

MIDDLE SCHOOL GRADES 6-8

2020-2021

COURSE CATALOG

PLANO INDEPENDENT SCHOOL DISTRICT



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The Plano ISD website address for the Course Catalog is as follows: <https://www.pisd.edu/coursecatalogs>. The website contains the current year, including any revisions after printing, as well as previous years for student / parent reference.

It is the policy of Plano ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Plano ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. Plano ISD will take steps to ensure cost will not prevent access to programs.





TEAMWORK FOR EXCELLENCE

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# PLANO

Independent School District

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Plano Independent School District offers a strong foundation for a lifetime of learning, providing opportunities for all students to experience success beyond graduation. Working together with their parents and schools, students can make informed decisions concerning programs and course selections during their secondary school years.

This middle school course catalog is designed to explain the basic requirements for successful steps from sixth through eighth grades and to prepare for a smooth transition into the high/senior high school program.

Plano ISD students are encouraged to begin early discussions with their parents, teachers and counselors about the possibility of applying to attend one of the district's three academy programs that serve high school students. At the secondary level, the Academy Programs of Plano comprise the Plano ISD Academy High School, the International Baccalaureate World School at Plano East Senior High and the Plano ISD Health Sciences Academy. Visit [www.pisd.edu/academies](http://www.pisd.edu/academies) for more information.

Counselors will meet with students and their parents to help them develop the appropriate educational plans from their middle school through high/senior high school experience and the possibility of applying to attend one of the academies.

Parents and students are encouraged to use the information in this catalog and the resources provided by school counselors in planning for future goals and program choices.





The Plano Independent School District Course Catalog lists the courses that our middle schools and high schools generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

The Course Catalog provides a Table of Contents to assist in locating specific areas of information. The first section of the guide contains 6-8 grade curriculum requirements. The second section provides the specific description of courses by department. Descriptions, prerequisite, grade levels, and credits are listed for each course.

In addition to this basic district curriculum guide, each middle school offers elective courses to the population it serves.

The Course Catalog is also available online. The Plano ISD web site address for the Course Catalog is as follows: <https://www.pisd.edu/coursecatalogs>



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## Grade Point Average (GPA) Chart

Plano ISD  
043910

EIC  
(Local)

Academic Achievement:  
Class Ranking

Grade points for **grades 9 – 12** shall be assigned according to the chart below:

Numerical Grade	Distinguished*	Honors*	Regular	Modified	Applied / Fundamental / Basic / Developmental
97 and above	5.0	4.5	4.0	3.5	2.5
93–96	4.8	4.3	3.8	3.3	2.3
90–92	4.6	4.1	3.6	3.1	2.1
87–89	4.4	3.9	3.4	2.9	1.9
83–86	4.2	3.7	3.2	2.7	1.7
80–82	4.0	3.5	3.0	2.5	1.5
77–79	3.8	3.3	2.8	2.3	1.3
73–76	3.6	3.1	2.6	2.1	1.1
71–72	3.4	2.9	2.4	1.9	1.0
70	3.0	2.5	2.0	1.5	1.0
Below 70	0	0	0	0	0

\* EIC (EXHIBIT) for identified courses and grade points.

## **College, Career, and Military Readiness Preparation Timeline**

<b><u>Grades</u></b>	<b><u>Goals and Objectives</u></b>
Grades 6 – 7	Begin to investigate college/career goals and objectives.
Grade 8	Continue to investigate college, career, and military information in order to choose an endorsement pathway in high school. Become aware of the high school graduation plans and available endorsements. Attend an academic conference with parent/s and a middle school counselor in order to create a four-year high school plan and select 9 <sup>th</sup> grade courses. Attend campus meetings regarding academic planning.
Grade 9	Review career goals, objectives, and possible industry based certifications, while continuing to research colleges and careers of interest. Review academic four-year plan and begin building a high school transcript. Attend meetings on your campus regarding post-secondary planning and college admission.
Grade 10	Review career goals, objectives, and possible industry based certifications, while continuing to research colleges and careers of interest. Review academic four-year plan. Participate in an individual academic conference with parent/s and a high school counselor to determine 11 <sup>th</sup> grade courses. Begin researching scholarships and financial aid. Attend meetings on your campus regarding post-secondary planning and college admission. Take the PSAT™ 10 in October. Find free test review materials at <a href="https://www.khanacademy.org">https://www.khanacademy.org</a>
Grade 11	Review academic plans and narrow college and career choices. Participate in an individual academic conference with parent/s and a senior high school counselor to determine 12 <sup>th</sup> grade courses and to discuss post-graduation plans. Attend College Nights in September. Take the PSAT/NMSQT® in October (National Merit Scholarship Qualifying Test). Participate in the SAT® School Day offered at the senior high schools during the spring semester. The ACT® is also available to take in the spring. Find free test review materials at <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> Explore scholarship opportunities. For those interested in military service take the ASVAB test.
Grade 12	Review post-secondary options. Confer with counselor in early fall as needed. Attend College Nights in September. Take the SAT® and/or ACT® in early fall if needed. Attend financial aid programs and begin the financial aid process in October. For those interested in military service take the ASVAB test. Be mindful of deadlines for college admission applications, housing applications and university scholarship applications. Submit scholarship applications throughout the school year.

NAVIANCE STUDENT: A web-based tool, *Naviance* provides students and parents with up to date information on college and career opportunities. All students receive an access code and complete assigned tasks in each grade 6 – 12. *Naviance* provides extensive college and career search tools and assessments, a resume builder, goal setting tools and a course planner. Through their *Naviance Student* account, students may develop and maintain a four-year high school plan, request letters of recommendation, manage college applications, access scholarship information, and complete tasks that will enhance the college, career, and military preparation experience.

Other websites:

[www.collegeforalltexans.com](http://www.collegeforalltexans.com)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.act.org](http://www.act.org)

[www.collegeboard.org](http://www.collegeboard.org)

<https://www.todaymilitary.com/how-to-join/asvab-test>

[www.ncaa.org](http://www.ncaa.org)

## ***Middle School Program***

### **Textbooks and Chromebooks**

Each student is responsible for his/her textbooks and/or Chromebook issued by their school. If textbooks and/or Chromebooks are lost or damaged during the school year, the student is responsible for those fees.

### **Courses**

#### **Acceleration**

At the middle school level, students may request to take examinations for acceleration in academic subjects. Please see the counselor for more information.

#### **Advanced Placement Program**

The Advanced Placement (AP) Program of the College Board enables students to complete college-level studies at Plano East Senior High, Plano Senior High and Plano West Senior High Schools. A limited number of Advanced Placement courses may be offered in 8<sup>th</sup> grade and on the Grade 9-10 campuses. This "academic bridge" helps smooth the transition from high school to college. The primary goals of the AP Program are to enrich the secondary school experience of students ready to apply themselves to college-level courses and to provide the means by which colleges may grant credit or placement, or both, to students with satisfactory AP test scores. For more information on the Advanced Placement Program please visit their website at: <https://apstudent.collegeboard.org/exploreap/what-it-takes/student-voices>.

#### **Elective Courses**

In addition to these required courses, students may choose other courses to complete their schedules. The number of elective courses that students may choose varies from year to year.

### **Fine Arts**

#### ***Music***

Music curriculum at the middle school level consists of music literacy, creative expression, historical and cultural relevance, and critical evaluation and response. Students will apply their skills to perform, read, write, and create music while developing criteria for making critical judgments and informed choices through analyzing, evaluating, and responding. Areas of focus will include production of characteristic sound, rhythmic and melodic accuracy, attention to expressive music making, and technical development demonstrated through public performance. No previous musical experience is necessary.

Sixth grade students must select beginning band, choir, or orchestra to fulfill the state Fine Arts requirement. Sixth grade band and orchestra classes are scheduled mostly in like-instrument groupings. Instruments included in beginning band are flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, and percussion. Instruments included in orchestra are violin, viola, cello, and string bass. Sixth grade students may participate in competitive music events at the end of the school year. **Limited outside of school rehearsals and performances will be required.**

Seventh and eighth grade students must perform an audition for placement/admittance into music ensembles. Students will perform concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. Some activities at this level are considered extra-curricular. Students must maintain a 70 in all subjects in order to participate in competitions and other extra-curricular components of the music program. **Student attendance at rehearsals and performances outside of school will be required.**

#### ***Theater Arts***

Students may elect to participate in seventh and eighth grade Theater Arts. Students may be expected to participate in outside of school rehearsals and performances. Some activities at the seventh and eighth grade levels are considered extra-curricular. Students must maintain a 70 in all subjects in order to participate in competitions and other extra-curricular components of the music program. Attendance at outside of school curricular rehearsals and performances will be expected in order to meet performance requirements outlined by state course objectives.

