

**Plano Independent School District**

**GRADES 6-8**

**MIDDLE SCHOOL**

**2016 - 2017  
COURSE CATALOG**

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The Plano ISD website address for the Course Catalog is as follows: <http://www.pisd.edu/students/courses/index.shtml>. 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



Dear Students and Parents:

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 our school district's three academy programs that serve high school students. The Academy Programs of Plano comprise the Plano ISD Academy High School, the International Baccalaureate World School at Plano East Senior High School and the Plano ISD Health Sciences Academy. Visit [www.pisd.edu/academies](http://www.pisd.edu/academies) for more information.

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

I encourage parents and students to use the information in this catalog and the resources provided by school counselors as you plan for future goals and program choices.

Sincerely,

Dr. Brian T. Binggeli  
Superintendent of Schools





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: <http://www.pisd.edu/students/courses/index.shtml>



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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	AP / IB*	Pre-AP / IH / Honors*	Regular	Modified	Applied/Fundamental
97 & 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.

The grade earned in a six weeks grading period transfers when a student changes levels, i.e., honors to regular, regular to honors, etc.

## ***College/Career 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	Plan a four-year high school academic program and become aware of the 16 career clusters. Each student attends an academic conference with parents and a school counselor during which course selections are chosen for the high school years. Review college catalogs, publications and websites, which give college profiles and entrance requirements. Take advantage of district programs. Start researching scholarships and financial planning. Become aware of transcripts, grade point average, and graduation requirements. Attend evening parent meetings regarding academic planning and college admission.
Grade 9	Re-evaluate career goals and objectives. Review academic four-year plan and begin building a high school transcript. Research colleges and universities of interest. Attend campus evening meetings about post-secondary planning and college admission.
Grade 10	Review academic plan. Re-evaluate goals and objectives. Participate in an individual academic conference with parent(s) and the high school counselor to decide on courses for the 11 <sup>th</sup> grade. Take advantage of district programs. Review college catalogs, publications, and websites which give college profiles. Attend campus evening meetings about post-secondary planning and college admission. Take PSAT in October. Free test review materials may be found at <a href="https://www.khanacademy.org/sat">https://www.khanacademy.org/sat</a> .
Grade 11	Review academic plans and narrow college choices. Participate in an individual academic conference with parent(s) and the senior high school counselor to decide on courses for the senior year and to discuss post-graduation plans. Attend College Nights in September. Take PSAT in October (National Merit Qualifying Test). Take PSAT in October. Free test review materials may be found at <a href="https://www.khanacademy.org/sat">https://www.khanacademy.org/sat</a> . Take the SAT or ACT in the late spring. Explore scholarship opportunities.
Grade 12	Review post-secondary options. Confer with counselor in early fall. Attend College Nights in September. Take SAT and/or ACT in early fall. Send applications early in the fall semester. Be mindful of college application deadlines. Submit housing application in the early fall. Attend financial aid programs and begin financial aid process in October. Send federal financial aid applications in January. Submit scholarship applications beginning in the fall.

A web-based tool, *Naviance*, is used by students, parents, and Plano ISD staff to assist students with college and career readiness. All students receive an access code and tasks are assigned at each grade level. *Naviance* provides college and career search and exploration; resume building tips; and information on the college admission process. Through the *Naviance Family Connection* students may request letters of recommendation, manage college applications, access scholarship information, and complete tasks that will enhance the college and career preparation experience.

Another resource, *University Ready*, is designed to aid Plano students and parents as they prepare for all aspects of post-secondary experience. Be sure to take time to investigate Plano ISD's *University Ready* at <http://ur.pisd.edu/index.shtml> as a resource tool during your college preparation years.

Other websites:

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

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

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

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

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

## ***Middle School Program***

### **Textbooks**

Each student is responsible for his/her textbooks issued by their school and is responsible for payment for lost and/or damaged textbooks occurring in the school year.

