



**MIDDLE SCHOOL GRADES 6-8**

**PLANO INDEPENDENT SCHOOL DISTRICT**  
**2023-2024**

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

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





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

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

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

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

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

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





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

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

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

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



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## ***Grade Point Average (GPA) Chart***

Plano ISD  
043910

EIC  
(Local)

Academic Achievement:  
Class Ranking

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

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

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

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

<b>Grades</b>	<b>Goals and Objectives</b>
Grades 6 – 7	Begin to investigate college/career goals and objectives that align with personal interests. Consider careers that fit your personality and ability and the pathways to those careers.
Grade 8	Continue to investigate college, career, and military information in order to choose a CTE Program of Study and an endorsement that aligns with your chosen career pathway. Attend campus meetings regarding academic planning, high school graduation requirements and develop a high school four-year plan. Explore Plano ISD academy programs through informational meetings.
Grade 9	Review career goals, and possible industry based certifications within CTE Programs of Study, while continuing to research colleges and careers of interest. Revisit your academic four-year plan and ensure it still aligns with your future career interest. Be aware of the importance of your high school transcript, grades, and attendance. Attend meetings on your campus regarding post-secondary planning and college admission.
Grade 10	Review career goals, and your four-year plan. Look for possible industry based certifications that support your career interest and continue to research colleges and careers of interest. Attend meetings on your campus regarding post-secondary planning including college admission, scholarships, and financial aid availability. Explore options offered through the Plano ISD Industries Academy. Take the PSAT™ 10 in October. Find free test review materials at <a href="https://www.khanacademy.org">https://www.khanacademy.org</a>
Grade 11	Review academic plans and narrow college and career choices. Attend College Nights in September, and take the PSAT/NMSQT® in October (National Merit Scholarship Qualifying Test). Participate in the SAT® School Day during the spring semester. Consider taking the ACT® test in the spring. Find free test review materials at <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> For those interested in military service take the ASVAB test. Attend meetings on your campus regarding post-secondary planning including college admissions requirements, scholarships, and financial aid availability. Make a list of 5-8 colleges/post-secondary programs that are a great match and fit for your goals, interests, and academic standing.
Grade 12	Finalize post-secondary plans. Apply to top 5-8 colleges or post-secondary programs. If applying to Texas schools, create an ApplyTX account. Attend College Nights in September. Take the SAT® and/or ACT® in early fall if needed. Attend financial aid sessions and apply for FAFSA or TASFA in October. For those interested in military service take the ASVAB test. Be mindful of deadlines for college admission, housing and university scholarship applications. Submit scholarship applications throughout the school year. Complete the senior survey in the spring declaring where you are going after high school graduation.

SchoolLinks: For the 2023-2024 school year, PISD offers SchoolLinks, a web-based tool, which provides students and parents with up to date information on college and career opportunities. All students have access to SchoolLinks through their webdesk and complete assigned tasks in each grade 6 – 12. SchoolLinks provides extensive college and career search tools and assessments, a resume builder, and goal setting tools. Through their SchoolLinks account, students may request letters of recommendation, manage college applications, access scholarship information, and complete tasks that will enhance the college, career, and military preparation experience.

Other websites:

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

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

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

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

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

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

## ***Middle School Program***

### **Textbooks and Chromebooks**

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

### **Courses**

#### **Acceleration**

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

#### **Elective Courses**

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

### **Fine Arts**

#### ***Music***

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

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

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

#### ***Speech, Oral Interpretation, and Debate***

*Speech* courses are designed to develop communication skills as an integral part of our social, cultural, and academic lives. Students will engage in effective communication skills that prepare them for social, civic, and professional roles. Through activities, presentations, individual and group projects, students will learn to express and respond appropriately to feelings, participate in social traditions, learn the arts of informing, persuading, creating, and imagining in a highly communicative society. *Oral Interpretation* continues the development of communication skills through the presentation of literature as a performance art. Students will develop an understanding of how to select, research, analyze, adapt, and interpret performances through individual and group presentation and evaluation of poetry, prose, dramatic interpretation, humorous interpretation, reader's theatre, and original oratory. *Debate* is a continued study of the art of speaking that will develop an understanding of the skills of argumentation and debate. Students will be introduced to decision making within controversial issues of personal, social public, and professional life in modern society through the study of current issues and events, developing sound critical thinking, and sharpening communication skills. Students will be expected to participate in class, view, and evaluate performances.

#### ***Theatre Arts and Technical Theatre***

*Theatre Arts* courses engage students in foundational skills in the mechanics of theatre, creative expression through performance and production, historical and cultural relevance and critical evaluation and response. Theatre curriculum will engage students in theatre games, activities, performance skills, and develop critical thinking skills in a collaborative and supportive environment.

*Technical Theatre* curriculum will involve students in the backstage activity of production, learning the technical components of set design, theatrical lighting, sound, costume design, hair and stage make-up, theatre safety and the performance process. Students will be expected to participate in class and view and evaluate a live theatrical performance. For safety purposes, Technical Theatre may have limited occupancy.

### **Visual Art**

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

### **Honors Courses**

A differentiated honors curriculum includes a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. In the middle school program, these courses are offered in English, mathematics, science, and social studies. Plano ISD provides an honors profile to assist families in determining proper placement for their student in advanced level courses in middle school. The middle school honors math pathway is unique since it is an accelerated pathway, therefore requires prerequisites to enter honors math after the start of 6th grade. Please contact the school counselor for additional information.

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

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

#### **Course Averaging**

According to district policy, EI (LOCAL);

Semester credit for full year courses: if a student earns credit for one semester of a one-credit course by earning a grade of 70 or above but fails to earn a grade of 70 or above for the other semester, the 0.5 credit earned shall not be deducted.

Awarding credit through averaging: a student may be awarded credit for a full year course by either earning a grade of 70 or above in both semesters or by earning a grade of 70 or above when both semester grades are averaged together. Averaging of the two semesters may only be applied the first time a student takes each semester of the course.

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

This one-semester course provides a foundation for a strong coding and computer science experience. This course is the first of many in the Programming and Software Development and the Cybersecurity Programs of Study. Students who complete this course will receive high school credit and grade points, which will be reflected on the student's high school transcript.