### ***Visual Art***

Students may elect to participate in seventh and eighth grade Visual Arts. Middle school art courses, are taught in a sequence beginning with Art 1: Introduction to Art, then Art 2: 2D and Art 2: 3D in which students must take at least one of the Art 2 courses, in order to complete the sequence with Art 3: Advanced Art. Students taking any level of art may have the opportunity to participate in local exhibitions and contests. Students taking Art 3: Advanced Art will participate in the Junior Visual Arts Scholastic Event.

### **Honors Courses**

A differentiated honors curriculum includes a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. In the middle school program, these courses are offered in English, mathematics and science. Please contact the school counselor for additional information.

### **Middle School Courses for High School Credit**

Students enrolled in a middle school course for high school credit (see courses listed below) will stay enrolled for the completion of the course except when they are failing or experiencing only marginal success (see EI Exhibit). A parent letter describing the specific requirements for each course shall be distributed at the beginning of each course.

#### ***Fundamentals of Computer Science***

This one-semester course provides a foundation for a strong coding and computer science experience. This course is the first of many in the Programming and Software Development and the Cybersecurity Programs of Study.

#### ***Gateway to Technology – Design & Modeling/Automation & Robotics (PLTW)***

This course is the first of many in the PLTW engineering course series. Students who complete this course will receive high school credit and grade points, which will be reflected on the student's high school transcript.

#### ***Health I***

The high school accredited course includes instruction in wellness, mental health, substance abuse, diseases, and interpersonal relationships including human sexuality. The grade for the completed semester course will be recorded on the student's high school transcript and used to determine grade points and class rank. Successful completion of this course will satisfy the Health requirement for graduation.

#### ***Languages Other Than English (LOTE)***

Students who successfully complete TWO years of the same middle school LOTE course will earn one high school credit. The credit will count toward graduation. The course and grade will be recorded on the student's academic achievement record (transcript). Grade points will be counted toward rank in class. The course of study satisfies one of the two credits of the language requirement to meet the SBOE (State Board of Education) curriculum requirements of the Foundation High School program. It also serves as the prerequisite for Spanish II or French II at the high school level.

#### ***Mathematics***

In middle school mathematics, students progress through the state and district learning goals for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math. This trajectory typically corresponds with the grade level the student is in. Students who meet the district's honors profile have an opportunity to accelerate through these learning goals in order to take high school math courses during middle school. The honors sequence allows students to complete 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math standards by the end of 7<sup>th</sup> grade so that students may enroll in Algebra 1 Honors as an 8<sup>th</sup> grader. Algebra 1 Honors is offered on every middle school campus. Middle school students who have successfully completed Algebra 1 Honors may continue along the course progression. Geometry classes are offered on some middle school campuses, depending on student enrollment. Students whose campus does not offer geometry may take the course as a zero-hour class at Vines Academy. Middle school students enrolled in high school math courses must earn a grade of 70 or higher each semester in order for credit to be awarded. The grade for each completed semester

will be recorded on the student's high school transcript and used to determine grade points and class rank.

### **Required Courses**

These courses are required to fulfill local and state educational requirements. A course may or may not have a prerequisite. A prerequisite is a course that must be taken prior to the course under consideration.

### **Programs**

#### **Athletic Program**

Students may schedule athletics instead of physical education. In the sixth grade, students take regular physical education classes, as there is no competitive athletic program. In the seventh and eighth grades, volleyball, football, basketball, track, and cross country contests will be scheduled with schools inside and outside the district.

Students may try out for volleyball and basketball in the early fall. Football, track, and cross country are open to all students who meet the criteria. Students participating in athletics must maintain a 70 in all subjects and must pass the physical examination required by University Interscholastic League (UIL). Students interested in athletics should contact the head coach at the individual school campus to obtain the necessary forms.

#### **AVID Program**<sup>®</sup> (Advancement Via Individual Determination)

The AVID course is designed to prepare students for success in postsecondary education. AVID 7 and AVID 8 provide support and skill development in areas specifically aligned with success in rigorous courses in the content areas. A recommendation, application and interview are required. Students must be accepted into the AVID program.

#### **Cheerleading Program**

The cheerleading program is open to any eighth grade student who desires to participate in the program. Interested students should contact the individual school campus cheerleading sponsor. Signups and packets are usually given out in the spring semester of the student's seventh grade year. A three-day middle school cheerleading camp is scheduled the summer before their eighth grade year, usually the end of July or the first of August. Professional cheerleaders from the national cheerleading associations staff the camp.

#### **Coordinated School Health Program**

Middle School students receive instruction in Plano ISD's Coordinated School Health Program, which is incorporated into the physical education classes. This program is a systematic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

#### **English as a Second Language (ESL)**

ESL classes, which focus on intensive development of listening, speaking, reading, and writing skills in English, are offered to English Language learners at all secondary campuses. Placement into courses are commensurate to student's English Language proficiency level. The ESL program shall be an integral part of the regular educational program and students who participate in the ESL program are also eligible to participate in all other courses upon meeting each course requirement. State-adopted English as a second language instructional materials and supplementary materials are used as curriculum tools. This program is aligned with the district's general education literacy program.

#### **Gifted and Talented Program**

Gifted program services are provided for students formally identified for the gifted program. Participation in the program is based on a referral and assessment process indicating a need for services. Middle school PACE (Plano's Academic and Creative Education) students are served through their PACE history classes. Collaboration, independent work, presentations and research projects are important components of all PACE classes. In high school, course offerings include Humanities I and II. At the senior high school level,

services are provided for gifted students through the American Studies and the American Principles courses. Gifted needs are also met in Advanced Placement® and International Baccalaureate® courses.

### **Math Rocks Program**

The Math Rocks program seeks to identify and serve mathematically high performing students in grades 3 – 8. No referral process is needed. Students qualify based on the district-administered MAP assessments that are given to all students. Students who qualify are invited to participate through an invitation extended through the Academic Services department. The Math Rocks class takes the place of the student's math class, and extends learning using rich tasks based on classic mathematical topics that require thinking far beyond their grade level. Students in Math Rocks experience a unique progression of learning that encompasses all of the middle school math standards by the end of 6<sup>th</sup> grade, progresses to Honors Algebra 1 in 7<sup>th</sup> grade, and caps with Honors Geometry in 8<sup>th</sup> grade. Each course also includes enrichment and extension topics specific to the Math Rocks curriculum. The last opportunity for students to qualify for the program is going into 6<sup>th</sup> grade. Invitations to participate in the program are delivered to students at their elementary campus in the spring semester of 5<sup>th</sup> grade.

**Off-Campus PE** – The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop high-level capabilities and to allow those students to be involved in a program that provides training exceeding that offered in the school district. The student is taking this course for physical education credit and he/she may not be enrolled in athletics while participating in the Off-Campus Physical Education Program. A maximum of 4 credits can be earned towards state high school graduation requirements. A student interested in this program should contact his/her school counselor for the application, guidelines, and enrollment dates concerning off-campus physical education.

Off-campus physical education currently considers the following activities: **archery, art skating, badminton, dance, equestrian, fencing, gymnastics, ice hockey, ice skating, lacrosse, martial arts, golf\*, rock climbing, rowing, squash, swimming, tennis, track cycling and table tennis**. There is a fee for participation in the off-campus physical education program. The student must participate in his/her activity, **under professional supervision, a minimum of 10 hours each week for Category 2 (cannot leave campus) or a minimum of 15 hours for Category 1 (can leave campus one class period early) at one approved agency**. The student must participate in the sport at least **a minimum of four (4) days during the week (Monday through Friday) plus one (1) additional day** that may fall on either the weekend or during the week for a total of five (5) days per week. \*Please contact program coordinator for information.