### **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 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.

#### **Exploratory Courses**

The exploratory courses in middle school offer the students a chance to pursue special activities or to discover new interests. The exploratory courses vary from campus to campus.

### **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***

Theater Arts may be included as a part of the sixth grade exploratory course offerings. 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**

Visual Art may be included as a part of the sixth grade exploratory course offerings. Students may elect Art as a course offering at the seventh and eighth grade level. Students may have opportunities to participate in competitions and exhibitions.

### **Foreign Language**

In foreign languages, students who successfully complete TWO years of the same middle school foreign language 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 for the advanced SBOE (State Board of Education) Recommended High School Program and one of the three credits of the language requirement for the Distinguished Achievement Program. It also serves as the prerequisite for Spanish II or French II at the high school level.

### **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.

### **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 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 as an 8<sup>th</sup> grader. Honors Algebra 1 is offered on every middle school campus. Middle school students who have successfully completed Algebra 1 may continue along the course progression. Geometry classes are offered on select 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.

### **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 district-administered assessments that are given to all students. 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.

### **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** (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**

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program is a systemic 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 will help to establish health behaviors in students designed to last their lifetime. The curriculum will include 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. Students who qualify for ESL services may enroll in ESL classes. The ESL program shall be an integral part of the regular educational program. 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, assessment, and selection process. 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 Advanced Placement, International Baccalaureate and the American Studies courses.

**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, cycling, bowling, tennis, table 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.

## ***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 and the 12<sup>th</sup> grade Human Experience course..
- II. Procedure for Admission

All students new to PISD must follow the screening/selection procedures for possible program admission. PACE students who transfer within the district automatically continue program placement.

  - A. The referral form (available at school) 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 and considers all students who meet criteria.
  - 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 Pre-AP Spanish III.
- C. Students entering Plano ISD after the 7<sup>th</sup> grade must pass the Pre-AP Spanish exam before placement in AP Spanish IV.
- D. Maintaining Advanced Placement Status
  - It is expected that a student will maintain a grade of **70** or higher every six weeks, and a grade of **70** or higher at the semester.
  - A student who does not maintain a **70** average in an honors course will be placed on probation for the next six weeks' grading period.
  - Each six weeks' grade stands alone to determine eligibility for continuing honors status.
  - At the end of the probationary period (six weeks), if the grade is still below **70**, the student may be placed in a regular class. In addition, if the 1<sup>st</sup> semester grade is below **70**, the student **may** be placed in a regular class.
  - Students will not be moved from an honors class to a regular class after the 5<sup>th</sup> six-weeks period begins.

## ***Vines Academy***

French 1 and Geometry 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.



## Special Education Services

- I. Plano Independent School District offers special education services for students from 3 through 21. Children with vision and hearing impairments may begin services at birth.
- II. Procedures for Admission/Review/Dismissal/Transfer
  - A. Initial referrals
    1. Parents, school personnel or community agencies may make referrals for special education evaluations.
    2. All referrals are directed to the Campus Monitoring and Intervention Team (CMIT)
    3. The Campus Monitoring and Intervention Team collects information from teachers and parents.
    4. The Campus Monitoring and Intervention Team requests a Full Individual Evaluation (FIE) if there is a suspicion of a disability and an educational need for special education services.
    5. A meeting may be held prior to the evaluation for the purpose of defining the specific areas to be assessed.
    6. Parents or guardian must provide written consent for the evaluation. The evaluation must be completed within 45 school days from the date the district receives written consent from the parent.
    7. The Admission, Review, Dismissal / Individualized Education Program (ARD/IEP) Committee, which includes parents, will meet to consider eligibility, goals, objectives and placement in special education within 30 calendar days.
    8. Parents provide written consent for the initial provision of special education services if eligibility is established and services are recommended.
  - B. Transfers from special education programs outside the district
    1. Parents/Students provide campus personnel with documentation of prior special education services and evaluations at the time of registration.
    2. Campus staff confirms the provision of prior special education services.
    3. Services begin immediately. Within 30 school days, any changes determined necessary in the current IEP must be addressed by the ARD/IEP Committee and an ARD/IEP meeting will be held.
  - C. Continuation in the Program
    1. ARD/IEP Committee conducts an annual review of student progress and placement.
    2. Parents and other committee members agree upon student's continuation of services or dismissal from special education based on current performance data and demonstrated need.
  - D. Grading Procedures