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

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

#### **Health I**

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

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

Students who successfully complete TWO years of the same middle school LOTE course will earn one high school credit. The credit will count toward graduation. The course and grade will be recorded on the student's academic achievement record (transcript). Grade points will be counted toward rank in class. The course of study satisfies one of the two credits of the language requirement to meet the SBOE (State Board of Education) curriculum requirements of the Foundation High School program. It also serves as the prerequisite for Spanish II or French II at the high school level. For middle school campuses that do not offer French, students may take the French 1 course in the 8<sup>th</sup> grade as a zero-hour class at Vines Academy.

### ***Mathematics***

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

### **Required Courses**

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

## **Programs**

### **Athletic Program**

Students may schedule athletics instead of physical education. In the sixth grade, students may take a regular physical education class or a pre-athletics class, 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 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**

Middle School students receive instruction in Plano ISD's Coordinated School Health Program, which is incorporated into the physical education classes. This program is a systematic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students. This program helps to establish healthy behaviors in

students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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

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

### **Gifted and Talented Program**

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

### **Math Rocks Program**

The Math Rocks program seeks to identify students with high achievement and high aptitude in mathematics and serves those students in grades 3 – 8 through a course unique to Plano ISD. Plano ISD identifies these students based on district-administered MAP and CogAT® assessments that are given to all students. Students who qualify are invited to participate through an invitation extended through the Academic Services department. No referral process is needed. 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. The last opportunity for students to qualify for the program is going into 6<sup>th</sup> grade. Invitations to participate in the program are delivered to students at their elementary campus in the spring semester of 5<sup>th</sup> grade.

**Off-Campus PE** – The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop high-level capabilities and to allow those students to be involved in a program that provides training exceeding that offered in the school district. The student is taking this course for physical education credit and he/she may not be enrolled in athletics while participating in the Off-Campus Physical Education Program. A maximum of 4 credits can be earned towards state high school graduation requirements. A student interested in this program should contact his/her school counselor for the application, guidelines, and enrollment dates concerning off-campus physical education. Per policy EIF (Regulation), Plano ISD will not offer OCPE credit for sports/activities that are offered within Plano ISD UIL competitive athletic programs in grades 9-12.

Approved sports/activities for students in grades 6-8: Academy Soccer, Archery, Badminton, Dance, Equestrian, Fencing, Golf, Gymnastics, Ice Hockey, Ice Skating, Lacrosse, Mixed Martial Arts, Rock Climbing, Rowing, Swimming, Tennis, Track Cycling, and Table Tennis.

Approved sports/activities for students in grades 9-12: Archery, Badminton, Dance, Equestrian, Fencing, Gymnastics, Ice Hockey, Ice Skating, Lacrosse, Mixed Martial Arts, Rock Climbing, Rowing, 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 the OCPE

program coordinator for information or visit our website <https://www.pisd.edu/Page/3742> for additional information.

### **Physical Education Program**

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

Activities such as, rock climbing, bowling, tennis, soccer, basketball, golf, archery, and badminton 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 a parent/guardian, school personnel or outside agencies. Parent/guardian 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 individualized 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 student needs. Services 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 the services and supports that allow the student to meet state and district credit requirements 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, and either science or social studies.

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

A student receiving Special Education services shall graduate according to the criteria stated in his/her Individual Education Program and by the decision of the ARD/IEP committee. The ARD/IEP committee cannot award credit nor a passing grade to a student.



## **Advanced Classes Identified for No-Pass, No-Play Exemption**

Texas Education Agency/University Interscholastic League Academic Requirements (No Pass, No Play)

A student who receives, at the end of any six weeks or nine week grading period, a grade below 70 in any academic class (other than an identified advanced class) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes and (2) completed the three school weeks of ineligibility.

All students are eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are eligible until classes resume in January. The same is true for the summer recess and spring break provided those breaks consist of at least a full calendar week.

The 80<sup>th</sup> Texas Legislative Session passed SB 1517 in May 2007, which amends Section 33.081 of the Education Code restricting the courses that are now considered waivable. Senate Bill 1517 defines that the exemption **only “applies to an advanced placement or international baccalaureate course, or to an honors or dual credit course in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English.”** Please see the newly defined list of waivable courses below.

### **Middle School Waivable Courses**

<b>English Language Arts</b> English Language Arts 6 Honors English Language Arts 7 Honors English Language Arts 8 Honors	<b>Science</b> Science 7 Honors Science 8 Honors
<b>Mathematics</b> Math 6 Honors Math 7 Honors Algebra I Honors	<b>Languages Other than English</b> Spanish III Honors AP Spanish IV
<b>Social Studies</b> PACE Social Studies Grades 6, 7, 8 Social Studies 8 Honors	

### **High School/Senior High School Waivable Courses**

<b>Advanced Placement Courses</b> All	<b>International Baccalaureate Courses</b> Includes all IB courses. Also includes IH courses in English, mathematics, science, social studies, economics, or a language other than English.
<b>English Language Arts</b> English I Honors English II Honors English III Honors English IV Honors	<b>Science</b> Biology Honors Chemistry Honors Physics Honors Scientific Research and Design Honors
<b>Mathematics</b> Algebra I Honors Algebra II Honors Geometry Honors Pre-Calculus Pre-Calculus Honors	<b>Social Studies</b> Sociology Honors World Geography Honors World History Honors
<b>Languages Other Than English</b> Chinese ▪ Chinese III Honors  French ▪ French III Honors ▪ French V Honors  German ▪ German III Honors  Spanish ▪ Spanish III Honors	<b>Gifted and Talented</b> Humanities I English I GT Humanities II AP World History GT American Studies American Principles The Human Experience
	<b>Dual Credit</b> Any dual credit course in English, mathematics, science, social studies, economics, or a language other than English.

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

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

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

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

## ***Admission to Middle School Advanced Placement Spanish Program***

(Not offered on all middle school campuses)

- A. Students are identified in winter of 6th grade in partnership with the multilingual/ESL department.
- B. Students demonstrate successful achievement on the diagnostic exam to enter the program in 7th grade.
- C. Students enrolling in Plano ISD after 6<sup>th</sup> grade must take the entry-level diagnostic exam before placement in Spanish III Honors.
- D. Spanish III Honors is a mandatory pre-requisite for Spanish 4 AP. Program placement follows course sequence regardless of which grade a student enters the program.

