

## ***SUPERINTENDENT'S LETTER***

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Teamwork for Excellence



Dear Students and Parents:

The goal of the Plano Independent School District is to thoroughly prepare students for college and offer them a strong foundation for a lifetime of learning. Working together, parents, students and the schools can ensure that wise decisions are made concerning programs and course selections during the secondary school years.

This middle school Course Catalog is designed to explain the basic requirements for successful steps from sixth through eighth grades plus giving the tools to start to prepare for a smooth transition into the high/senior high school program. Each middle school has developed its own extra-curricular portion of the catalog that is appropriate for that campus. Because of enrollment differences and student individuality, each campus may have some differences in these course offerings.

Counselors will be meeting with students and their parents to aid them in developing the appropriate educational plans from their middle school through their high/senior high school experience. Again, I encourage parents and students to use all of the sources of information provided in this catalog and provided by the school counselors as they plan for future goals.

Sincerely,

Dr. Douglas Otto  
Superintendent of Schools



## **INTRODUCTION**

Teamwork for Excellence



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

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

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

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

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

## **MISSION**

### **... statement of purpose and function**

The Plano Independent School District  
will provide an excellent education  
for all students.



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## ***MIDDLE SCHOOL PROGRAM***

### **Textbooks**

Textbooks are state-owned (the property of the state of Texas) and are issued to students in Plano ISD free of charge. Each student is responsible for his/her textbooks issued by their school and is responsible for payment for lost and/or damaged textbooks occurring in the school year.

### **Honors Courses**

Honors courses are those courses with specific entry criteria for highly motivated students. A differentiated honors curriculum includes a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. In the middle school program, these courses are offered in English, mathematics and science. Students must meet the selection criteria for these courses.

### **Acceleration**

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

### **Advanced Placement Program**

The Advanced Placement (AP) Program of the College Board enables students to complete college-level studies at Plano East Senior High, Plano Senior High and Plano West Senior High Schools. A limited number of Advanced Placement courses may be offered on the Grade 9-10 campuses. This "academic bridge" helps smooth the transition from high school to college. The primary goals of the AP Program are to enrich the secondary school experience of students ready to apply themselves to college-level courses and to provide the means by which colleges may grant credit or placement, or both, to students with satisfactory AP test scores.

### **International Baccalaureate (starting in Grades 9-10)**

The International Baccalaureate (IB) Full-Diploma Program is an internationally recognized, comprehensive two-year curriculum of rigorous study in the 11th and 12th grade years that culminates in exams in six subject areas: English, a foreign language, social studies, science, mathematics, and an elective.

To qualify for the IB Program, a student must first be accepted into the International Honors program. If a student is planning to apply to participate in the International Honors Program, please note the following recommendations for course selections:

1. As an international program, IB requires that students be fluent in a second language. Therefore, a student should begin the study of French or Spanish as early as possible, preferably in middle school. The examination the student takes, as a junior or senior, in a second language will demonstrate the student's oral communication skills as well as the student's written skills.
2. Students wishing to take an exam in calculus their senior year should begin Honors Algebra I in the eighth grade.
3. Students planning to take a higher-level IB exam in history will need to take IB US History as a junior at Plano East. This will satisfy the Plano ISD US History requirement as well as the IB requirement.

### **Mathematics**

In mathematics, an advanced student may begin the secondary course progression upon completion of middle school mathematics essential knowledge and skills. Students may complete Algebra I, geometry and higher-level mathematics courses in middle school and credit toward high school graduation is awarded for these courses. The students simply continue along the course progression. If Algebra I is taken in middle school, three additional math credits above Algebra I are required. Grades for these courses ARE used to figure high school GPA and class rank. All students will have the potential for Algebra I credit. New qualifications will be in place for earning Algebra I credit.

### **Foreign Language**

In foreign languages, students who successfully complete TWO years of the same middle school foreign language will earn one high school credit. The credit will count toward graduation. The course and grade will be recorded on the student's academic achievement record (transcript). Grade points will be counted toward rank in class. The course of study satisfies one of the two credits of the language requirement for the advanced SBOE (State Board of Education) Recommended High School Program and one of the three credits of the language requirement for the Distinguished Achievement Program. It also serves as the prerequisite for Spanish II or French II at the high school level.

