to begin in the band program. Beginner Band is devoted to the fundamentals of music. Classes are grouped by instrument. Personal interviews will be conducted with parents and students in order to select an appropriate instrument for the student. Interviews are held in the spring before the new school year. Parents/Students are required to purchase beginner instruments with the exception of the larger school owned instruments. Please do not purchase an instrument until you have a conference with the band director. Students will need the recommended instrument and/or supplies by the end of the third week of school in order to participate in the band program. Although beginner band is available to 7th graders, band directors highly recommend that beginner band be taken in grade 6.
- Band** 0961 Grade Placement: 7, 8
Prerequisite: Beginner Band
This class is for students who play a musical instrument. Students will be assigned to appropriate bands based on tryouts and teacher recommendation. Students have the opportunity to participate in large and small ensembles, as well as to perform solos, if they desire. Band concerts are scheduled throughout the year to give the students an opportunity to perform for the public. There is further opportunity for UIL competitions. In order for students to be in band, they must have participated in band the previous year.
- Choir** 0970 Grade Placement: 6
Prerequisite: none
Beginning choir is for 6th grade students who have no prior choral experience. This choir is for those who have a desire to sing and to learn more about music.
- Advanced Choir*** 0972 Grade Placement: 7-8
Prerequisite: beginning choir, audition with director
This choir is made of 7th and 8th grade students who have earned their place in the ensemble by audition or director invitation only. These choir members must possess a working knowledge of music, sight reading skills, and ensemble singing experience. This group must be highly motivated to perform at the highest level in all areas.

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES – FINE ARTS

Theater Arts I

0901

Grade Placement: 6-8

Prerequisite: none

This is a full year course where students learn audience etiquette, basic stage movement, acting concepts, play writing and basic technical aspects for production. Students will also participate in performance and production of a play, pantomime and story-telling. Student will learn building and the ability to access and show case their individual talents.

Theater Arts II

Prerequisite: Theater Arts I

0902

Grade Placement: 7, 8

This is a full year course where students work together in an ensemble setting toward production and performance. There will be significant memorization and acting required in this course. In the past students have had the opportunity to tour at least one of their plays. In addition they will cover stage movement, stage combat, reader's theater, Bunraku puppetry, set design, and costume design.

Theater Arts III

0903

Grade Placement: 8

Prerequisite: Theater Arts II

This course is a continuation of Theater II. Emphasis will be placed on established dramatic techniques to enhance performance, including developing stage management and the technical aspects of theater and the historical development of theater.

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES - TECHNOLOGY

Computer Literacy

0944

Grade Placement: 6-8

Prerequisite: none

In this computer course students extend and continue developing computer skills. This class focuses on computer related terminology, basic computer operation and troubleshooting, keyboarding, word processing, databases, spreadsheets, and presentation software. Appropriate Internet use will be a continuing theme in lessons involving online communications (email, blogs, message boards) and Internet searching. Aspects of Internet safety and ethics will be emphasized. There will also be an introduction to creating web pages, animation, photo editing and digital video and audio.

Investigating Careers

0953

Grade Placement: 7, 8

Prerequisite: none

Course description: Career and Technical Education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success. The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Digital Design & Media Production

0405

Grade Placement: 7, 8

(1 Credit)

Prerequisite: none/students should be familiar with a keyboard before signing up for this course

Digital Design & Media Production is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed and electronic publications. Students will incorporate journalistic principles in design and layout of publications including integration of text and graphics and use sophisticated hardware and software to develop and create quality materials for business related tasks. Students will incorporate the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principals are used to analyze and organize information, set up a design structure, and produce special visual expressions. Instructional; strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem solving and critical thinking activities, simulations, and project-based learning activities.

Successful completion of this course will earn students 1.0 Tech Applications high school credit. Students should expect the rigor of a high school level course.

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES - JOURNALISM

Beginning Journalism

0927

Grade Placement: 6-8

Prerequisite: none

The purpose of this course is to introduce students to the writing and production skills related to various forms of media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students will examine and analyze a variety of broadcast news productions.