## ***Vines Academy***

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

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

- I. Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services
  - A. For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on a Multi-Tiered System of Supports (MTSS). The implementation of interventions within a Student Support Plan has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.
  - B. If a student is experiencing learning difficulties, his or her parent/guardian may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a Special Education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent/guardian may request an evaluation for Special Education or Section 504 services at any time.
- II. Special Education Referrals:
  - A. If a parent/guardian makes a written request for an initial evaluation for Special Education services to the Director of Special Education services or an administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent/guardian a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district agrees to evaluate the student, it must also give the parent/guardian the opportunity to give written consent for the evaluation.
  - B. A request for a Special Education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of Special Education. However, a verbal request does not require the district to respond within the 15-school-day timeline.
  - C. If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent/guardian's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.
  - D. If a parent/guardian provides the district with written consent for evaluation less than 45 school days, but at least 35 school days before the last instructional day of the school year, the evaluations must be completed and the report provided to the parent/guardian by June 30<sup>th</sup> of that school year. Then, no later than the 15<sup>th</sup> school day of the following school year, the ARD meeting to review the results of the evaluation and determine eligibility must be conducted. Any student absences past three days extends the due date of June 30<sup>th</sup>.
  - E. Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.
  - F. Additional information, regarding Special Education services and supports, is available from the district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.
  - G. Contact person for Special Education Referrals:
    1. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Special Education services is:
      - a. Contact Person: Campus Principal or Child Find Help Line
      - b. Phone Number: 469-752-4299
      - c. Website: [https://www.pisd.edu/Directory\\_of\\_Schools](https://www.pisd.edu/Directory_of_Schools)
      - d. Section 504 Referrals:
  - A. Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to provide relevant records, an impartial evaluation, which includes a gathering of relevant data, and a review/re-evaluation procedure.

B. Contact Person for Section 504 Referrals:

1. The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
  - a. Contact Person: Campus Principal
  - b. Phone Number: [https://www.pisd.edu/Directory\\_of\\_Schools](https://www.pisd.edu/Directory_of_Schools)

III. Additional Information:

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

## ***Plano ISD eSchool***

Plano ISD eSchool provides excellence in online learning to high school students here in Plano and throughout the world. Since 2001, we have served over 50,000 students with a completion rate of 89% and an overall success rate of 96%. Our course offerings afford students the flexibility and connectivity to meet their individual needs. eSchool students have access to a rigorous curriculum that is correlated to local, state, and national standards. Our online program allows students to enhance their high school experience, to work around scheduling difficulties, and/or to recapture credits for graduation. Our dedicated teachers are specifically trained to work with students in an online setting and are committed to providing a personalized and enriching learning experience for each student. Our goal is for students to master course content while acquiring the necessary skills needed to compete in a global society.

### **eSchool Course Offerings**

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

Algebra I; Semester 1/2*	Personal Financial Literacy
Algebra II; Semester 1/2	Physics; Semester 1/2
Chemistry; Semester 1/2	Pre-Calculus; Semester 1/2
Economics	Professional Communications
English I; Semester 1/2*	Spanish I; Semester 1/2*
English II; Semester 1/2*	Spanish II; Semester 1/2*
English III; Semester 1/2	US Government
English IV; Semester 1/2	US History; Semester 1/2*
Geometry; Semester 1/2	World Geography; Semester 1/2
Health	World History; Semester 1/2
Lifetime Fitness and Wellness Pursuits	World History; Semester 1/2

*\*course cannot be taken for initial credit*

### **Important Points to Consider**

- For more information, including registration procedures and eSchool Guidelines, please contact the eSchool office at 469.752.8894 or [eSchool@pisd.edu](mailto:eSchool@pisd.edu). You can also visit our website at <https://www.pisd.edu/eschool>.
- Students need to check with their school counselor to ensure appropriate course selection.
- With the exception of eSchool Health, eSchool courses are only available to students who have completed their 8<sup>th</sup> grade year.
- Students taking eSchool courses are required to take the STAAR EOC assessment associated with the course.
- Grades earned in eSchool courses will not be used in computing class rank (Plano ISD Board Policy EIC Local).
- Some courses may require the purchase of additional materials, such as a textbook, novel, or lab materials, in addition to the tuition fee.
- Students must have an active, functional e-mail account. Refer to the eSchool website for specific technical requirements.



# ONE-OF-A-KIND EDUCATIONAL ENVIRONMENT



**AHS** is an innovative, project based learning (PBL) community for 9<sup>th</sup>-12<sup>th</sup> grade students. Learners at Academy High School work in teams and solve challenges based on **STEAM - Science, Technology, Engineering, Arts, & Mathematics**. Learners will graduate with STEM and Multidisciplinary endorsements as well as completing two programs of study in Engineering and Web Development. Incoming learners are given a strong academic foundation for success through a campus-wide AVID program.



**TEAMS OF LEARNERS GENERATE SOLUTIONS** through intentional connections of content learning, research, and project deliverables. Learners are assessed through the evidences they generate to meet course objectives and project expectations. As a collaborative member of a project team, learners develop creative solutions through an iterative design process and present their learning to external professional audiences who provide feedback.

## **ACADEMICALLY CHALLENGING COURSES**

are rooted in rigorous standards-based content while having a multidisciplinary focus on critical thinking, communication skills and research skills; all through a site-based curriculum unique to the campus and its mission. These demanding PBL experiences are anchored in real-world issues that connect learners to professionals in our community and beyond. Learners have the opportunity to earn 15 college credit hours.

## **AHS STRIVES TO INSPIRE CREATIVITY**

and empower students to thrive and compete in a rapidly changing world. Additionally, 11<sup>th</sup> and 12<sup>th</sup> grade learners have the opportunity to earn college credit, complete an internship, and a senior capstone project.