### **Fine Arts**

#### ***Music***

Sixth grade students must select Band, Choir or Orchestra to fulfill the state Fine Arts requirement. Sixth grade band and orchestra classes are scheduled in like-instrument groupings. Instruments included in Band are as follows: Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, and Percussion. Instruments included in Orchestra are as follows: Violin, Viola, Cello, and String Bass. There are no competitive UIL music events for sixth grade musicians. Limited outside of school rehearsals and performances may be required.

Placement in seventh and eighth grade music classes may include individual auditions with the director. 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. Attendance at outside of school curricular rehearsals and performances will be expected in order to meet performance requirements outlined by state course objectives.

### ***Theater Arts***

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

### ***Visual Art***

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

### **AVID Program**

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.

### **Gifted Program**

Gifted program services are provided for each student who is formally identified for the gifted program. Participation in the program is based on a referral, screening, and selection process. Middle school PACE (Plano's Academic and Creative Education) classes are made up of compacted course offerings along with special PACE activities. All PACE students will be scheduled into PACE English or PACE history classes. 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, additional services are provided for gifted students through Advanced Placement, International Baccalaureate and the American Studies courses.

### **Special Education Services**

Special education services are provided for each student who meets eligibility requirements. Students eligible for special education services may have learning differences, emotional/behavioral concerns and/or physical challenges (i.e., vision or hearing impairments). Consideration of a student's eligibility for special education services is initiated by a referral to the Campus Monitoring and Intervention Team, which may be requested by parents, school personnel or outside agencies. Separate parental consents are required in order to conduct the evaluation and initiate services.

Four components best describe the special education process:

- Determining the needs of each student
- Preparing an Individualized Education Program (IEP) for each student based on needs
- Implementing the IEP in the least restrictive environment
- Annually evaluating the student's progress and developing the IEP to address the student's needs

Special Education services are provided under state and federal guidelines. Students receiving special education services can earn course credit through general education, special education, or a combination of both. An Admission, Review, Dismissal (ARD) Committee will determine the courses that a student takes.

### **Athletic Program**

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

Students may try out for volleyball, basketball, and tennis in the early fall. Football and track 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.

### **Physical Education Program**

Students are required to complete 4 semesters of physical education during their middle school grades 6 through 8.

#### **Physical Fitness Assessment**

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

### **Coordinated School Health Program**

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

**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 them to be involved in a program that provides training exceeding that offered in the school district. The student taking this course for physical education credit may NOT be enrolled in another physical education class or athletics while participating in the Off-Campus Physical Education Program. A maximum of 2 credits can be earned towards state high school graduation requirements. However, if a student has previously earned a maximum of two credits of physical education, the student receives NO CREDIT toward state high school graduation requirements; however, they do count toward the GPA (Grade Point Average). A student interested in this program should contact his/her campus counselor for application and guidelines concerning off-campus physical education.

Off-campus physical education, currently considers the following activities: **swimming, tennis, ballet (dance), ice hockey, ice-skating, gymnastics, equestrian, art skating, martial arts, fencing, track cycling lacrosse, middle school golf, rock climbing, 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 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.

### **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 that 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.

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

All students who register in this school district will complete a home language survey form. If this survey indicates that a language other than English is spoken in the home or is spoken by the student most of the time, the student must be referred to the Language Assessment Center for evaluation. After the language evaluation, the LPAC Committee will make recommendations about ESL Services. Students who qualify for ESL services may enroll in ESL classes.

The English as a Second Language (ESL) program shall be an integral part of the regular educational program. State-adopted English as a second language instructional materials and supplementary materials are used as curriculum tools. This program is aligned with the district's general education literacy program. The English as a second language program shall address the affective, linguistic, and cognitive needs of limited English proficient students.

ESL classes, which focus on intensive development of listening, speaking, reading, and writing skills in English, are offered to English Language learners at all secondary campuses.