### **Physical Education Program**

Students are required to complete 4 semesters of physical education during their middle school grades 6 through 8. The Physical Education Program is designed to provide appropriate instruction in health, wellness, fitness and skill development to enhance the physical, mental, and social/emotional development of every student. Every student has the opportunity to explore a variety of fun and challenging activities each semester engaging in an active lifestyle.

Activities such as, rock climbing, bowling, tennis, soccer, basketball, golf, archery, and Exergaming are just a few activities delivered during developmentally appropriate lessons. A variety of technological tools will be used during physical education class time to assist the student's education about their personal intensity of exercise and assist with personal fitness goal setting. Students enrolled in physical education could experience activity levels of moderate to high intensity.

### **Physical Fitness Assessment**

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

### **Special Education Services Program**

Special education services are provided for each student who meets eligibility requirements. Consideration of a student's eligibility for special education services is initiated by a referral to the Campus Monitoring and Intervention Team, which may be requested by parents, school personnel or outside agencies. Parental consent is required prior to assessment, and again, prior to placement in special education.

Components of the special education process include:

- Determining whether a student meets special education eligibility through formal assessment, data collection and determination of educational need
- Preparing an Individualized Education Program (IEP) for each student based on needs, if eligibility is determined.
- Implementing the IEP in the least restrictive environment
- Annually evaluating the student's progress and developing the IEP to address the student's needs

Special Education services are provided under state and federal guidelines. Special Education offers specially designed instruction and a full continuum of services to meet a variety of student needs. Programs range from fully self-contained learning environments to support in general education classrooms. A student's graduation plan, developed by the ARD/IEP Committee, determines how the student will meet credit and curriculum requirements of the state and district for graduation.

### **Promotion and Retention**

#### **Requirements – Grades 6-8**

**In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science and social studies.**

Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted. The parent or guardian of each student who has not successfully completed a course shall be notified by the campus as soon as possible of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses.

Campus assignment shall be at the discretion of the District in the event that the student passes some, but not all, courses in the eighth grade.

#### **Requirements - Special Education**

A student receiving special education services shall be promoted and shall graduate according to the criteria stated in his/her Individual Education Program and by the decision of the ARD/IEP committee.



**Student Success Initiative**

There are additional grade advancement requirements for 8th grade students under the Texas Student Success Initiative (SSI), which was passed by the 76th Texas Legislature in 1999. The purpose of this initiative is to ensure that every student achieves academic success in reading and math and shows sufficient understanding of the knowledge and skills taught at the grade level.

## ***Admission to and Exit from Gifted and Talented Program***

- I. Plano Independent School District offers educational opportunities for gifted and talented students in the four core areas. Plano's Academic and Creative Education (PACE) program serves grades 6 – 8 in the PACE History courses. Students enrolled in grades 9-10 receive services through the Humanities class, with additional services offered through Advanced Placement courses. Students enrolled in grades 11 – 12 receive services through the American Studies course, with additional services offered through Advanced Placement and International Baccalaureate courses.
- II. Procedure for Admission

All students new to PISD must follow the referral and assessment process to determine the need for gifted services. PACE students who transfer within the district automatically continue program placement.

  - A. The referral form (available at school or online using the following link: <https://www.pisd.edu/Page/451>) is completed prior to the designated deadline. A student, parent, teacher, counselor, administrator or other professionals may make referrals.
  - B. Screening data is collected. Data may include the following:
    1. Ability test scores
    2. Achievement test scores
    3. Teacher recommendation
    4. Writing sample
    5. Additional parent information
    6. Grades
    7. Student portfolio
    8. Interview
  - C. Placement committee meets.
  - D. Parent(s) of placed students give written permission for program participation.
- III. Procedure for Exit
  - A. Student progress is review and documented.
  - B. Conference(s) with student, parent(s) and professional are held.
  - C. The PACE Exit Form is completed and signed.
  - D. The campus placement committee meets.

## ***Admission to Middle School Advanced Placement Spanish Program*** (Not offered on all middle school campuses)

- A. Successful achievement on the 6<sup>th</sup> grade entry-level diagnostic exam.
- B. Students entering Plano ISD after 6<sup>th</sup> grade must take the entry-level diagnostic exam before placement in Spanish III Honors.
- C. Students entering Plano ISD after the 7<sup>th</sup> grade must pass the Spanish III Honors exam before placement in AP Spanish IV.

## ***Vines Academy***

French 1 and Geometry Honors are offered at Vines Academy to middle school students when those courses are not offered on a student's home campus. Classes begin at 7:45 a.m., starting on the first day of the school year. No transportation is provided to Vines though district buses are available to transport students from Vines back to their home middle school campus in time for 2nd period. Contact the counselor's office at your campus for more information.

## ***Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services***

- I. Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services
- A. For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.
- B. If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.
- II. Special Education Referrals:
- A. If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.
- B. Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district to respond within the 15-school-day timeline.
- C. If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.
- D. There is an exception to the 45-school-day timeline. If a district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.
- E. Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.
- F. Additional information regarding special education is available from the district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.
- G. Contact Person for Special Education Referrals:
1. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
    - a. Contact Person: Campus Principal or Child Find Help Line
    - b. Phone Number: 469-752-4299
    - c. Website: [https://www.pisd.edu/Directory\\_of\\_Schools](https://www.pisd.edu/Directory_of_Schools)

Section 504 Referrals:

- A. Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.
- B. Contact Person for Section 504 Referrals:
  - 2. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
    - a. Contact Person: Campus Principal
    - b. Phone Number: [https://www.pisd.edu/Directory\\_of\\_Schools](https://www.pisd.edu/Directory_of_Schools)

III. Additional Information:

- 1. The following websites provide information and resources for students with disabilities and their families.
  - a. Legal Framework for the Child-Centered Special Education Process
  - b. Partners Resource Network
  - c. Special Education Information Center
  - d. Texas Project First

## **Plano ISD eSchool**

Plano ISD eSchool provides excellence in online learning to high school students here in Plano and throughout the world. Since 2001, we have served over 45,000 students with a completion rate of 89% and an overall success rate of 96%. Our course offerings afford students the flexibility and connectivity to meet their individual needs. eSchool students have access to a rigorous curriculum that is correlated to local, state, and national standards. Our online program allows students to enhance their high school experience, to work around scheduling difficulties, and/or to recapture credits for graduation. Our dedicated teachers are specifically trained to work with students in an online setting and are committed to providing a personalized and enriching learning experience for each student. Our goal is for students to master course content while acquiring the necessary skills needed to compete in a global society.

### **eSchool Course Offerings**

*Note: All of our eSchool courses are semester courses designed to be completed in 6-18 weeks. Please refer to the eSchool website for updated course offerings and tuition rates.*

Algebra I; Semester 1/2*	PE Foundations
Algebra II; Semester 1/2	PE Foundations 2
Business Information Management; Semester 1/2	Personal Financial Literacy
Chemistry; Semester 1/2	Physics; Semester 1/2
Economics	Pre-Calculus; Semester 1/2
English I; Semester 1/2*	Professional Communications
English II; Semester 1/2*	Psychology
English III; Semester 1/2	Spanish I; Semester 1/2*
English IV; Semester 1/2	Spanish II; Semester 1/2*
French I, Semester 1/2*	US Government
Geometry; Semester 1/2	US History; Semester 1/2
Health	World Geography; Semester 1/2
Human Resources Management	World History; Semester 1/2
Money Matters	

*\*course cannot be taken for initial credit*

### **Important Points to Consider**

- For more information, including registration procedures and eSchool Guidelines, please contact the eSchool office at 469.752.8894 or [eSchool@pisd.edu](mailto:eSchool@pisd.edu). You can also visit our website at <https://www.pisd.edu/eschool>.
- Students need to check with their school counselor to ensure appropriate course selection.
- Students taking eSchool courses are required to take the STAAR EOC assessment associated with the course.
- Grades earned in eSchool courses will not be used in computing class rank (Plano ISD Board Policy EIC Local).
- Some courses may require the purchase of additional materials, such as a textbook or lab materials, in addition to the tuition fee.
- Students must have an active, functional e-mail account. Refer to the eSchool website for specific technical requirements.