**PLANO ISD  
ACADEMY HIGH SCHOOL**



**[www.pisd.edu/academy](http://www.pisd.edu/academy)**  
1701 Alma Dr. Plano, TX 75075





**For more information, visit [www.pisd.edu/hsa](http://www.pisd.edu/hsa)**



## **The Plano ISD Health Sciences Academy**

includes a unique partnership with Collin College and is housed at Williams High School for 9th and 10th grade and Plano East Senior High School for 11th and 12th grade.

Within the Health Sciences Academy there are two options available to students. In partnership with Collin College, students have the opportunity to earn **college credits** as well as pursue **workforce certifications** that may include:

- Central Sterile Processing
- Certified Nurses Aide
- EKG Technician
- Emergency Medical Technician
- Medical Assistant
- Medical Scribe
- Patient Care Technician
- Rehabilitation Aide

The **Biomedical Science** program provides students the opportunity to study the science behind the medical industry while earning Distinguished Level credit.

Students in this program work with state-of-the-art equipment and are connected to our local medical community through guest speakers, field trips, and clinical placements in skill-based classes.

Health Sciences Academy students are prepared to enter the health care field upon graduation and may also have college credit hours to enable them to advance in a college or university.





# THE IB WORLD SCHOOL AT PLANO EAST SENIOR HIGH



## LOCATED IN PLANO, TEXAS, AT PLANO EAST SENIOR HIGH SCHOOL

The IB World School at Plano East is a challenging pre-university course of study that encourages students to be knowledgeable and inquiring - but also caring and compassionate. Through the International Baccalaureate program, students are encouraged to develop intercultural understanding, open-mindedness, and attitudes necessary to enable students to respect and evaluate multiple points of view. The locally established International Honors (IH) program prepares 9th and 10th grade students for the expectations of the 11th and 12th grade IB Diploma Program. This demanding program requires concurrent study of a comprehensive range of academic areas which effectively prepares students for university entrance in the United States or abroad.



## IB DIPLOMA PROGRAMME

- A variety of advanced courses in six academic areas
- Successful completion of 3 High Level (HL) and 3 Standard Level (SL) IB courses and exams
- Weekly participation in creative, active, or service (CAS) experiences
- Extended Essay - 4,000 word essay in which students explore and analyze an area of interest
- Theory of Knowledge (TOK) - required course in which students examine the "ways of knowing"

## IB LEARNER PROFILE

IB Learners Strive to be:

- Inquirers
- Principled
- Risk-takers
- Knowledgable
- Open-minded
- Balanced
- Thinkers
- Caring
- Reflective
- Communicators

The IB Diploma Program aspires to develop students who have the ability to navigate, engage, and meaningfully contribute to local, national, and international communities while also providing students the opportunity to earn college credit for their studies.

Students who wish to attend the IB World School must complete an application. Admission is then based on a lottery.

For more information, visit  
[www.pisd.edu/ib](http://www.pisd.edu/ib)



# PISD Industries Academy at the Collin College Technical Campus



For more information, visit [www.pisd.edu/industriesacademy](http://www.pisd.edu/industriesacademy)

## Located in Allen, the Collin College Technical Campus,

where students enrolled in the Plano ISD Industries Academy attend classes, is a comprehensive campus offering **incoming juniors** and **continuing seniors** multiple paths to success in high-demand, high-wage career fields. Students will receive career-specific training and industry certifications while still in high school.

## *Programs Offered*

### Architecture and Construction

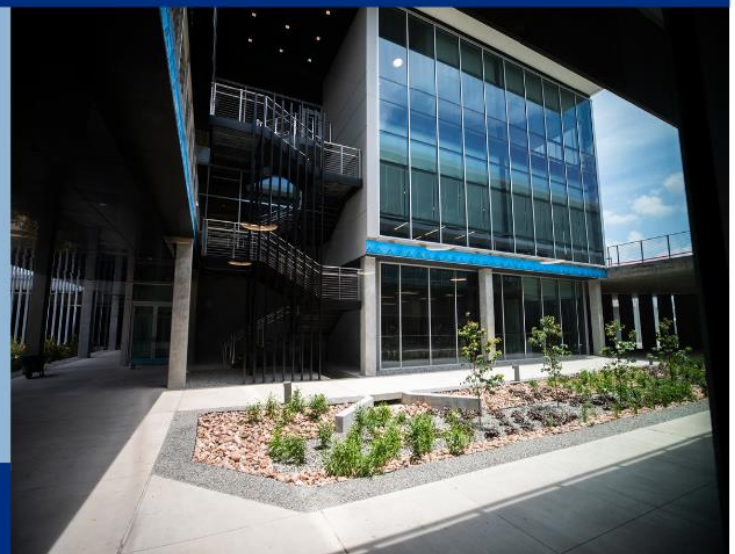
- Computer-Aided Drafting and Design
- Construction Management
- Heating, Ventilation and Air Conditioning
- Welding Technology

### Engineering Technology

- Biomedical Equipment Technology
- Electronic Engineering Technology
- Robotics and Automation Technology

### Science, Technology, Engineering and Math

- Computer Networking



## *Industries Academy Details*

- Selected students attend both their Plano ISD senior high school campus and the Collin College Technical Campus while participating in this two-year program.
- Cost associated is currently \$62 per credit hour. Free tuition is available based on household income.
- Plano ISD will provide transportation from the student's senior high school campus.