Credit for courses may be earned only if the student receives a grade that is the equivalent of 70 on a scale of 100, based upon the essential knowledge and skills for each course. The ARD/IEP committee may determine that a student receives modified course content. In this case, grades should reflect progress toward completion of IEP goals and objectives as well as demonstrated mastery of course content that is the equivalent of 70 on a scale of 100.



**Plano ISD**  
*Class on Your Time*

**High School Courses through Independent Internet Study**  
<http://planoisdeschool.net>

**Plano ISD offers students GRADES 9 – 12 a flexible learning option.**

**Website and Enrollment Procedures**

The Plano ISD eSchool website can be accessed at [www.planoisdeschool.net](http://www.planoisdeschool.net). Course listings and descriptions can be found on the website. Students will enroll online through the Plano ISD eSchool website. Currently enrolled Plano ISD students must follow the approval process through their campus counselor.

**Credit Reporting for Plano ISD Students**

Credit reporting for online courses will follow existing correspondence course policies. Plano ISD students must follow similar course selection and approval procedures through their counselor.

- Students will have a minimum of 6 weeks and a maximum of 18 weeks to complete courses.
- Students currently enrolled in Plano ISD will be allowed to take two eSchool courses at one time.
- Students currently enrolled in Plano ISD may earn a total of THREE credits through correspondence and/or off-campus online courses.
- Grades earned in eSchool courses will not be used in computing class ranking. [Reference Plano ISD School Board Policy EHDE Local]

**Tuition**

Payment options;

1. Online through PISD eSchool website. (VISA, MasterCard, American Express)
2. Through a cashier’s check or money order mailed to: (no personal checks accepted)  
 Plano ISD  
 Student Services/eSchool  
 3540 E. 14<sup>th</sup> Street  
 Plano, TX 75074
3. Reimbursement guidelines: Within 15 days of the online registration, students may cancel enrollment and receive a reimbursement, as per enrollment agreement. A fee of \$50.00 will be retained for administrative expenses.
4. Some courses may require the purchase of additional materials, such as textbooks, not included in the tuition fee.

**Special Offer!**

**Plano ISD eSchool: Expanded Course Offerings!**

In an effort to meet our students’ needs, Plano ISD eSchool has developed twenty-seven (27) online courses locally. We are able to offer these courses at a reduced tuition cost. The tuition for the following courses is \$300 per semester.

<b>English 1, Semester 1*</b>	<b>Algebra 1, Semester 2*</b>	<b>World Geography, Semester 1</b>
<b>English 1, Semester 2*</b>	<b>Economics</b>	<b>World Geography, Semester 2</b>
<b>English 2, Semester 1*</b>	<b>Psychology</b>	<b>United States Government</b>
<b>English 2, Semester 2*</b>	<b>Health</b>	<b>Foundations of Personal Fitness 1</b>
<b>English 3, Semester 1</b>	<b>World History, Semester 1</b>	<b>Foundations of Personal Fitness 2</b>
<b>English 3, Semester 2</b>	<b>World History, Semester 2</b>	<b>BIM, Semester 1</b>
<b>English 4, Semester 1</b>	<b>US History, Semester 1</b>	<b>BIM Semester 2</b>
<b>English 4, Semester 2</b>	<b>US History, Semester 2</b>	<b>Human Resources Management</b>
<b>Algebra 1, Semester 1*</b>	<b>Money Matters</b>	<b>Professional Communications</b>

\* Courses offered to Plano ISD students for credit recovery only.