## Plano ISD Academy Programs

 <b>PLANO ISD HEALTH SCIENCES ACADEMY</b>	 <b>THE IB WORLD SCHOOL AT PLANO EAST SENIOR HIGH</b>	 <b>PLANO ISD ACADEMY HIGH SCHOOL</b>
<p>The Plano ISD Health Sciences Academy includes a unique partnership with Collin College and is housed at Williams High School for 9th and 10th grade and Plano East Senior High School for 11th and 12th grade.</p> <p>Students in the Health Sciences Academy have the opportunity to earn college credits as well as pursue workforce certifications that may include Certified Nurse’s Aide, Patient Care Technician, EKG Technician, Phlebotomy Technician, and Emergency Medical Technician.</p> <p>Plano ISD Career &amp; Technical Education (CTE) offers additional courses in Theory/Clinical, Pharmacology, World Health Research, and Biomedical Science.</p> <p>Students in this program work with state-of-the-art equipment and are connected to our local medical community through guest speakers, field trips, and clinical placements in skill-based classes.</p> <p>Health Sciences Academy students are prepared to enter the health care field upon graduation and may also have college credit hours to enable them to advance in a college or university.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="http://www.pisd.edu/hsa">www.pisd.edu/hsa</a></p>	<p>The IB World School at Plano East is a challenging, pre-university course of study that encourages students to be knowledgeable and inquiring- but also caring and compassionate.</p> <p>Through the International Baccalaureate program, students are encouraged to develop intercultural understanding, open-mindedness, and attitudes necessary to enable students to respect and evaluate multiple points of view. This demanding program requires concurrent study of a comprehensive range of academic areas which effectively prepares students for university entrance in the United States or abroad.</p> <p>The locally established International Honor program prepares 9th and 10th grade students for the expectations of the 11th and 12th grade IB Diploma Program. In the 11th and 12th grade, students enroll in courses in six academic areas, participate in creative/active/service learning, write an extended essay in a subject of their choosing, and experience the Theory of Learning course in which they examine the “ways of knowing.”</p> <p>The IB Diploma Program aspires to develop students who have the ability to navigate, engage, and meaningfully contribute to local, national, and international communities while also providing students the opportunity to earn college credit for their studies.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="http://www.pisd.edu/ib">www.pisd.edu/ib</a></p>	<p>Located at 1701 Alma Road, Plano ISD Academy High School is the home of the Titans. AHS is an innovative, project based learning (PBL) community for 9th-12th grade students. Learners at Academy High School work in teams and solve challenges based on STEAM-science, technology, engineering, arts, and mathematics.</p> <p>Academically challenging courses are integrated in authentic, ever-changing ways, based on each new phase of a project. These demanding PBL experiences are anchored in real-world issues that connect learners to professionals in our community and beyond.</p> <p>Teams of learners generate solutions by making prototypes in the fabrication lab, researching and creating presentations on digital devices, and refining project work in the maker’s space. These creative solutions are presented to outside audiences who provide feedback. Additionally, 11th and 12th grade learners have the opportunity to earn dual credit, complete an internship, and a senior capstone project.</p> <p>Academy High School strives to inspire creativity and empower students to thrive and compete in a rapidly changing world.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="http://www.pisd.edu/academy">www.pisd.edu/academy</a></p>

## 6-8 Grade Curriculum Requirements

<b>6th Grade Requirements</b>
-------------------------------

Language Arts <sup>1</sup> .....	2 units
Mathematics .....	1 unit
Social Studies .....	1 unit
Science .....	1 unit
Physical Education* .....	.0.5 - 1 unit
Fine Arts <sup>2</sup> .....	1 unit
Elective* .....	<u>.0 -0.5 unit</u>
	7 Units

### Sample Schedule

1. Language Arts
2. Language Arts
3. Mathematics
4. Social Studies
5. Science
6. Physical Education/Elective
7. Fine Arts

<sup>1</sup>One unit is the value given to a class when it meets for one period per day for the entire school year. This block includes reading required in sixth grade.

\*The offering and length of these courses is determined by the individual campus.

<sup>2</sup>The fine arts course is selected from choir, band, or orchestra.

For students who do not meet *Satisfactory Academic Performance* on STAAR Reading in fifth grade, reading intervention is required.

<b>7th Grade Requirements</b>
-------------------------------

English Language Arts .....	1 unit
Mathematics .....	1 unit
Texas History .....	1 unit
Science .....	1 unit
Physical Education .....	.0.5 or 1 unit
Elective .....	<u>1.5 or 2 units</u>
	7 units

### Sample Schedule

1. English Language Arts
2. Mathematics
3. Texas History
4. Science
5. P.E./Elective
6. Elective
7. Elective

## 6-8 Grade Curriculum Requirements (Continued)

<b>8th Grade Requirements</b>
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English Language Arts .....	1 unit
Mathematics .....	1 unit
United States History Part I .....	1 unit
Science .....	1 unit
Physical Education** .....	0.5 - 1 unit
Elective.....	<u>1 - 2 units</u>
	7 units

### Sample Schedule

1. English Language Arts
2. Mathematics
3. United States History Part I
4. Science
5. P.E. \*\*/Elective
6. Elective
7. Elective

\*\* Four semesters of physical education must be completed in grades 6 through 8.



**DESCRIPTIONS OF**  
**MIDDLE SCHOOL**  
**COURSES OFFERED**  
**FOR PLANO ISD**  
**STUDENTS**

Teamwork for Excellence



**P L A N O**  
Independent School District

## Course Descriptions - Sixth Grade

### **FINE ARTS**

One fine arts course is required for all middle school students in Texas. This required course may be fulfilled by taking one full year of choir, band, or orchestra. Please see course descriptions beginning on page 32.

### **LANGUAGE ARTS**

#### **601001 Language Arts 6**

This course combines the study of English and reading and is a blocked (two class period) experience. Students will learn and practice reading comprehension through the study of theme, genre, literary texts, sensory language, and informational texts. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts. Students will engage in a reading and writing workshop experience that includes the study of oral and written conventions, research and library skills, and teamwork.

#### **601501 Reading/English Block**

Grade Placement: 6

Prerequisite: English Language Arts 5

Credit: 2

*What's next?* English Language Arts 7 or English Language Arts 7 Honors

### **READING**

#### **601451 Multi-Sensory Reading**

Grade Placement: 6

Prerequisite: This course is designated for students who meet diagnostic criteria.

Credit: 0.5 – 1

This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.

### **MATHEMATICS**

#### **602001 Mathematics 6**

Grade Placement: 6

Prerequisite: Mathematics 5

Credit: 1

*What's next?* Mathematics 7

The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy. The focal points in Mathematics 6 include operating with integers and rational numbers; exploring proportionality; representing one-step algebraic relationships with equations, tables and graphs; and summarizing statistical data. Students use tools, models, technology, and representations to explore and communicate mathematical ideas.

#### **602031 Mathematics 6 Honors**

Grade Placement: 6

Prerequisite: Honors Profile Criteria

Credit: 1

*What's next?* Mathematics 7 Honors

Mathematics 6 Honors includes a more in-depth study of topics in the Mathematics 6 course. This course also incorporates about half of the Mathematics 7 content by extending the 6th grade concepts that connect to 7th grade learning. Primary focal points include proportionality, two-dimensional measurement, data analysis, and algebraic representations.

## **SOCIAL STUDIES**

### **604001 Grade 6 Social Studies (Contemporary World Societies)**

Grade Placement: 6

Prerequisite: None

Credit: 1

*What's next?* Grade 7 Social Studies (Texas  
History)

This course is the study of people, places, and societies in the contemporary world. Students describe the influence of individuals and groups on historical and contemporary events. In addition, students identify the locations and geographic characteristics of various societies and their economic and government systems. Students will use this information to explain and compare aspects of culture common to all societies.

### **604041 Grade 6 PACE Social Studies (Contemporary World Societies)**

Grade Placement: 6

Prerequisite: GT Identification

Credit: 1

*What's next?* Grade 7 PACE Social Studies  
(Texas History)

A study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the related economic and government systems. Student-selected literature puts a human face on events and issues. The students will be introduced to the artistic elements of the Humanities and use this lens as a way to explain and compare cultures of the past and present.