## 6-8 Grade Curriculum Requirements

### 6th Grade Requirements

English Language Arts and Reading <sup>1</sup> .....	2 units
Mathematics .....	1 unit
Social Studies .....	1 unit
Science .....	1 unit
Physical Education* .....	1 unit
Fine Arts <sup>2</sup> .....	1 unit
	7 units

#### Sample Schedule

1. English Language Arts and Reading
2. English Language Arts and Reading
3. Mathematics
4. Social Studies
5. Science
6. Physical Education
7. Fine Arts

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

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

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

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

### 7th Grade Requirements

English Language Arts .....	1 unit
Mathematics .....	1 unit
Texas History .....	1 unit
Science .....	1 unit
Physical Education .....	0.5 - 1 unit
Elective.....	2 - 2.5 units
	7 units

#### Sample Schedule

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

## 6-8 Grade Curriculum Requirements (Continued)

### 8th Grade Requirements

English Language Arts .....	1 unit
Mathematics .....	1 unit
United States History Part I .....	1 unit
Science .....	1 unit
Physical Education** .....	0.5 - 1 unit
Elective .....	2 – 2.5 units
	7 units

#### Sample Schedule

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

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

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



## ***Career & Technical Education***

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

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

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

Grade Placement: 7 - 8

Prerequisite: None

Unit: 0.5

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

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

Grade Placement: 7 - 8

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

Unit: 0.5

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

## ENGINEERING & TECHNOLOGY COURSES

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

Grade Placement: 8

Prerequisite: None

Unit: 0.5 high school credit

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

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

Grade Placement: 7 - 8

Prerequisite: None

Unit: 0.5

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

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

Grade Placement: 7 - 8

Prerequisite: None

Unit: 0.5

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

## COMPUTER SCIENCE COURSES

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

Grade Placement: 8

Prerequisite: None

Unit: 1 high school credit

*What's next?* Computer Science I or AP  
Computer Science Principles

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn to code a computer program using both block-based and text Python programming language. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. **Students will receive high school credit and high school grade points.**

## English Language Arts

<b>601001    English Language Arts 601501    and Reading 6</b>	<p>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.</p>
<p>Grade Placement: 6 Prerequisite: English Language Arts 5 Unit: 2 <i>What's next?</i> English Language Arts 7 or English Language Arts 7 Honors</p>	
<b>601031    English Language Arts 601531    and Reading 6 Honors</b>	<p>This course combines the study of English and reading and is a blocked (two class period) experience. It is designed for students who have an interest in and aptitude for advanced reading and writing instruction. Students will engage in reading and writing workshop and learn through the interconnected nature of listening, speaking, reading, writing, and thinking with increasing complexity and nuance. Using the writing process, students will compose literary texts, informational texts, and persuasive texts. Students will learn and practice reading comprehension through the study of theme, genre, literary texts, sensory language, and informational texts at greater depth and sophistication. This course serves as the introduction to honors-level work in English Language Arts and Reading for middle school students.</p>
<p>Grade Placement: 6 Prerequisite: English Language Arts 5 Unit: 2 <i>What's next?</i> English Language Arts 7 or English Language Arts 7 Honors</p>	
<b>701001    English Language Arts 7</b>	<p>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.</p>
<p>Grade Placement: 7 Prerequisite: English Language Arts 6 or English Language Arts 6 Honors Unit: 1 <i>What's next?</i> English Language Arts 8 or English Language Arts 8 Honors</p>	
<b>701031    English Language Arts 7 Honors</b>	<p>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.</p>
<p>Grade Placement: 7 Prerequisite: English Language Arts 6 or English Language Arts 6 Honors Unit: 1 <i>What's next?</i> English Language Arts 8 or English Language Arts 8 Honors</p>	
<b>801001    English Language Arts 8</b>	<p>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.</p>
<p>Grade Placement: 8 Prerequisite: English Language Arts 7 or English Language Arts 7 Honors Unit: 1 <i>What's next?</i> English I or English I Honors</p>	

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**801031 English Language Arts  
8 Honors**

Grade Placement: 8

Prerequisite: English Language Arts 7 or  
English Language Arts 7 Honors

Unit: 1

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

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



## ***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 & Debate 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***

#### **Band: Beginning**

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

Grade Placement: 6

Prerequisite: None

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

This course provides an opportunity for students to continue instrumental development to a mastery level. Through appropriate

Grade Placement: 7 - 8

Prerequisite: Audition and teacher approval

Unit: 1

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

## Choir

### 606351 Choir: Beginning

Grade Placement: 6

Prerequisite: None

Unit: 1

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

### Choir: Intermediate

#### 706351 – Choir: Mixed

#### 706361 – Choir: Tenor/Bass

#### 706371 – Choir: Treble

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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**Orchestra**

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

Grade Placement: 6

Prerequisite: None

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

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

Grade Placement: 7 - 8

Prerequisite: Audition

Unit: 1

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

## Speech

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

Grade Placement: 7 - 8

Prerequisite: None

Unit: 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. **Students will be expected to participate in classroom presentations.**

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

Grade Placement: 7 - 8

Prerequisite: Speech 1-Introduction to Public Speaking

Unit: 0.5 or 1

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

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

Grade Placement: 7 - 8

Prerequisite: Speech 1-Introduction to Public Speaking

Unit: 0.5 or 1

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

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

Grade Placement: 8

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

Unit: 0.5 or 1

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

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

Grade Placement: 8

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

Unit: 0.5 or 1

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

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**Theatre**

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**60670B Theatre 1-Introduction**  
**70670B to Theatre**  
**80670B**

Grade Placement: 6 - 8

Prerequisite: None

Unit: 1

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 learn to communicate, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Students increase their understanding of heritage, traditions and the diversity of world cultures as expressed in theatre. Through performance and technical theatre skills, students learn to accept constructive criticism and develop the ability to appreciate, construct and evaluate live theatre. Students will be expected to participate in classroom performances and activities and view and critique a local theatre performance as a required component.

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

Grade Placement: 7 - 8

Prerequisite: Theatre 1 - Introduction to Theatre

Unit: 0.5 - 1

With an emphasis on all aspects of theatre study, students will continue to develop basic acting, directing, movement, technical theatre, literature, voice, and design. Through creative expression, students communicate, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Students further develop their understanding of heritage, traditions and the diversity of world cultures as expressed in theatre. Through performance and technical theatre skills, students will continue to learn to accept constructive criticism and further develop the ability to appreciate, construct and evaluate live theatre. Students will be expected to participate in classroom performances and activities and view and critique a local theatre performance as a required component.

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

Grade Placement: 7 - 8

Prerequisite: Theatre Arts 1- Introduction to Theatre

Unit: 0.5 - 1

With an emphasis on all aspects of theatre study, students will continue to develop basic technical theatre elements, engage in literature, safety, sound, lighting, costuming, publicity and theatrical design. Through creative expression, students communicate, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Students further develop their understanding of heritage, traditions and the diversity of world cultures as expressed through technical theatre. Through performance and technical theatre skills, students will continue to learn to accept constructive criticism and further develop the ability to appreciate, construct and evaluate live theatre. Students will be expected to participate in classroom projects and performances and view and critique a local theatre performance as a required component.