### **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.

### **Elective Courses**

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

### **Exploratory Courses**

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



## **Promotion and Retention**

### **Requirements - Grade 6 - 8**

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science and social studies. Additionally, students in 8<sup>th</sup> grade are required to meet the passing standard on the Texas Assessment of Knowledge and Skills (TAKS) tests in reading and mathematics before they can be promoted to grade 9.

Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

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

### **Grades 6, 7, and 8**

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the campus as soon as practical of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses.

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

Middle school credit is **NOT** granted until **BOTH** semesters are completed **AT** middle school. Students can **NOT** complete 1<sup>st</sup> semester at middle school and 2<sup>nd</sup> semester at summer school, re: Spanish, French, and Algebra I. If Algebra I is taken in 8th grade, three years of math above Algebra I must be completed.

### **Requirements Special Education**

Students receiving special education services shall be promoted and shall graduate according to the criteria stated in their Individual Education Programs and by the decisions of the ARD/IEP committees.

## **ADMISSION TO & EXIT FROM PACE/THE GIFTED & 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 – 10 through the Humanities class, with additional services for gifted students through advanced placement and International Baccalaureate classes serving grades 11 and 12.
- II. Procedure for Admission

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

  - A. The referral form (available at school) is completed prior to the designated deadline. Referrals may be made by a student, parent, teacher, counselor, administrator, or other professional.
  - B. Screening data is collected. Data may include the following:
    1. Aptitude test scores
    2. Achievement test scores
    3. Teacher recommendation
    4. Writing sample
    5. Additional parent information
    6. Grades
    7. Student portfolio
    8. Interview
  - C. Placement committee meets and considers all students who meet criteria.
  - D. Parent(s) of placed students give written permission for program participation.
- III. Procedure for Exit
  - A. Student progress is reviewed and documented.
  - B. Conference(s) with student, parent(s), and professional are held.
  - C. The PACE Exit Form is completed.
  - D. The campus placement committee meets.
  - E. PACE Exit Form is completed and signed.

## **ADMISSION TO MIDDLE SCHOOL ADVANCED PLACEMENT SPANISH PROGRAM**

(Not offered on all middle school campuses)

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

## **VINES ACADEMY**

Certain specialized Mathematics and Foreign Language courses are offered at Vines Academy to 8<sup>th</sup> grade students only. Some subsequent courses may not be offered at the high school level. Contact the counselor's office at your campus for more information.

## **ADMISSION TO AND EXIT FROM MIDDLE SCHOOL HONORS COURSES**

### I. Middle School Honors Recommendations

Honors courses are offered in 6<sup>th</sup> grade for mathematics only. Honors courses are offered in 7<sup>th</sup> and 8<sup>th</sup> grade for English, mathematics and science. Students must meet three of the five following criteria to qualify for honors placement. Students who do not meet at least three of the criteria may appeal the decision at the campus level. Decisions of the campus committee are final and are not subject to further appeal.

### **Honors Student Profile:**

	<b>MAP</b>	<b>Cog AT</b>	<b>Subject Area Grade</b>	<b>TAKS</b>	<b>Teacher Recommendation</b>
<b>English</b>	<u>Reading:</u> 6 <sup>th</sup> – 227 7 <sup>th</sup> – 231 8 <sup>th</sup> – 235 <u>Language:</u> 6 <sup>th</sup> – 226 7 <sup>th</sup> – 230 8 <sup>th</sup> – 232	<b>116</b> or higher on Verbal <b>or Non-verbal</b> sections	85 or above in English	2238 or above scale score in reading	Yes
<b>Mathematics</b>	5 <sup>th</sup> – 229 6 <sup>th</sup> – 238 7 <sup>th</sup> – 243 8 <sup>th</sup> – 249	<b>116</b> or higher on Quantitative <b>or Non-Verbal</b> sections	85 or above in mathematics	2271 or above scale score in math	Yes
<b>Science</b>	*Science Concepts and Processes 6 <sup>th</sup> – 216 7 <sup>th</sup> – 219 8 <sup>th</sup> – 222	<b>116</b> or higher on Verbal, <b>Non-Verbal or</b> Quantitative sections	85 or above in science	2238 or above scale score in reading <u>and</u> 2271 or above scale score in math	Yes