## **SCIENCE**

**Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.**

### **603001 Science 6**

Grade Placement: 6

Prerequisite: None

Credit: 1

*What's next?* Science 7 or Science 7 Honors

6<sup>th</sup> grade science is an integrated course of earth, life and physical concepts taught through the context of the human body, the ocean ecosystem, energy and conservation, and space. Interactions and relationships are shown in each unit resulting in student learning beyond the facts of science.

## **PHYSICAL EDUCATION**

### **60510B Physical Education 6**

Grade Placement: 6

Prerequisite: None

Credit: .5

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. Students enrolled in physical education could experience activity levels of moderate to high intensity.

#### Physical Fitness Assessment

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program is a systematic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

## Course Descriptions - Seventh Grade

### **LANGUAGE ARTS: ENGLISH**

#### **701001 English Language Arts 7**

Grade Placement: 7

Prerequisite: Language Arts 6

Credit: 1

*What's next?* English Language Arts 8 or  
English Language Arts 8 Honors

This course is a reading and writing experience that relies on the study of well-crafted essays, stories, and poems to direct student writing in literary, expository, and persuasive texts. Students will study theme, genre, and sensory language through contemporary and traditional literary and informational texts and will use a reading and writing workshop approach as they engage in teacher-directed and self-selected reading and writing experiences. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.

#### **701031 English Language Arts 7 Honors**

Grade Placement: 7

Prerequisite: None

Credit: 1

*What's next?* English Language Arts 8 or  
English Language Arts 8 Honors

This course is designed for students who wish to have a more challenging and rigorous seventh-grade English Language Arts experience. In addition to the emphasis areas listed above, ELA 7 Honors students will be afforded opportunities to engage in more challenging reading and writing experiences with deeper levels of instruction.

### **LANGUAGE ARTS: READING**

#### **701551 Reading 7**

Grade Placement: 7

Prerequisite: None

Credit: 1

This course is designed for students who would benefit from a continued integrated experience in English Language Arts. Students will learn and practice reading/cognitive strategies to improve skills in comprehension, fluency and vocabulary through authentic reading experiences using a variety of materials. This course is recommended for students who need additional reading instruction for academic success. This is a two-semester course.

#### **701451 Multi-Sensory Reading**

Grade Placement: 7

Prerequisite: This course is designated for  
students who meet diagnostic criteria.

Credit: .5 – 1

This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.

## **LANGUAGES OTHER THAN ENGLISH**

### **Students must complete Spanish 8 or French 8 to be eligible for high school credit.**

#### **707001 Spanish 7**

Grade Placement: 7

Prerequisite: None

Credit: Credit is earned upon completion of Spanish 8.

*What's next?* Spanish 8

This class is the first half of Spanish I. Spanish I is an introduction to Spanish language and culture. Students in this course will develop speaking, writing, and reading proficiency on topics dealing with the everyday life of a student. Students will be guided in recognizing the interrelationships between cultures and will be able to identify cultural perspectives and practices of the Spanish speaking world. The focus of this course is developing Novice mid proficiency. **This course is conducted in Spanish a significant amount of time.**

#### **707501 French 7**

Grade Placement: 7

Prerequisite: None

Credit: Credit is earned upon completion of French 8.

*What's next?* French 8

This class is the first half of French I. French I is an introduction to French language and culture. Students in this course will develop speaking, writing, and reading proficiency on topics dealing with the everyday life of a student. Students will be guided in recognizing the interrelationships between cultures and will be able to identify cultural perspectives and practices of the Francophone world. The focus of this course is developing Novice mid proficiency. **This course is conducted in French a significant amount of time. This course may not be offered on all campuses.**

#### **707431 Spanish III Honors**

Grade Placement: 7 or 8

Prerequisite: Diagnostic Exam

Credit: 1

*What's next?* AP Spanish IV

This accelerated course is for students who can demonstrate Intermediate Mid or higher proficiency in speaking, reading, and writing. This course emphasizes high level/critical thinking, reading, and writing utilizing cross-curricular contexts as well as Hispanic literature and texts. Speaking and listening proficiencies are refined and further developed. Connections between first language skills and second language acquisition are targeted. **This course is conducted in Spanish. Students will receive high school credit after successfully completing Spanish III Honors. This course may not be offered on all campuses.**

## **MATHEMATICS**

#### **702001 Mathematics 7**

Grade Placement: 7

Prerequisite: Mathematics 6

Credit: 1

*What's next?* Mathematics 8

The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy.

The primary focal points in Mathematics 7 include financial literacy; two- and three-dimensional measurement; representing relationships with equations, tables, and graphs; probability; proportionality related to similarity, measurement, and rates; and using statistical representations to analyze and compare data sets. Student will use tools, models, technology, and representations to explore and communicate mathematical ideas.

#### **702031 Mathematics 7 Honors**

Grade Placement: 7

Prerequisite: Mathematics 6 Honors (or Math 6 with bridge requirements)

Credit: 1

*What's next?* Honors Algebra I

In Mathematics 7 Honors students continue the sequence of learning that began in Mathematics 6 Honors. This course incorporates half of the Mathematics 7 content (the half that was not part of the previous course) blended with all of the Mathematics 8 content. Primary focal points include geometric relationships, three-dimensional measurement, functional relationships, and probability.

## **SOCIAL STUDIES**

### **704001 Grade 7 Social Studies (Texas History)**

Grade Placement: 7

Prerequisite: None

Credit: 1

*What's next?* Grade 8 Social Studies (US History from the early colonial period through Reconstruction)

This course is the study of Texas from the period of discovery and exploration to modern times. The course focuses on geographic diversities, cultural heritage, and historical events that have shaped the destiny of Texas.

### **704041 Grade 7 PACE Social Studies (Texas History)**

Grade Placement: 7

Prerequisite: GT Identification

Credit: 1

*What's next?* Grade 8 PACE Social Studies (US History from the early colonial period through Reconstruction)

This course is an in-depth study of Texas and its people. Students will examine the discovery and exploration of Texas and the ways in which people from many cultures shaped the political and cultural landscape. Students will learn to see the state through a broad historical lens and consider topics such as the Texas Revolution, the Mexican-American War, and social topics such as the challenges related to racial integration in the American South. Throughout the year, students will use historical skills in research, civil discourse, and critical thinking. The course concludes with a larger consideration of the impact of the present day Texas on the larger national and international stage. The study of the Humanities, with a focus on literature, helps to build an understanding of the state's diversity and rich cultural heritage.

## **SCIENCE**

**Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.**

### **703001 Science Grade 7**

Grade Placement: 7

Prerequisite: None

Credit: 1

*What's next?* Science 8 or Science 8 Honors

Science Grade 7 is a course, which focuses on life science with an integration of chemistry, physics and earth science. The concepts emphasized include environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.

### **703031 Science Grade 7 Honors**

Grade Placement: 7

Prerequisite: None

Credit: 1

*What's next?* Science Grade 8 or Science Grade 8 Honors

This accelerated course is designed for the student who has demonstrated the ability and interest in science beyond what is offered in the regular Science 7 course. The course is based on life science with an integration of chemistry, physics and earth science. The concepts emphasized include environmental interactions, systems and structures, energy, and changes over time. **Independent science research is a requirement of Honors Science.**

## **PHYSICAL EDUCATION**

### **70510B Physical Education**

Grade Placement: 7

Prerequisite: None

Credit: .5 – 1

*What's next?* Physical Education 8

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. Students enrolled in physical education could experience activity levels of moderate to high intensity.

#### Physical Fitness Assessment

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program is a systematic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.



## Course Descriptions - Eighth Grade

### **LANGUAGE ARTS: ENGLISH**

#### **801001 English Language Arts 8**

Grade Placement: 8

Prerequisite: English Language Arts 7

Credit: 1

*What's next?* English I or English I Honors

In this course, students will learn and practice reading comprehension, interpretation, and analysis processes through the study of literary and informational texts. With an emphasis on collaborative discussions to discover and develop understandings about texts, students will keep records of their reading responses and experiences and use these as the foundation for analytical writings. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.