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

Grade Placement: 8

Prerequisite: Theatre 1- Introduction to Theatre, Theatre 2-Intermediate Theatre

Unit: 0.5 - 1

With an emphasis on all aspects of theatre study, students will further develop basic acting, directing, movement, technical theatre, literature, voice, and design. Through creative expression, students communicate, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Students further develop their understanding of heritage, traditions and the diversity of world cultures as expressed in theatre. Through performance and technical theatre skills, students will continue to learn to accept constructive criticism and further develop the ability to appreciate, construct and evaluate live theatre. Students will be expected to participate in classroom performances and activities and view and critique a local theatre performance as a required component.

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

Grade Placement: 8

Prerequisite: Theatre 1-Technical Theatre, Theatre 2-Technical Theatre

Unit: 0.5 - 1

With an emphasis on all aspects of theatre study, students will further develop basic technical theatre elements, engage in literature, safety, sound, lighting, costuming, publicity and theatrical design. Through creative expression, students communicate, build positive self-concepts, relate interpersonally and integrate knowledge with other content areas in a relevant manner. Students further develop their understanding of heritage, traditions and the diversity of world cultures as expressed through technical theatre. Through performance and technical theatre skills, students will continue to learn to accept constructive criticism and further develop the ability to appreciate, construct and evaluate live theatre. Students will be expected to participate in classroom projects and performances and view and critique a local theatre performance as a required component.

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**Visual Arts**

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**70600B Art 1****80600B**

Grade Placement: 6 - 8

Prerequisite: None

Unit: 1

Art 1 introduces students to fundamental artistic habits and skills, giving them a foundation that allows them to explore a media, use artistic vocabulary and grow their understanding about a variety of art forms. Students will explore a mediums, such as drawing techniques, color theory, ceramics, sculpture and digital media and discuss the expressive properties of artworks such as meaning, narrative, message, and symbol. Students will be introduced to art history and culture by exploring artistic styles, historical periods, and a variety of cultures.

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**70610B Art 2: 2D****80610B****70613B Art 2: 3D****80613B**

Grade Placement: 7 - 8

Prerequisite: Art 1

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

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Unit: 0.5 or 1

understanding of important historical and cultural relevance of the visual arts.

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

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

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

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**80615B    Art 3**  
**806151**

Grade Placement: 8

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

Unit: 0.5 or 1

Art 3 is designed for students who have completed Art 1 and at least one of the Art 2 courses and have a desire to continue their study and artistic development. Students will experience techniques in both two-dimensional and three-dimensional media, as well as explore more sophisticated ideas in art history, art criticism, and aesthetics. Students will enhance their digital art portfolios, prepare for high school art and be given opportunities to participate in contests and exhibits, including the Jr. Visual Scholastic Arts Event for students enrolled in the spring semester.



## Languages Other Than English

**Students must complete French 7 and 8 or Spanish 7 and 8 to be eligible for high school credit.**

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### **707501 French 7**

Grade Placement: 7

Prerequisite: None

Unit: 1 high school credit is earned upon completion of French 7 and 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.**

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### **707001 Spanish 7**

Grade Placement: 7

Prerequisite: None

Unit: 1 high school credit is earned upon completion of Spanish 7 and 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.**

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### **707431 Spanish III Honors**

Grade Placement: 7 or 8

Prerequisite: Diagnostic Exam

Unit: 1 high school credit

*What's next?* AP Spanish IV

This accelerated course is for heritage and native speakers who can demonstrate Intermediate Mid or higher proficiency in reading and writing. This course emphasizes high level/critical thinking, reading, and writing utilizing cross-curricular contexts as well as Hispanic literature and texts. Speaking and listening proficiencies are refined and further developed. Connections between first language skills and second language acquisition are targeted. **This course is conducted in Spanish. Students will receive high school credit after successfully completing Spanish III Honors. This course may not be offered on all campuses. See [Middle School Advanced Placement Spanish Program](#) for more information.**

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### **807501 French 8**

Grade Placement: 8

Prerequisite: French 7

Unit: 1 high school credit is earned upon completion of French 7 and French 8.

*What's next?* French

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 for French I after successfully completing both French 7 and 8. This course may not be offered on all campuses.**

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### **501101 French I**

Grade Placement: 8

Prerequisite: None

Unit: 1 high school credit

French I is an 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 expected outcome of this course is developing novice mid – novice high proficiency.

**This course is conducted in French a significant amount of time. French I at Vines Academy is only available to eighth grade students enrolled in schools that do not offer French 7 and 8. Students will receive high school credit and high school grade points. See [Vines Academy](#) for more information.**

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### **807001 Spanish 8**

Grade Placement: 8

Prerequisite: Spanish 7

Unit: 1 high school credit is earned upon completion of Spanish 7 and Spanish 8.

*What's next?* Spanish II

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 for Spanish I after successfully completing both Spanish 7 and 8.**

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### **807451 AP Spanish IV**