**Do not** use the General Science MAP test for any purpose.

### II. Maintaining Honors Placement Status

- It is expected that a student will maintain a grade of **70** or higher every six weeks, and a grade of **70** or higher at the semester.
- A student who does not maintain a **70** average in an honors course will be placed on probation for the next six weeks' grading period.
- Each six weeks' grade stands alone to determine eligibility for continuing honors status.
- At the end of the probationary period (six weeks), if the grade is still below **70**, the student may be placed in a regular class. In addition, if the 1<sup>st</sup> semester grade is below **70**, the student **may** be placed in a regular class.
- Students will not be moved from an honors class to a regular class after the 5<sup>th</sup> six-weeks period begins.

### III. Appeal Process

Students requesting placement in an honors course but not meeting at least three of the five criteria may go before a site-based committee for placement consideration. Students may be referred to site-based committee by a parent, a staff member or by the student. Middle schools should establish/designate a committee for this purpose. The campus-based committee decision is final and is not subject to further appeal.

## **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 are 7<sup>th</sup> and 8<sup>th</sup> Grade Family and Consumer Science (FCS) Courses offered at the middle school level. These courses may not be offered at all campuses. Please see the school counselor for more information.**

**70850B/80850B Skills for Living and Careers Grades 7-8 .5 credit (1 semester)**  
**Prerequisite: None**

The purpose of this course is to give the student an inside view into the development and coping skills necessary to function efficiently and effectively in our society on a personal, social, family and career level. Topics include career investigation, personal development, effective communication, nutrition, food preparation/safety, and basic sewing construction. This course is invaluable for living a fulfilling lifestyle and career.

**70840B/80840B Life Management and Careers Grades 7-8 .5 credit (1 semester)**  
**Prerequisite: None (Skills for Living and Careers is recommended, but not required)**

Life Management and Careers integrates successful life skills mastered in Skills for Living with practical application for teens. This course provides opportunities to explore family and personal relationships, personal management, and planning for post-secondary education and future careers. Emphasis is on the importance of the family, how to get along with others (including family members and peers), positive self-image, nutrition, wise consumerism, parenting rewards and responsibilities, and career opportunities. Student teams will explore various food groups, then plan and implement cooking labs. Students will use time management, listening, and sewing skills to construct a sewing project. Life Management has proven to be a great asset to teens in managing their lives successfully.

**The following Technology Courses are offered at the middle school level. These courses may not be offered at all campuses. Please see the school counselor for more information.**

**80927B Gateway to Technology – Design & Modeling/Automation & Robotics**  
**Prerequisite: None Grades 8 .5 credit (1 semester)**

In this hands-on course, students learn how technology is used in engineering to solve everyday problems. This math, science, 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 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. This is Plano ISD's first "Project Lead the Way" course. 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.**

**70925B/80925B Exploring Computer Applications**  
**Prerequisite: None Grades 7-8 .5 credit (1 semester)**

Explore the technology behind computers and the Internet, design custom graphics with Photoshop, use 3D simulation software to design and ride virtual roller coasters, develop and record radio commercials, build and program robots, and learn to use desktop publishing and web mastering software to market products. Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. This course allows students to reinforce, apply and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities and what employers require to gain and maintain employment in these careers.

## ***SPECIAL EDUCATION SERVICES***

- I. Plano Independent School District offers special education services for students from age 3 through 21. Children with vision and hearing impairments may begin services at birth.
  