Media Journalism

0929

Grade Placement 7, 8

Prerequisite: Beginning Journalism

This course will introduce students to technical and non-technical skills of broadcasting and news media. Students practice managerial skills in journalistic contexts. Students write, edit, and produce school and local news. Students will also be responsible for the script writing, directing, and hands-on camera and studio skills such as sound and editing for the live morning announcements. Students will be responsible for producing the live Morning News and maintaining the online newspaper, the Unicorn Express at Oak Run and The NBMS Herald.

Yearbook Journalism

0942

Grade Placement: 8

Prerequisite: See note below

The purpose of this course is to further refine writing and production skills related to yearbook journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts in the development of the campus yearbook. ***This course is available at both NBMS and Oak Run.***

Students who want to take Yearbook in 8th grade should take Beginning Journalism in either 6th or 7th grade.

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES - OTHER

Communication Applications (Speech) 0404 Grade Placement: 8 (.5 HS Credit)

High School Credit

Prerequisite: none

This is the only course that meets the $\frac{1}{2}$ credit speech requirement for high school graduation. Students will examine the communication process, interpersonal communication, group communication, and public speaking. Students will identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and service component to this course. Students will be required to give oral presentations. **Students will receive .5 high school credit and should expect the rigor and challenge of a high school level course.**

Health/High School Credit 0406 Grade Placement: 8 (.5 HS credit)

Prerequisite: none

This course in health education is required of all students in high school. In Health, students develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships. Students will receive .5 high school credit and should expect the rigor of a high school level course.

Problem-Based Inquiry 0939 Grade Placement: 6-8

Prerequisite: advanced learners

Problem-Based Inquiry is geared toward the gifted and advanced learner. The multi-disciplinary course prepares students for challenging situations with undefined problems, incomplete information, and unasked questions. Units of study will present significant subject matter content in a variety of academic arenas such as math, science, history, arts, and language. Each unit will allow students to develop creative and unique ideas for solving problems using a variety of research skills. This course will prepare students for group content area research projects in 7th grade and for the Texas Performance Based Project in 8th grade.

Recreational Reading 0928 Grade Placement: 6 - 8

Prerequisite: none

This elective class is designed for students who are interested in reading for fun. Students will be provided with a wide range of opportunities to select books from a variety of genres and participate in common interest book studies and discussions. This book club environment is designed to nurture a lifelong love of reading for pleasure and information.

COURSE DESCRIPTIONS – ELECTIVES

ELECTIVES - OTHER

Teen Leadership

0469

Grade Placement: 7, 8 (1 HS Credit)

This course is an activity and discussion based course designed to build responsibility and leadership skills. Course activities will assist students in developing public speaking and communication skills, and decision-making, goal-setting. This course is intended for students of all backgrounds and abilities and would be especially helpful for students who are interested in seeking leadership positions in middle school and school. **Successful completion of this course will earn 1.0 high school elective credit. Students should expect the rigor of a high school level course.**

Reading and Math Intervention

0904/0905

Grade Placement: 6-8

Prerequisite: Students will be placed by school staff based on demonstrated academic need.

This course is designed for those students who need additional academic support services in reading and math. Students who score below the designated standard on their grade level STAAR in the 2011-2012 school year may be assigned to an intervention course which will focus on their particular academic needs based on district benchmark results, STAAR and other relevant data.

New Braunfels Independent School District offers career and technology education programs in business, health careers, agriculture, law enforcement, automotive technology, engineering/manufacturing graphics, and consumer science education. Admission to these programs is based on interest and aptitude, age appropriateness and class space available.

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

The New Braunfels Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technology programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Kathy Kenney at the Education Center, 430 W. Mill Street, 830/643-5700.

El Distrito Escolar Independiente De New Braunfels ofrece programas vocacionales en Educación Tecnológica y de Carrera. La admision a estos programas se basa en interes y aptitud, edad apropiada y disponibilidad de espacio en clase.

Es norma de el Distrito Escolar Independiente De New Braunfels de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educacion, de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Distrito Escolar Independiente De New Braunfels tomara las medidas necesarias para asegurar que la falta de habilidad en el uso de la lengua ingles no sea un obstaculo para la admision y participacion en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese acerca sus derechos o procedimientos para quejas, comuníquese con el Coordinador de el Título IX, nombre Kathy Kenney en direccion Centro Educativo, 430 W. Mill Street, número de telefono 830/643-5700.