Grade Placement: 8

Prerequisite: Spanish III Honors

Unit: 1 high school credit

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

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

## ***Health Education***

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### **80500B Health I**

Grade Placement: 8

Prerequisite: None

Unit: 0.5 high school credit

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

## **Mathematics**

<b>602001 Mathematics 6</b> Grade Placement: 6 Prerequisite: Mathematics 5 Unit: 1 <i>What's next?</i> Mathematics 7	The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy. The focal points in Mathematics 6 include operating with integers and rational numbers; exploring proportionality; representing one-step algebraic relationships with equations, tables and graphs; and summarizing statistical data. Students use tools, models, technology, and representations to explore and communicate mathematical ideas.
<b>602031 Mathematics 6 Honors</b> Grade Placement: 6 Prerequisite: Mathematics 5 Unit: 1 <i>What's next?</i> Mathematics 7 Honors	Mathematics 6 Honors is an accelerated course that includes a more in-depth study of topics in the Mathematics 6 course and incorporates about half of the Mathematics 7 content by extending the 6th grade concepts that connect to 7th grade learning. Primary focal points include proportionality, two-dimensional measurement, data analysis, and algebraic representations.
<b>702001 Mathematics 7</b> Grade Placement: 7 Prerequisite: Mathematics 6 Unit: 1 <i>What's next?</i> Mathematics 8	The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy. The primary focal points in Mathematics 7 include financial literacy; two- and three-dimensional measurement; representing relationships with equations, tables, and graphs; probability; proportionality related to similarity, measurement, and rates; and using statistical representations to analyze and compare data sets. Students will use tools, models, technology, and representations to explore and communicate mathematical ideas.
<b>702031 Mathematics 7 Honors</b> Grade Placement: 7 Prerequisite: Mathematics 6 Honors Unit: 1 <i>What's next?</i> Honors Algebra I	In Mathematics 7 Honors students continue the sequence of learning that began in Mathematics 6 Honors. This course incorporates half of the Mathematics 7 content (the half that was not part of the previous course) blended with all of the Mathematics 8 content. Primary focal points include geometric relationships, three-dimensional measurement, functional relationships, and probability. Students must successfully complete Honors Math 6 in order to enroll in Honors Math 7. Students who did not complete Honors Math 6 may reach out to their math teacher and/or counselor in the spring of 6th grade in order to inquire about summer bridge opportunities.
<b>802001 Mathematics 8</b> Grade Placement: 8 Prerequisite: Mathematics 7 Unit: 1 <i>What's next?</i> Algebra I	The learning in middle school mathematics includes studies across various strands of mathematics including the number system, algebraic reasoning, geometry, statistics, and financial literacy. The primary focal points in Mathematics 8 include geometric relationships (Pythagorean Theorem, transformations, angle relationships); using algebraic and graphical representations to represent proportional and non-proportional situations; measuring three-dimensional figures; and using statistical procedures to describe data. Students will use tools, models, technology, and representations to explore and communicate mathematical ideas.
<b>802231 Algebra I Honors</b> Grade Placement: 8 Prerequisite: Mathematics 7 Honors or Mathematics 8	Algebra I extends concepts from Mathematics 8 to provide students with a more focused learning around functional relationships. The primary focal points in Honors Algebra I include the study of linear,

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Unit: 1 high school credit  
*What's next?* Geometry Honors

quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems. **Students will receive high school credit and high school grade points.**

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**153031 Honors Geometry**  
Grade Placement: 6, 7, or 8  
Prerequisite: Algebra I or Algebra I Honors  
Unit: 1 high school credit  
*What's Next?* Algebra II or Algebra II Honors

This course includes a more challenging and rigorous study of geometric thinking, symbolic reasoning, and properties of figures. Students in this course will further explore relationships between geometry and other areas of mathematics. **Honors Geometry at Vines Academy is available to students who have earned credit for Algebra I or Honors Algebra I and are enrolled in a PISD middle school that does not offer Honors Geometry on campus. Students will receive high school credit and high school grade points. See [Vines Academy](#) for more information.**

## Physical Education

*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.*

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

Grade Placement: 6

Prerequisite: None

Unit: 0.5 – 1.0

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.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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### **605401 Pre-Athletics**

Grade Placement: 6

Prerequisite: None

Unit: 1

*What's next?* Athletics 7 or Physical Education 7

This course is designed to equip and prepare any student who wishes to eventually enroll in 7<sup>th</sup> and 8<sup>th</sup> grade Athletics. Through the curriculum in the Pre-Athletics class, students will have an enjoyable experience learning the fundamentals of strength and conditioning, dynamic stretching, health and nutrition, and sport specific skills. Pre-Athletics will allow students to explore their athletic future while teaching them what is expected of an athlete in Plano ISD.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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### **705401 Athletics 7**

#### **705501**

Grade Placement: 7

Prerequisite: Tryouts are required for some sports

Unit: 1

Athletics 7 is open to students who are interested in participating in a competitive athletic program in the sports of basketball, cross-country, football, track or volleyball. Tryouts for volleyball and basketball are in the early fall. Football, track, and cross-country are open to all students who meet the criteria. Contests for these sports are scheduled with schools inside the district. Students interested in

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athletics should contact the head coach at the individual school campus for more information. Students participating in athletics must maintain a grade of 70 in all subjects and must pass the physical examination required by University Interscholastic League (UIL). See [Advanced Classes Identified for No-Pass, No-Play Exemption](#) for more information.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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### **70510B Physical Education**

Grade Placement: 7

Prerequisite: None

Unit: 0.5 – 1

*What's next?* Physical Education 8

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

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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### **80510B Physical Education**

Grade Placement: 8

Prerequisite: None

Unit: 0.5 – 1

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

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*What's next?* Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, or Skill-Based Lifetime Activities

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.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.

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### **805401     Athletics 8**

#### **805501**

Grade Placement: 8

Prerequisite: Tryouts are required for some sports

Unit: 1

*What's next?* High School Athletics, Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, or Skill-Based Lifetime Activities

Athletics 8 is open to students who are interested in participating in a competitive athletic program in the sports of basketball, cross-country, football, track or volleyball. Tryouts for volleyball and basketball are in the early fall. Football, track, and cross-country are open to all students who meet the criteria. Contests for these sports are scheduled with schools inside the district. Students interested in athletics should contact the head coach at the individual school campus for more information. Students participating in athletics must maintain a grade of 70 in all subjects and must pass the physical examination required by University Interscholastic League (UIL). See [Advanced Classes Identified for No-Pass, No-Play Exemption](#) for more information.

#### Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program helps to establish healthy behaviors in students designed to last their lifetime. The curriculum includes lessons in physical fitness, health and wellness, decision-making, self-esteem/body image, nutrition, mental health/stress, your body systems, growth and development, diseases and disorders, drugs and alcohol, and personal safety.