**Tuition for the courses listed below is \$340 per semester course.**

**Plano ISD eSchool Courses Available at this Time**

*Refer to website for updated course offerings.*

Courses for Graduation Credit

Algebra II	Spanish I and Spanish II*
Geometry I	(*credit recovery)
Pre-calculus	
Chemistry I	
Physics I	

**Students interested in eSchool: Please read and note.**

- **Seniors:**

In order to ensure an eSchool course credit for graduation:

- Students must register for a course before the mid-point of the spring semester.
- Students must complete all course work 3 weeks before the end of the semester.
- Please check with the eSchool office or your counselor for the specific dates.

- **Sophomores – Juniors:**

In order to take a course on the senior high campus, **students must have successfully completed all prerequisite courses**, including eSchool courses, before the beginning of the school year.

- Students taking eSchool courses are required to take the STAAR EOC assessment associated with the course.
- There are a limited number of “seats” in each eSchool course. Registration for each course closes when that course is full and opens again as places become available. Therefore, registration for an eSchool course may be open or closed at any time.
- Before you register for a course, please make sure that you read and understand the eSchool Guidelines and Policies. Adherence to these guidelines, for example those concerning academic integrity, will be expected and consequences enforced.

**When you register for an eSchool course, please make sure that you provide the email address that you intend to use throughout your course. That email address must be an active, functional account that will handle large file attachments.**

If you have any questions or concerns, please contact the eSchool office at:  
(469) 752-8894  
eschool@pisd.edu

## 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 .....	.5 unit
Fine Arts <sup>2</sup> .....	1 unit
*Elective .....	<u>.5 unit</u>
	<u>7 Units</u>

### Sample Schedule

1. Language Art
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.

\*Selected Middle Schools require 1.0 unit of Physical Education and 0.0 unit of electives.

<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
Reading <sup>1</sup> .....	.5 or 1 unit
Physical Education.....	.5 or 1 unit
Elective .....	<u>1.5 or 2 units</u>
	<u>7 units</u>

### Sample Schedule

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

<sup>1</sup>Students who did not meet *Satisfactory Academic Performance* on STAAR Reading in sixth grade may be recommended for enrollment in Accelerated Reading 7.

**6-8 Grade Curriculum Requirements (Continued)**

<b>8th Grade Requirements</b>
-------------------------------

English Language Arts.....	1 unit
Mathematics.....	1 unit
United States History Part I .....	1 unit
Science .....	1 unit
Reading <sup>1</sup> .....	1 unit
Physical Education** .....	.5 or 1 unit
Elective .....	<u>1 unit</u>
	<b>7 units</b>

**Sample Schedule**

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

<sup>1</sup>Students who did not meet *Satisfactory Academic Performance* on STAAR Reading in seventh grade may be recommended for enrollment in Accelerated Reading 8.

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

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.

**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**

This required course may be fulfilled by taking one full year of choir, band, or orchestra. Please see course descriptions beginning on page 29.

### **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: 2.0

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

### **READING**

#### **60155B Accelerated Reading 6**

Grade Placement: 6

Prerequisite: This course is for students who are not successful on the state reading assessment in sixth grade, score below the district criteria, or need additional reading instruction.

Credit: 0.5

This one-semester course is designated for students who may have been successful on the state assessment in fifth grade but score below the district criteria or have received a teacher recommendation. The course concentrates on word analysis, vocabulary, fluency, comprehension skills, literary response, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments.

#### **601551/2 Accelerated Reading 6**

Grade Placement: 6

Prerequisite: This course is for students who are not successful on the state reading assessment in sixth grade, score below the district criteria, or need additional reading instruction.

Credit: 1

This course is designed for students who are not successful on the **first administration** of the state reading assessment in the fifth grade, score below district criteria, or experience reading difficulties. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments.