- II. Procedures for Admission/Review/Dismissal/Transfer
  - A. New referrals
    1. Parents, school personnel or community agencies may make referrals for special education evaluations.
    2. All referrals are directed to the Campus Monitoring and Intervention Team (CMIT).
    3. The Campus Monitoring and Intervention Team collects information from teachers and parents.
    4. The Campus Monitoring and Intervention Team requests a Full Individual Evaluation (FIE) if there is a suspicion of a disability **and** an educational need for special education services.
    5. A meeting may be held prior to the evaluation for the purpose of defining the specific areas to be assessed.
    6. Parents provide written consent for the evaluation. The evaluation must be completed within 60 calendar days from the date the district receives written consent from the parent.
    7. The Admission, Review, Dismissal / Individualized Education Program (ARD/IEP) Committee, which includes parents, will meet to consider eligibility, goals, objectives and placement.
    8. Parents provide written consent for the initial provision of special education services if eligibility is established and services are recommended.
  
  - B. Transfers from special education programs outside the district
    1. Parents/Students provide campus personnel with documentation of prior special education services at the time of registration.
    2. Campus staff confirms the provision of prior special education services.
    3. Services begin immediately. Within 30 school days, any changes determined necessary in the current IEP must be addressed by the ARD/IEP Committee.
  
  - C. Continuation in the Program
    1. ARD/IEP Committee conducts an annual review of student progress and placement.
    2. Parents and other committee members agree upon student's continuation of services or dismissal from special education based on current performance data and demonstrated need.
  
  - D. Grading Procedures

Students receiving special education services must achieve the grade or mastery level indicated in his/her IEP or report card for each course in order to pass and earn credit for the course. Grades should reflect progress toward completion of IEP goals and objectives as well as demonstrated mastery of course content. To promote a successful academic experience for the student, the ARD/IEP committee may modify course content by altering curriculum and/or adjusting mastery levels.

### **Graduation Requirements (§89.1070 Commissioner/SBOE Rules)**

(a) Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§1400 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.

(b) A student receiving special education services may graduate and be awarded a regular high school diploma if:

- (1) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74 of this title (relating to Curriculum Requirements)) applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
  
- (2) the student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation (under the minimum high school program in Chapter 74 of this title) applicable to students in general education, including participation in required state assessments. The student's

admission, review, and dismissal (ARD) committee shall determine whether satisfactory performance on a required state assessment shall also be required for graduation.

(c) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

(1) the student's individualized education program (IEP);

(2) one of the following conditions, consistent with the student's IEP:

(A) full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;

(B) demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or

(C) access to services which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;

(3) the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and

(4) the state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.

(d) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

(e) All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (c) of this section.

(f) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.

(g) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(h) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

## 6-8 GRADE CURRICULUM REQUIREMENTS

<b>6TH GRADE Requirements</b>
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Language Arts <sup>1</sup> . . . . .	2 units
Mathematics . . . . .	1 unit
Social Studies . . . . .	1 unit
Science . . . . .	1 unit
*Physical Education . . . . .	.5 unit
Fine Arts <sup>2</sup> . . . . .	1 unit
*Elective . . . . .	<u>.5 unit</u>
	7 units

**Sample Schedule**

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

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

<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.

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

\*For students who read below grade level, those students meet the criteria for Plano Accelerated Reading Intervention. This requirement includes those students who score the following:

- < 2150 on TAKS
  - < 207 on MAP –Fall
  - < 208 on MAP - Winter
- } (See district course criteria)

<b>7TH GRADE Requirements</b>
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English Language Arts . . . . .	1 unit
Mathematics . . . . .	1 unit
Texas History . . . . .	1 unit
Science . . . . .	1 unit
Reading <sup>1</sup> . . . . .	.5 or 1 unit
Physical Education . . . . .	.5 or 1 unit
Elective . . . . .	<u>1.5 or 2 units</u>
	7 units

**Sample Schedule**

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

<sup>1</sup>For students reading on grade level, those students will be required to take one semester of Analytical Reading. For students who read below grade level, those students must take Accelerated Reading for both semesters. This requirement includes students who score the following:

- < 2150 on TAKS
  - < 208 on MAP - Fall
  - < 212 on MAP - Winter
- } (See district course criteria)

**6-8 GRADE CURRICULUM REQUIREMENTS (continued)**

<b>8TH GRADE Requirements</b>	
English Language Arts . . . . .	1 unit
Mathematics . . . . .	1 unit
United States History Part I . . . . .	1 unit
Science . . . . .	1 unit
*Reading <sup>1</sup> . . . . .	1 unit
Physical Education** . . . . .	.5 or 1 unit
Elective . . . . .	<u>1 unit</u>
	7 units

**Sample Schedule**

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

\*\* 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.