#### **801031 English Language Arts 8 Honors**

Grade Placement: 8

Prerequisite: Honors Criteria and/or English/Language Arts Honors Grade 7

Credit: 1

*What's next?* English I or English I Honors

This course is designed for students who wish to have a more challenging and rigorous eighth-grade English Language Arts experience. In addition to the emphasis areas listed above, ELA 8 Honors students will be afforded opportunities to engage in more challenging reading and writing experiences with deeper levels of instruction.

### **LANGUAGE ARTS: READING**

#### **801551 Reading 8**

Grade Placement: 8

Prerequisite: None

Credit: 1

This course is designed for students who would benefit from a continued integrated experience in English Language Arts. Students will learn and practice reading/cognitive strategies to improve skills in comprehension, fluency and vocabulary through authentic reading experiences using a variety of materials. This course is recommended for students who need additional reading instruction for academic success. This is a two-semester course.

#### **801451 Multi-Sensory Reading**

Grade Placement: 8

Prerequisite: This course is designated for students who meet diagnostic criteria.

Credit: .5 – 1

This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.

### **LANGUAGES OTHER THAN ENGLISH**

#### **807001 Spanish 8**

Grade Placement: 8

Prerequisite: Spanish 7

Credit: 1

*What's next?* Spanish II or Spanish II Honors

This class is the second half of Spanish I, and continues the introduction to the Spanish language and culture. Students in this course will develop speaking, writing, and reading proficiency on topics dealing with the everyday life of a student. Students will be guided in recognizing the interrelationships between cultures and will be able to identify cultural perspectives and practices of the Spanish speaking world. The focus of this course is developing Novice mid proficiency. **This course is conducted in Spanish a significant amount of time. Students will receive high school credit and high school grade points after successfully completing both Spanish 7 and 8.**

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**807501 French 8**

Grade Placement: 8

Prerequisite: French 7

Credit: 1

*What's next?* French II or French II Honors

This class is the second half of French I, and continues the introduction to the French language and culture. Students in this course will develop speaking, writing, and reading proficiency on topics dealing with the everyday life of a student. Students will be guided in recognizing the interrelationships between cultures and will be able to identify cultural perspectives and practices of the Francophone world. The focus of this course is developing Novice mid proficiency. **This course is conducted in French a significant amount of time. Students will receive high school credit and high school grade points after successfully completing both French 7 and 8. This course may not be offered on all campuses.**

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**807451 AP Spanish IV**

Grade Placement: 8

Prerequisite: Spanish III Honors

Credit: 1

*What's next?* Consider taking another language in High School

This accelerated course is for students who can demonstrate Intermediate Mid or higher proficiency in speaking, reading, and writing. The Advanced Placement Spanish IV prepares students to sit for the AP Spanish Language and Culture Exam. Students will be expected to demonstrate an understanding of the target culture, incorporate interdisciplinary topics, make cultural comparisons, and communicate in a variety of settings. Using current events, global viewpoints and cultural literature, integrated resources, and content-based instruction, students will develop an increased awareness in the products, practices, and perspectives of the Spanish speaking world. The expected outcome of this course is developing Intermediate high/Advanced proficiency. **This course is conducted in Spanish. Students will receive high school credit and high school grade points after successfully completing AP Spanish IV. This course may not be offered on all campuses.**

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**MATHEMATICS**

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**802001 Mathematics 8**

Grade Placement: 8

Prerequisite: Mathematics 7

Credit: 1

*What's next?* Algebra I

The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy. The primary focal points in Mathematics 8 include geometric relationships (Pythagorean Theorem, transformations, angle relationships); using algebraic and graphical representations to represent proportional and non-proportional situations; measuring three-dimensional figures; and using statistical procedures to describe data. Student will use tools, models, technology, and representations to explore and communicate mathematical ideas.

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**802231 Algebra I Honors**

Grade Placement: 8

Prerequisite: Mathematics 7 Honors or Mathematics 8

Credit: 1

*What's next?* Geometry Honors

Algebra I extends concepts from Mathematics 8 to provide students with a more focused learning around functional relationships. The primary focal points in Honors Algebra I include the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems. **Students will receive high school credit and high school grade points.**

## **SOCIAL STUDIES**

### **804001 Grade 8 Social Studies (US History from the early colonial period through Reconstruction)**

Grade Placement: 8

Prerequisite: None

Credit: 1

*What's next?* World Geography, World  
Geography Honors, AP Human Geography or  
World History Honors

This course focuses on the early colonial period through Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including an introduction to the Constitution, the structure and function of our national government, and Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course.

### **804041 Grade 8 PACE Social Studies (US History from the early colonial period through Reconstruction)**

Grade Placement: 8

Prerequisite: GT Identification

Credit: 1

*What's next?* World Geography, World  
Geography Honors, or AP Human Geography  
and Humanities (English1 Honors and AP World  
History)

Students are introduced to the social, cultural, political, and economic events and philosophies that shaped early America. Students will examine the emergence and growth of the early English colonies in North America, and trace the development of the American government. The study will continue with an exploration of the 19th century challenges of leadership, expansion, and conflict and resolution in the young nation that contributed to the development of the American Identity. Additionally, the study of the Humanities continues in context to build a greater depth of understanding regarding the creation of the American ethos.

## **SCIENCE**

**Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.**

### **803001 Science Grade 8**

Grade Placement: 8

Prerequisite: None

Credit: 1

*What's next?* Biology

Science Grade 8 will focus on earth science with an integration of chemistry, physics, and life science. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. The content that will be emphasized is environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.

### **803031 Science Grade 8 Honors**

Grade Placement: 8

Prerequisite: None

Credit: 1

*What's next?* Biology or Biology Honors/IH

This accelerated course is designed for the student who has demonstrated the ability and interest in science beyond what is offered in the regular Science 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science Grade 8 Honors will focus on earth science with an integration of chemistry, physics and life science. **Independent science research is a requirement of Science Honors.**

## **PHYSICAL EDUCATION**

### **80510B Physical Education**

Grade Placement: 8

Prerequisite: None

Credit: .5 – 1

*What's next?* Aerobic Activities, Adventure/Outdoor Activities, Team Sports, Individual Sports, Weight Training, or Foundations of Personal Fitness (high school). Team Sport Officiating may be taken for an elective credit.

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. Students will begin to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports. Students enrolled in physical education could experience activity levels of moderate to high intensity.

\*Four semesters of physical education must be completed in grades 6 through 8. If the student has completed 3 semesters prior to 8<sup>th</sup> grade, one semester credit of physical education in 8<sup>th</sup> grade is required.

#### Physical Fitness Assessment

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program is a systematic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

## **HEALTH EDUCATION**

### **80500B Health I**

Grade Placement: 8

Prerequisite: None

Credit: .5

In Health I, students develop skills that will help them become health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information they can use to promote health for themselves and others in areas such as fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships including human sexuality. Students use problem-solving, research, goal-setting and communication skills to protect their own health and that of the community. Successful completion of this course will satisfy the Health requirement for graduation. **Students will receive high school credit and high school grade points.**

## **Career & Technical Education**

Career & Technical Education (CTE) offers an opportunity for students to learn skills they may use in high school, in college, in a career after graduation, and/or as a financial means to help further their education. CTE blends academics and career preparation to produce well-rounded graduates ready for the opportunities of the world. **The following courses may not be offered at all campuses. Please see the school counselor for more information.**

### **FAMILY AND CONSUMER SCIENCE (FCS) COURSES**

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**70850B Skills and Career****80850B Readiness**

Grade Placement: 7 - 8

Prerequisite: None

Credit: .5

This CTE course is designed to encourage students to start the process of becoming career ready. They will complete personal assessments, explore career clusters, and develop skills for personal, academic, and professional success. Students will research and create a presentation on a career that aligns with their interests. Students will learn and utilize effective employability skills such as teamwork, problem solving, time management, plus goal setting. Labs put the previously mentioned skills into action while teaching quality food preparation and nutrition. The design and construction unit stresses basic hand and machine sewing skills ending with a machine sewn project. Wise consumer principles and elements of design are also incorporated. Students will gain skills for becoming self-reliant and career ready.