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

Grade Placement: 6

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

Credit: 0.5 – 1.0

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: 1.0

*What's next?* Mathematics 7

The primary focal points in Mathematics 6 include operating with integers and rational numbers; exploring proportionality; representing relationships with equations, tables and graphs; and summarizing statistical data. Students will use tools, technology, and representations to explore and communicate mathematical ideas.

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

Grade Placement: 6

Prerequisite: Honors Profile Criteria

Credit: 1.0

*What's next?* Mathematics 7 – Honors

Mathematics 6 Honors includes a more in-depth study of topics in the Mathematics 6 course, incorporates some Mathematics 7 content, as well as enrichment topics.

## **SOCIAL STUDIES**

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

Grade Placement: 6

Prerequisite: None

Credit: 1.0

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

This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present.

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

Grade Placement: 6

Prerequisite: GT Identification

Credit: 1.0

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

This course is a study of people, place and culture. Students will gain an understanding of contemporary cultures by researching the origins of significant societal characteristics. Specifically, students study geographic characteristics and how place determines the development of societies and societal shifts. Students will also explore different economic and governmental systems and how they affect societal and cultural development. Complex topics such as conflict and human rights help to grow critical and compassionate thinkers. Finally, the introduction of the elements of Humanities as a form of human expression and a catalyst for change contributes to a greater understanding of the world.

## **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: 1.0

*What's next?* Science 7th Grade or Science 7th Grade – H/PreAP

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.



**60510B    *Physical Education 6***

Grade Placement: 6

Prerequisite: None

Credit: 0.5

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 systemic 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 will help to establish health behaviors in students designed to last their lifetime. The curriculum will include 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: 1.0

*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: Honors Criteria

Credit: 1.0

*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

#### **70150B Analytical Reading 7**

Grade Placement: 7

Prerequisite: None

Credit: 0.5

This semester course option is recommend only when students have other requirements that make it difficult to schedule the full-year course.

In this one-semester course, students practice reading/cognitive strategies and critical inquiry to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response to ensure college readiness and the ability to comprehend at deeper levels and construct meaning effectively.

#### **701551 Accelerated Reading 7**

Grade Placement: 7

Prerequisite: This course is designed for students who are not successful on the state reading assessment in sixth grade, score below the district criteria, or need additional reading instruction to become successful learners.

Credit: 1.0

In this full-year course, students practice reading strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response using a variety of materials differentiated to meet student needs. Targeted intervention closes gaps identified by diagnostic assessment to ensure academic success.

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

Grade Placement: 7

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

Credit: 0.5 – 1.0

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.**

### **503401 Pre-Advanced Placement Spanish III**

Grade Placement: 7  
Prerequisite: Diagnostic Exam Diagnostic Exam  
Credit: 1.0  
*What's next?* Advanced Placement 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 Pre-Advanced Placement Spanish III. This course may not be offered on all campuses.**

## **MATHEMATICS**

### **702001 Mathematics 7**

Grade Placement: 7  
Prerequisite: Completion of Mathematics 6  
Credit: 1.0  
*What's next?* Mathematics 8

The primary focal points in Mathematics 7 include extending their work with sets and subsets of rational numbers; using direct proportional relationships in number, geometry, measurement, and probability; describing linear and other relationships using equations, tables, and graphs; and using statistical representations to describe data. Student will use tools, technology, and representations to explore and communicate mathematical ideas.

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

Grade Placement: 7  
Prerequisite: Honors Mathematics 6  
Credit: 1.0  
*What's next?* Honors Algebra I

Mathematics 7 Honors includes a more in-depth study of topics, in the Mathematics 7 and Mathematics 8 courses, as well as enrichment topics.

## **SOCIAL STUDIES**

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

Grade Placement: 7

Prerequisite: None

Credit: 1.0

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

This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.