<sup>1</sup>For students reading on grade level, those students may take Analytical Reading for one semester. For students who read below grade level, those students must take Accelerated Reading for both semesters. This requirement includes students who score the following:

- < 2150 on TAKS
  - < 210 on MAP –Fall
  - < 214 on MAP - Winter
- } (See district course criteria)

There are additional grade advancement requirements for 8th grade students under the Texas Student Success Initiative (SSI), which was passed by the 76th Texas Legislature in 1999. The purpose of this initiative is to ensure that every student makes the academic progress necessary to show a sufficient understanding of the knowledge and skills taught and tested at each grade level. The SSI requires that Grade 8 students must meet the passing standard on the Texas Assessment of Knowledge and Skills (TAKS) tests in reading and mathematics before they can be promoted to Grade 9. This requirement is in addition to the district policy on promotion and retention.



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

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

## ***DISTINGUISHED ACHIEVEMENT PROGRAM***

Purpose: The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to that of college students or work done by professionals in the arts, sciences, business, industry, or in community service. Student performance on advanced measures, other than Advanced Placement tests, may be assessed through an external review process.

Students must obtain approval prior to pursuing credits for college courses, products of professional quality, or original research/projects. Documentation of completion of the four advanced measures even if this documentation is received after graduation (in the case of AP or IB scores) must be provided.

<b><i>Distinguished Achievement Program</i></b> <b>(26 Credits)</b>
<p><u>Requirements:</u></p> <p>A student must achieve any combination of four of the following prior to graduation:</p> <p><u>Original research/project</u> (no more than two of the four advanced measures):</p> <ul style="list-style-type: none"><li>▪ Individual product of professional quality as judged by a panel of professionals in the field that is the focus of the project. Students are limited to one advanced measure (individual product) from this category. Prior approval is required for this category.</li><li>▪ Approved Individual Products/Original Research Projects<ul style="list-style-type: none"><li>▪ International Baccalaureate extended essay</li><li>▪ Award winning Science Fair Projects approved through Plano ISD Science Department</li><li>▪ Mentor based projects completed through approved mentor courses</li></ul></li></ul> <p>Students must be enrolled in an approved course or under the supervision of a Plano ISD teacher to complete an advanced measure in this category. External evaluation of a project must be maintained in the student's cumulative folder and documented on the student's permanent record card and counselor card.</p> <p><u>Test data:</u></p> <ul style="list-style-type: none"><li>▪ A score of three or above on a College Board Advanced Placement examination;</li><li>▪ A score of four or above on an International Baccalaureate examination;</li><li>▪ A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li></ul> <p><u>College courses:</u></p> <ul style="list-style-type: none"><li>▪ A grade of A or B in a college course. (Examples: advanced math, foreign language or concurrent enrollment in Plano ISD) Students are limited to one advanced measure from this category. Prior approval is required for this category.</li></ul>

❁ Students graduating under the SBOE Recommended Program or the Distinguished Achievement Program may qualify for TEXAS Grant (See Next Page.)



## **TOWARD EXCELLENCE, ACCESS, & SUCCESS (TEXAS) GRANT PROGRAM**

[www.COLLEGEFORALLTEXANS.COM](http://www.COLLEGEFORALLTEXANS.COM)

*CollegeForAllTexans.com*

### **Towards EXcellence, Access and Success (TEXAS) Grant Program**

The following information is accurate for students entering the program on or after September 1, 2005.

#### **Program Purpose**

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

#### **Who can apply? Students who...**

For an initial award

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Have an EFC less than or equal to 4000
- Register for the Selective Service or are exempt from this requirement
- **AND**
  - Be a graduate of an accredited high school in Texas not earlier than the 1998-99 school year
  - Complete the Recommended High School Program or Distinguished Achievement Program in high school
  - Enroll in a non-profit public college or university in Texas within 16 months of graduation from a public or accredited private high school in Texas and
  - Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP).
- **OR**
  - Have earned an associate degree from a public technical, state or community college in Texas and
  - Enroll in any public university in Texas no more than 12 months after receiving their associate's degree.