## ***Reading***

<b>601451 Multi-Sensory Reading</b> Grade Placement: 6 Prerequisite: This course is designated for students who meet diagnostic criteria.	This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.
<b>701451 Multi-Sensory Reading</b> Grade Placement: 7 Prerequisite: This course is designated for students who meet diagnostic criteria. Unit: 0.5 – 1	This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.
<b>701551 Reading 7</b> Grade Placement: 7 Prerequisite: None Unit: 1	This course is designed for students who would benefit from a continued integrated experience in English Language Arts. Students will learn and practice reading/cognitive strategies to improve skills in comprehension, fluency and vocabulary through authentic reading experiences using a variety of materials. This course is recommended for students who need additional reading instruction for academic success. This is a two-semester course.
<b>801551 Reading 8</b> Grade Placement: 8 Prerequisite: None Unit: 1	This course is designed for students who would benefit from a continued integrated experience in English Language Arts. Students will learn and practice reading/cognitive strategies to improve skills in comprehension, fluency and vocabulary through authentic reading experiences using a variety of materials. This course is recommended for students who need additional reading instruction for academic success. This is a two-semester course.
<b>801451 Multi-Sensory Reading</b> Grade Placement: 8 Prerequisite: This course is designated for students who meet diagnostic criteria. Unit: 0.5 – 1	This multisensory approach of language establishes procedures for systematically teaching speech-sound, spelling-sound patterns, phonics, fluency, vocabulary, and reading comprehension.

## Science

**Science courses that include dissection as a means of instruction will provide alternate assignments for students who have objections to dissection.**

<b>603001 Science 6</b> Grade Placement: 6 Prerequisite: Science 5 Unit: 1 <i>What's next?</i> Science 7 or Science 7 Honors	Science 6 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.
<b>703001 Science 7</b> Grade Placement: 7 Prerequisite: Science 6 Unit: 1 <i>What's next?</i> Science 8 or Science 8 Honors	Science 7 is a course which focuses on life science with an integration of chemistry, physics, and earth science. The concepts emphasized include environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.
<b>703031 Science 7 Honors</b> Grade Placement: 7 Prerequisite: Science 6 Unit: 1 <i>What's next?</i> Science 8 or Science 8 Honors	This accelerated course is designed for the student who has demonstrated the ability and interest in science beyond what is offered in the regular Science 7 course. The course is based on life science with an integration of chemistry, physics and earth science. The concepts emphasized include environmental interactions, systems and structures, energy, and changes over time. <b>Independent science research is a requirement of Science 7 Honors.</b>
<b>803001 Science 8</b> Grade Placement: 8 Prerequisite: Science 7 or Science 7 Honors Unit: 1 <i>What's next?</i> Biology or Biology Honors/IH	Science 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. Environmental interactions, systems and structures, energy, and changes over time are emphasized in this course. This course will show relevance to student learning and understanding of science.
<b>803031 Science 8 Honors</b> Grade Placement: 8 Prerequisite: Science 7 or Science 7 Honors Unit: 1 <i>What's Next?</i> Biology or Biology Honors/IH	This accelerated course is designed for the student who has demonstrated the ability and interest in science beyond what is offered in the regular Science 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science 8 Honors will focus on earth science with an integration of chemistry, physics and life science. <b>Independent science research is a requirement of Science 8 Honors.</b>

## Social Studies

<p><b>604001 Social Studies 6</b> (Contemporary World Societies)</p> <p>Grade Placement: 6 Prerequisite: Social Studies 5 Unit: 1 <i>What's next?</i> Social Studies 7 (Texas History)</p>	<p>This course is the study of people, places, and societies in the contemporary world. Students describe the influence of individuals and groups on historical and contemporary events. In addition, students identify the locations and geographic characteristics of various societies and their economic and government systems. Students will use this information to explain and compare aspects of culture common to all societies.</p>
<p><b>604041 PACE Social Studies 6</b> (Contemporary World Societies)</p> <p>Grade Placement: 6 Prerequisite: GT Identification Unit: 1 <i>What's next?</i> PACE Social Studies 7 (Texas History)</p>	<p>A study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the related economic and government systems. Student-selected literature puts a human face on events and issues. The students will be introduced to the artistic elements of the Humanities and use this lens as a way to explain and compare cultures of the past and present.</p>
<p><b>704001 Social Studies 7</b> (Texas History)</p> <p>Grade Placement: 7 Prerequisite: Social Studies 6 Unit: 1 <i>What's next?</i> Social Studies 8 (US History from the early colonial period through Reconstruction)</p>	<p>This course is the study of Texas from the period of discovery and exploration to modern times. The course focuses on geographic diversities, cultural heritage, and historical events that have shaped the destiny of Texas.</p>
<p><b>704041 PACE Social Studies 7</b> (Texas History)</p> <p>Grade Placement: 7 Prerequisite: GT Identification Unit: 1 <i>What's next?</i> PACE Social Studies 8 (US History from the early colonial period through Reconstruction)</p>	<p>This course is an in-depth study of Texas and its people. Students will examine the discovery and exploration of Texas and the ways in which people from many cultures shaped the political and cultural landscape. Students will learn to see the state through a broad historical lens and consider topics such as the Texas Revolution, the Mexican-American War, and social topics such as the challenges related to racial integration in the American South. Throughout the year, students will use historical skills in research, civil discourse, and critical thinking. The course concludes with a larger consideration of the impact of the present day Texas on the larger national and international stage. The study of the Humanities, with a focus on literature, helps to build an understanding of the state's diversity and rich cultural heritage.</p>
<p><b>804001 Social Studies 8</b> (US History from the early colonial period through Reconstruction)</p> <p>Grade Placement: 8 Prerequisite: Texas History 7 Unit: 1 <i>What's next?</i> World Geography, World Geography Honors, or AP Human Geography</p>	<p>This course focuses on the early colonial period through Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including an introduction to the Constitution, the structure and function of our national government, and Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course.</p>
<p><b>804031 Social Studies 8 Honors</b> (US History from the early colonial period through Reconstruction)</p> <p>Grade Placement: 8 Prerequisite: Texas History 7 Unit: 1</p>	<p>This advanced course is designed for the student who has demonstrated the ability and interest in social studies beyond what is offered in the Social Studies 8 course. Students in this course will be afforded opportunities to engage in more challenging and rigorous learning experiences, including expanded opportunities for critical thinking and deeper primary source analysis.</p>

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

Grade Placement: 8

Prerequisite: GT Identification

Unit: 1

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

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

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## ***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

Unit: 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

Unit: 1

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