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

Grade Placement: 7

Prerequisite: GT Identification

Credit: 1.0

*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 beginning with a study of geography and its impact. Students will then examine the discovery and exploration of Texas by European forces and the ways in which they shaped the political and cultural landscape of our state. The tumultuous era of filibusters, empresarios, and revolutionaries provide students a look at the powerful effect of individualism upon history. Students are offered the opportunity to see through a broad historical lens that looks beyond a "winner's history" into both sides of conflict – particularly in topics such as the Texas Revolution, the Mexican-American War, and even social topics such as racism in the American South. Throughout the year, students will use historical events as springboards to current issues and will hone skills in research, public discourse, and critical thinking. The course concludes with a consideration of the impact of present day Texas on the larger national and international stage. The study of the Humanities 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: 1.0

*What's next?* Science Grade 8 or Science Grade 8 – H/PreAP

Science Grade 7 is a course, which will focus on life science with an integration of chemistry, physics and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on 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 – H/PreAP**

Grade Placement: 7

Prerequisite: Honors criteria

Credit: 1.0

*What's next?* Science Grade 8 or Science Grade 8 – H/PreAP

This is a course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science 7 course. The students are given a life science base with an integration of chemistry, physics, and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on 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: 0.5 – 1.0

*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 systemic 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 will help to establish health behaviors in students designed to last their lifetime. The curriculum will include 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: 1.0

*What's next?* English I or English I – H/PreAP (high school)

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: 1.0

*What's next?* English I or English I – H/PreAP (high school)

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

#### **80150B Analytical Reading 8**

Grade Placement: 8

Prerequisite: None

Credit: 0.5

This semester course option is recommend only when students have other requirements that make it difficult to schedule the full-year course.

This one-semester course is designed for students who would benefit from focused literacy strategies, critical inquiry, metaphorical thinking and higher-order thinking to improve college readiness. Students practice word analysis, vocabulary, fluency, comprehension, and written literary response to ensure college readiness and the ability to interpret and construct meaning in challenging texts.

#### **801551 Accelerated Reading 8**

Grade Placement: 8

Prerequisite: This course is designed for students who are not successful on the state reading assessment in seventh grade, score below the district criteria, or need additional reading instruction for academic success.

Credit: 1.0

In this full-year course, students practice reading/cognitive strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response using a variety of materials differentiated to meet student needs. Targeted intervention closes gaps identified by diagnostic assessment to ensure academic success.

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

Grade Placement: 8

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

Credit: 0.5 – 1.0

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: 1.0

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

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.**

### **807501 French 8**

Grade Placement: 8

Prerequisite: French 7

Credit: 1.0

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

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.**

### **504401 Advanced Placement Spanish IV**

Grade Placement: 8

Prerequisite: Pre-Advanced Placement Spanish III OR Diagnostic Exam

Credit: 1.0

*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 Spanish Language & Culture Advanced Placement 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 Advanced Placement Spanish IV. This course may not be offered on all campuses.**

## MATHEMATICS

### **802001 Mathematics 8**

Grade Placement: 8

Prerequisite: Mathematics 7

Credit: 1.0

*What's next?* Algebra I

The primary focal points in Mathematics 8 include using algebraic representations to represent proportional situations; using algebraic thinking to describe the relationships between quantities; and using statistical procedures to describe data. Student will use tools, technology, and representations to explore and communicate mathematical ideas.

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**802231 Honors Algebra I**

Grade Placement: 8  
Prerequisite: Honors Mathematics 7 or Mathematics 8  
Credit: 1.0  
*What's next?* Geometry H/Pre-AP

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 use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems.