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**70840B Life and College****80840B Readiness**

Grade Placement: 7 - 8

Prerequisite: None (Skills and Career Readiness is recommended, but not required)

Credit: .5

This CTE course is an extension of Skills and Career Readiness. The course is designed to encourage students to start the process of preparing and choosing the right college and living on their own. Students will explore colleges based on career interests and will include their high school graduation plans and post-secondary opportunities. Students will research and create a college presentation on a college that aligns with their goals. In addition, students will gain an understanding of personal money management through the use of technology which includes planning a budget that will support their desired lifestyle. Labs include food and nutrition lessons to advance their skills in creating innovative and healthy food products. The design and construction labs enhance hand and machine sewing skills while creating a useful machine sewn project. Lab participation involves learning and modeling skills for personal and professional success such as decision making, teamwork, and time management.

## **ENGINEERING & TECHNOLOGY COURSES**

### **80927B Gateway to Technology: Design & Modeling/Automation & Robotics (PLTW)**

Grade Placement: 8  
Prerequisite: None  
Credit: .5

In this hands-on course, students learn how technology is used in engineering to solve everyday problems. This math, science, engineering, and technology integrated program relates technology to student's daily lives. Design and Modeling will introduce students to the design process and use that process to show how solid modeling has influenced their lives. Students will also explore the history and development of automation and robotics while learning about structures, energy transfer, machine automation, and computer control systems. This mathematics, science, engineering, and technology curriculum helps students develop and hone skills that enable them to enter high school with a foundation of the knowledge and skills necessary for success in pre-engineering. PLTW is a nationally recognized program that promotes pre-engineering courses at the middle and high school/senior high level. **Students will receive high school credit and high school grade points.**

### **70915B Investigating Audio 80915B Visual, Arts, and Communications**

Grade Placement: 7 - 8  
Prerequisite: None  
Credit: .5

While doing fun and engaging activities, students will discover the skills needed for college and career readiness, learn about the labor market, and develop skills for success in the workplace. Students will also investigate how computers can be used to create and manipulate computer graphics using SimCity, work with multimedia, and design using Google Sketchup, a 3D modeling software. Different opportunities will be provided to use Photoshop, develop successful cities in simulated environment, and explore effective communication through various multimedia outlets.

### **70900B Exploring Information 80900B and Computer Technology**

Grade Placement: 7 - 8  
Prerequisite: None  
Credit: .5

Students will explore the technology behind computer software and hardware, using No Limits Roller Coaster, a 3D simulation software to design, build and ride virtual roller coasters, create web pages using HTML, build and program Lego robots, learn to program computers to make animations and interactive games with Game Maker, and learn how to effectively use presentation software to communicate your ideas. While doing fun and engaging activities, students will also discover the skills needed for college and career readiness, learn about the labor market, and develop skills for success in the workplace.

## **COMPUTER SCIENCE COURSES**

### **80950B Fundamentals of Computer Science**

Grade Placement: 8  
Prerequisite: None  
Credit: .5  
*What's next?* Computer Science I or AP Computer Science Principles

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn to code a computer program and will learn about the computing tools that are used every day. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. **Students will receive high school credit and high school grade points.**

## ***Fine Arts Education***

The Fine Arts department offers opportunities for students to explore musical expression through Band, Choir or Orchestra participation, creative expression through Visual Arts courses, both acting and theatrical production through Theatre Arts and hone their public speaking and debate skills through Speech classes. One Fine Arts Course (Art, Music or Theatre) is required by the Texas Education Agency for every student in grades 6-8. **The following courses may not be offered at all campuses. Please see the school counselor for more information.**

### **Band**

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#### **Band: Beginning**

- 606221 – Band: Flute**
- 606201 – Band: Clarinet**
- 606251 – Band: Saxophone**
- 606211 – Band: Oboe**
- 606301 – Band: Bassoon**
- 606271 – Band: Trumpet/Cornet**
- 606231 – Band: Horn**
- 606281 – Band: Euphonium**
- 606321 – Band: Tuba**
- 606261 – Band: Trombone**
- 606241 – Band: Percussion**

Grade Placement: 6  
Prerequisite: None  
Credit: 1

This course is designed to teach the basic fundamentals of playing a band instrument. Areas of focus will include characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Each student will provide his/her own instrument for this class with the exception of oboe, bassoon, horn, euphonium, tuba, and large percussion instruments which will be provided by the school for a small fee. Students will be required to demonstrate their learning by performing in concerts outside the school day during the school year. Students will have the opportunity to perform at a solo festival and concert festival in the spring. **Limited outside of school rehearsals and performances will be required.** No previous musical experience is necessary. Course placement is determined by instrument selection or audition. This is a full-year course.

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#### **706201 Band: Concert** **806201**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue instrumental development at an intermediate or intermediate advanced level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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#### **706221 Band: Symphonic** **806221**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue instrumental development at an advanced level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**706241 Band: Wind Ensemble**  
**806241**

Grade Placement: 7 - 8  
Prerequisite: Audition and teacher approval  
Credit: 1

This course provides an opportunity for students to continue instrumental development to a mastery level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. Student attendance at rehearsals and performances outside of school will be required. This is a full-year course. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**Choir**

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**606351 Choir: Beginning**

Grade Placement: 6  
Prerequisite: None  
Credit: 1

This course is designed to teach the basic fundamentals of choral singing, largely in the treble range for this first year. Areas of focus will include characteristic, age-appropriate tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Multiple sections of beginning choir typically combine for performances. Students will be required to demonstrate their learning by performing in concerts outside the school day during the school year. Students may have the opportunity to perform at a solo festival and concert festival in the spring. **Limited outside of school rehearsals and performances will be required.** Course placement is determined by audition. No previous musical experience is necessary.

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**Choir: Intermediate**

**706351 – Choir: Mixed**  
**706361 – Choir: Tenor/Bass**  
**706371 – Choir: Treble**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue choral development at an intermediate level. Through appropriate literature for this level students will focus on continued development of characteristic, age-appropriate tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Ensembles at this level may be gender specific or mixed gender at the discretion of the director. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.



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**Choir: Advanced****806351 – Choir: Mixed****806361 – Choir: Tenor/Bass****806371 – Choir: Treble**

Grade Placement: 7 - 8

Prerequisite: Audition

Credit: 1

This course provides an opportunity for students to continue choral development at an advanced level. Through appropriate literature for this level students will focus on continued development of characteristic, age-appropriate tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Ensembles at this level may be gender specific or mixed gender at the discretion of the director. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**Orchestra**

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**Orchestra: Beginning****606461 – Orchestra: Violin****606441 – Orchestra: Viola****606421 – Orchestra: Cello****606401 – Orchestra: Double****Bass****606481 – Orchestra: Beginning**

Grade Placement: 6

Prerequisite: None

Credit: 1

This course is designed to teach the basic fundamentals of playing an orchestra instrument. Areas of focus will include characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Each student will provide his/her own instrument for this class. Cello and bass students will also be provided a school owned instrument, for a small fee, to help with not transporting these large instruments to/from school. Students will be required to demonstrate their learning by performing in concerts outside the school day during the school year. Students will have the opportunity to perform at a solo festival and concert festival in the spring. **Limited outside of school rehearsals and performances will be required.** Course placement is determined by audition. No previous musical experience is necessary.

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**706401 Orchestra:**  
**806401 Intermediate**

Grade Placement: 7 - 8

Prerequisite: Audition

Credit: 1

This course provides an opportunity for students to continue instrumental development at an intermediate level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**706421 Orchestra: Advanced**  
**806421 Intermediate**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue instrumental development at an advanced intermediate level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**706431 Orchestra: Advanced**  
**806431**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue instrumental development at an advanced level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**706471 Orchestra: Chamber**  
**806471**

Grade Placement: 7 - 8  
Prerequisite: Audition  
Credit: 1

This course provides an opportunity for students to continue instrumental development to a mastery level. Through appropriate literature for this level students will focus on continued development of characteristic tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school will be required.** Course placement is determined by audition. This is a full-year course.

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**Speech**

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**70650B Speech 1-Introduction**  
**80650B to Public Speaking**

Grade Placement: 7 - 8  
Prerequisite: None  
Credit: .5

Students will develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators through verbal and nonverbal messages, presentation skills and effective social practices will emerge. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. The student will be given the opportunity to understand the communication process, and will participate in social traditions in order to develop procedural communication processes, respond with informative messages, and develop an understanding of persuasion.