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**SOCIAL STUDIES**

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

Grade Placement: 8  
Prerequisite: None  
Credit: 1.0  
*What's next?* World Geography, PreAP World Geography, AP Human Geography or World History PreAP

This course focuses on the beginning of America through the era of 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 introduction to the Constitution, the structure and function of our national government, and the implications of the 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: 1.0  
*What's next?* World Geography, PreAP World Geography, or AP Human Geography and Humanities (Pre-AP/H English1 and AP World History)

Students will be introduced to the social, cultural, political and economic events and philosophies which shaped early America. Students will examine the emergence and growth of the early English colonies in North America, and trace the development of representative government to the basic elements of the U.S. Constitution, the Bill of Rights, and the structure and function of our government today. The student's journey will continue with an exploration of the 19th century challenges of leadership, expansion, and conflict and resolution in the emerging nation that contributed to the development of the country and the American identity. Additionally, throughout year, the study of the Humanities (American art, music, literature, and architecture) will be examined in context to build a greater depth of understanding regarding the creation of the American ethos.

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**SCIENCE**

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**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: 1.0  
*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 –  
H/PreAP**

Grade Placement: 8  
Prerequisite: Honors criteria and/or Science Grade 7 H  
Credit: 1.0  
*What's next?* Biology or Biology – H/IH/PreAP

This accelerated course is designed for the student who has demonstrated the ability and interest in science above and beyond that which 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. Preparing the student to enter advanced high school sciences will be emphasized. **Independent science research is a requirement of Science Honors.**



**80510 B Physical Education**

Grade Placement: 8

Prerequisite: None

Credit: 0.5 – 1.0

*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 systemic 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 will help to establish health behaviors in students designed to last their lifetime. The curriculum will include 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.

## 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 for Living and  
80850B Careers**

Grade Placement: 7 - 8

Prerequisite: None

Credit: 0.5

This introductory level course is designed to encourage students to begin thinking about and planning for a career. They will complete personal assessments, explore career clusters, and develop skills for personal, academic, and professional success. Students will have the opportunity to fully explore several career areas by working in a lab setting to plan and prepare foods and design and construct a simple item using the sewing machine. Lab participation will involve learning and modeling work place skills such as decision making, teamwork, and time management. This course is invaluable for exploring careers and learning skills for a fulfilling lifestyle.

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**70840B Life Management and  
80840B Careers**

Grade Placement: 7 - 8

Prerequisite: None (Skills for Living and Careers is recommended, but not required)

Credit: 0.5

This course expands on essential personal and career skills learned in Skills for Living and Careers. Students will explore educational and career training options for their future and management of living independently, including money management. Students will work in lab settings to plan and prepare meals, and construct a sewing project. Labs involve learning and modeling skills for personal and professional success such as teamwork, goal setting, decision making and time management. Life Management & Careers is a great asset to teens in managing their lives successfully.

### **ENGINEERING & TECHNOLOGY COURSES**

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**80927B Gateway to Technology –  
Design &  
Modeling/Automation &  
Robotics**

Grade Placement: 8

Prerequisite: None

Credit: 0.5

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.**

**ENGINEERING & TECHNOLOGY COURSES CONTINUED**

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**70915B/ 80915B**    ***Exploring Arts, AV and Communications***

Grade Placement: 7 and 8  
Prerequisite: None  
Credit: 0.5

This course provides students the opportunity to create and manipulate computer graphics, work with multimedia, take on the role of a designer and use 3D solid modeling software to design and present ideas, and learn how to effectively use presentation software to communicate your ideas. While doing fun and engaging activities, you will also explore the skills needed for college and career readiness, learn about the labor market and develop skills for success in the workplace.

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

Grade Placement: 7 and 8  
Prerequisite: None  
Credit: 0.5

Explore the technology behind computer software and hardware, use 3D simulation software to design, build and ride virtual roller coasters, create web pages, build and program robots, learn to program computers to make animations and interactive games, and learn how to effectively use presentation software to communicate your ideas. While doing fun and engaging activities, you will also explore the skills needed for college and career readiness, learn about the labor market and develop skills for success in the workplace.

## ***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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#### ***Beginning Band***

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

Grade Placement: 6

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform 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. This is a full-year course.

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**706201     *Band – Concert***  
**806201**

Grade Placement: 7 - 8

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform at 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.