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**70660B/1 Speech 2-  
80660B/1 Introduction to  
Debate**

Grade Placement: 7 - 8

Prerequisite: Speech 1-Introduction to Public Speaking

Credit: .5 or 1

Students will continue to develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining with an emphasis on the formats and forms for various debate methods. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening through the process of logic and critical thinking in the context of preparing briefs and cases. The student will be given the opportunity to continue an understanding of the communication process, express and respond to verbal and nonverbal messages, develop procedural communication processes, respond with informative and negative case messages, develop an understanding of persuasion and learn to write, present and compete in various public speaking events. **Students will be expected to participate in classroom presentations and local speech tournaments as a required performance component.**

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**70665B/1 Speech 2-  
80665B/1 Introduction to Oral  
Interpretation**

Grade Placement: 7 - 8

Prerequisite: Speech 1-Introduction to Public Speaking

Credit: .5 or 1

Students will continue to develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening through the principals of the oral interpretation of literature. The student will be given the opportunity to understand the communication process, express and respond to verbal and nonverbal performance techniques, and participate in the performance process in order to develop an artistic understanding, respond with criticism, and develop an understanding of different genres and character development. **Students will be expected to participate in classroom presentations and local speech tournaments as a required performance component.**

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**70667B/1 Speech 3-Advanced  
80667B/1 Debate**

Grade Placement: 8

Prerequisite: Speech 1-Introduction to Public Speaking , Speech 2-Introduction to Debate

Credit: .5 or 1

Students will continue to develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining with an emphasis on the formats and forms for various debate methods. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening through the process of logic and critical thinking in the context of preparing briefs and cases. The student will be given the opportunity to continue an understanding of the communication process, express and respond to verbal and nonverbal messages, develop procedural communication processes, respond with informative and negative case messages, develop an understanding of persuasion and learn to write, present and compete in various public speaking events. **Students will be expected to participate in classroom presentations and local speech tournaments as a required performance component.**

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**70668B/1 Speech 3- Advanced**  
**80668B/1 Oral Interpretation**

Grade Placement: 8

Prerequisite: Speech 1-Introduction to Public Speaking , Speech 2-Introduction to Oral Interpretation

Credit: .5 or 1

Students will continue to develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening through the principals of the oral interpretation of literature. The student will be given the opportunity to understand the communication process, express and respond to verbal and nonverbal performance techniques, and participate in the performance process in order to develop an artistic understanding, respond with criticism, and develop an understanding of different genres and character development. **Students will be expected to participate in classroom presentations and local speech tournaments as a required performance component.**

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**Theatre**

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**70670B Theatre 1-Introduction**  
**80670B to Theatre**

Grade Placement: 7 - 8

Prerequisite: None

Credit: .5

Students will develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. With an emphasis on all aspects of theatre study, students will be introduced to basic acting, directing, movement, technical theatre, literature, voice, and design. Through creative expression, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through performance opportunities, technical theatre skills and artistic practices, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

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**70680B Theatre 2-Intermediate**  
**80680B Theatre**

Grade Placement: 7 - 8

Prerequisite: Theatre 1- Introduction to Theatre

Credit: .5

Students will continue to develop a perception of self, human relationships, and the world using advanced elements of drama and conventions of theatre. With an emphasis on all aspects of theatre study, students will be introduced to basic acting, directing, movement, technical theatre, literature, voice, and design. Through creative expression, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through performance opportunities and artistic practices, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

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**70685B/1 Theatre 2-Technical**  
**80685B/1 Theatre**

Grade Placement: 7 - 8  
Prerequisite: None  
Credit: .5 or 1

Students will continue to develop a perception of self, human relationships, and the world using elements of technical theatre. Through creative expression, students learn to communicate concepts of technical theatre practices through set construction, theatrical lighting, sound system operations, stage and shop safety, stage management and engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the pre-production process through concept to performance, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

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**70683B/1 Theatre 3-Advanced**  
**80683B/1 Theatre**

Grade Placement: 7 - 8  
Prerequisite: Theatre 1- Introduction to Theatre,  
Theatre 2-Intermediate Theatre  
Credit: .5 or 1

Students will continue to develop a perception of self, human relationships, and the world using advanced elements of drama and conventions of theatre. With an emphasis on all aspects of theatre study, students will be introduced to basic acting, directing, movement, technical theatre, literature, voice, and design. Through creative expression, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through performance opportunities and artistic practices, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

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**70687B/1 Theatre 3-Advanced**  
**80687B/1 Technical Theatre**

Grade Placement: 7 - 8  
Prerequisite: Theatre 2-Technical Theatre  
Credit: .5 or 1

Students will continue to develop a perception of self, human relationships, and the world using elements of technical theatre. Through creative expression, students learn to communicate concepts of technical theatre practices through set construction, theatrical lighting, sound system operations, stage and shop safety, stage management and engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the pre-production process through concept to performance, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

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***Visual Arts***

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**70600B Art 1: Introduction to**  
**80600B Art**

Grade Placement: 7 - 8  
Prerequisite: None  
Credit: .5

Art 1 is an introductory art class that introduces students to the elements of art and principles of design, giving them a foundation that allows for appropriate use of art vocabulary when describing personal works of art. Students will explore a variety of media, such as drawing techniques, color theory, and sculpture. Students will discuss the expressive properties of artworks such as meaning, narrative, message, and symbol. Students will be introduced to art history and culture by exploring artistic styles, historical periods, and a variety of cultures.

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**70610B Art 2: 2D**  
**80610B**

**70613B Art 2: 3D**  
**80613B**

Grade Placement: 7 - 8

Prerequisite: Art 1: Introduction to Art

Credit: .5 or 1

Art 2 is designed to allow students to expand visual literacy skills using critical thinking and imagination. The student uses what he or she sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. Students will respond to and analyze artworks of self and others in order to develop critical evaluation and response skills. Students will study art history, art criticism, and aesthetics in art to gain an understanding of important historical and cultural relevance of the visual arts.

2D Semester: the study and creation of art in two-dimensions. Students will work with the elements and principles of design and technique in drawing, painting, graphic design, photography, collage, and printmaking. Materials will include pencil, charcoal, ink, watercolor, tempera paint, etc.

3D Semester: the study and creation of art in three-dimensions. Students will work with the elements and principles of design and technique in various sculpture techniques in ceramics, wire, paper, cardboard, plaster, etc.

This course may be taken as an individual semester of 2D or 3D. However, for students wishing to experience both 2D and 3D, students should consider taking both semesters.

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**80615B Art 3: Advanced Art**  
**806151**

Grade Placement: 8

Prerequisite: Art 1, Art 2: 2D and/or Art 2: 3D;

Teacher Approval

Credit: .5 or 1

Advanced Art is designed for students who demonstrate exceptional skill and have a desire to further their advancement in the study of art in the various mediums. Students will experience techniques in two-dimensional and three-dimensional, as well as explore advanced ideas in art history, art criticism, and aesthetics. Students will develop their art portfolio and prepare for high school art. Enrollment is by teacher approval.

## Other Electives

The following elective courses may not be offered at all campuses. Please see the school counselor for more information.

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### **70180B Yearbook 80180B**

Grade Placement: 7 - 8

Prerequisite: Application is required

Credit: .5

This semester long course is designed for students who wish to create and market a yearbook that records their middle school's memories and events. Students will learn design, technology, journalism, photography, advertising, and interpersonal skills. Students have the opportunity to design page layouts, learn basic photography and computer skills, interview peers and staff, write stories and photo captions, learn time management and organization skills, and create sales campaigns. Yearbook production is a creative process that also incorporates real-world skills like working as a team and meeting deadlines. **This course may not be offered on every campus.**

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### **701801 Yearbook/Journalism 801801**

Grade Placement: 7 - 8

Prerequisite: Application is required

Credit: 1

This year long course is designed for students who wish to create and market a yearbook that records their middle school's memories and events. Students will learn design, technology, journalism, photography, advertising, and interpersonal skills. Students have the opportunity to design page layouts, learn basic photography and computer skills, interview peers and staff, write stories and photo captions, learn time management and organization skills, and create sales campaigns. Yearbook production is a creative process that also incorporates real-world skills like working as a team and meeting deadlines. **This course may not be offered on every campus.**