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**706221     *Band - Symphonic***  
**806221**

Grade Placement: 7 - 8

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform at 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.

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**706241     *Band – Wind Ensemble***  
**806241**

Grade Placement: 7 - 8  
Prerequisite: Audition and teacher approval  
Credit: 1.0

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 perform at 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.** This is a full-year course.

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**Choir**

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**606351     *Beginning Choir***

Grade Placement: 6  
Prerequisite: None  
Credit: 1.0

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 perform 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.** No previous musical experience is necessary.

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***Intermediate Choir***

**706351 - *Mixed Choir***  
**706361 - *Tenor/Bass Choir***  
**706371 - *Treble Choir***

Grade Placement: 7 - 8  
Prerequisite: Audition and teacher approval  
Credit: 1.0

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 perform at 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.

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### **Advanced Choir**

**806351 - Mixed Choir**

**806361 - Tenor/Bass Choir**

**806371 - Treble Choir**

Grade Placement: 7 - 8

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform at 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.

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## **Orchestra**

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### **Beginning Orchestra**

**606461 - Violin**

**606441 - Viola**

**606421 - Cello**

**606401 - Double Bass**

**606481 - Beginning Orchestra**

Grade Placement: 6

Prerequisite: Audition and teacher approval

Credit: 1.0

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 with the exception of cello and bass which will be provided by the school for a small fee. Students will perform 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.

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

Grade Placement: 7 and 8

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform at 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.

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

Grade Placement: 7 and 8

Prerequisite: Audition and teacher approval

Credit: 1.0

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 perform at 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.

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

Grade Placement: 7 and 8  
Prerequisite: Audition and teacher approval  
Credit: 1.0

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 perform at 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.

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

Grade Placement: 7 and 8  
Prerequisite: Audition and teacher approval  
Credit: 1.0

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 perform at 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.

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**Speech**

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

Grade Placement: 7 and 8  
Prerequisite: None  
Credit: 0.5

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-Introduction***  
**80660B/1    *to Debate***

Grade Placement: 7 and 8

Prerequisite: Speech 1 or Teacher Approval

Credit: 0.5 or 1.0

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-Introduction***  
**80665B/1    *to Oral Interpretation***

Grade Placement: 7 and 8

Prerequisite: Speech 1 or Teacher Approval

Credit: 0.5 or 1.0

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 2 and Teacher Approval

Credit: 0.5 or 1.0

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 2 and Teacher Approval  
Credit: 0.5 or 1.0

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 to***  
**80670B    *Theatre***

Grade Placement: 7 and 8  
Prerequisite: None  
Credit: 0.5

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 and 8  
Prerequisite: Theatre 1 and/or Teacher Approval  
Credit: 0.5

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 and 8

Prerequisite: None

Credit: 0.5 or 1.0

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 and 8

Prerequisite: Theatre 2 and/or Teacher Approval

Credit: 0.5 or 1.0

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 and 8

Prerequisite: Technical Theatre 2 and/or Teacher Approval

Credit: 0.5 or 1.0

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 2D**  
**80600B**

Grade Placement: 7 and 8

Prerequisite: None

Credit: 0.5

Art 2D is 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.

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**70610B    *Art 3D***

**80610B**

Grade Placement: 7 and 8

Prerequisite: None

Credit: 0.5

Art 3D is the study and creation of art in three-dimensions. Students will study the various sculpture techniques and sculpture processes of ceramics, wire, paper, cardboard, plaster, etc. Students will study art history, art criticism, and aesthetics in art.

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**80615B    *Advanced Art***

**806151**

Grade Placement: 8

Prerequisite: 2D Art and/or 3D Art ;Teacher Approval

Credit: 0.5 or 1.0

Advanced Art is designed for students who demonstrate exceptional talent 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. This course will prepare students for high school and AP art programs. 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: 0.5

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: 1.0

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.**