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever comes first.

Students entering the program based on acquisition of an associate's degree who continue in college and who meet program academic standards can receive awards for up to 90 semester credit hours, until they receive a bachelor's degree, or for three years if enrolled in a 4-year degree plan or four years if enrolled in a 5-year degree plan, whichever comes first.

The academic requirements for continuing in the program are:

For awards made on or after 09/01/2005

- At the end of the first year, the student entering the program from high school must be meeting the *school's* Satisfactory Academic Progress (SAP) requirements.

- At the end of his/her first year in the TEXAS Grant program, the person entering the program on the basis of an associate's degree must have completed at least 75 percent of the hours attempted, have an overall grade point average (GPA) of at least 2.5 on a 4.0 scale and must have completed at least 24 semester credit hours during the year.
- At the end of the second year in the program or later years, all students must complete at least 75 percent of the hours attempted in the prior academic year, have an overall college grade point average (GPA) of at least 2.5 on a 4.0 scale and complete at least 24 semester credit hours per year.

**Where may awards be used?**

A TEXAS Grant may be used to attend any public institution of higher education in Texas.

**How much can be awarded?**

The award amount (including state and institutional funds) is equal to the student's tuition and required fees. For 2008- 2009, the state amount is approximately: \$2,640 per semester for public universities and state college students \$865 per semester for public community college students and \$1,325 per semester for public technical college students.

**How large is the program?**

In 2007-08, 53,467 students received awards in this program (uncertified data).

**How can you apply?**

You apply for the TEXAS Grant when you complete and submit the [Free Application for Federal Student Aid \(FAFSA\)](#) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if TEXAS Grant is part of the aid package that is offered to you.

## ***COLLEGE PREPARATION TIMELINE***

### **Grades**

### **Goals and Objectives**

#### **Grades 6 - 7**

Begin to establish career goals and objectives.

#### **Grade 8**

Plan four-year high school academic program. Each student attends an academic conference with parents and a school counselor during which course selections are chosen for the high school years. Review college catalogs, publications and Web sites, which give college profiles and entrance requirements.

#### **Grade 9**

Re-evaluate career goals and objectives. Review academic four-year plan.

#### **Grade 10**

Review academic plan. Re-evaluate goals and objectives. Confer with parent(s) and the high school counselor to decide on courses for the 11th grade. Take a practice PSAT in October. Review college catalogs, publications, and Web sites which give college profiles.

#### **Grade 11**

Review academic plans and narrow college choices. Confer with parent(s) and the high school counselor to decide on courses for the senior year and to discuss post graduation plans. Attend College Night in September. Take PSAT in October (National Merit Qualifying Test). Take SAT or ACT in the late spring. Explore scholarship opportunities.

#### **Grade 12**

Finalize college choices. Confer with counselor in early fall. Attend college night in September. Take SAT and/or ACT in October or November. Send regular decision applications early in the fall semester. Send housing application in the early fall. Discuss financial aid programs in November or December. Send federal financial aid applications in January. Send local scholarship applications in spring.

*“University Ready* is designed to aid Plano students and parents as they prepare for all aspects of post-secondary experience.” Be sure to take time to investigate Plano ISD’s *University Ready* at [www.ur.pisd.edu](http://www.ur.pisd.edu) as a resource tool during your college preparation years.

**HIGH SCHOOL COURSES THROUGH INDEPENDENT INTERNET STUDY**

<http://planoisdeschool.net>

*Plano ISD offers students grades 9-12 a flexible learning option.*

**WEBSITE AND ENROLLMENT PROCEDURES**

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

**CREDIT REPORTING FOR PLANO ISD STUDENTS**

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

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

**TUITION**

Payment options:

1. Online through PISD eSchool website. (Visa, MasterCard, American Express)
2. Through a cashier's check or money order mailed to: (no personal checks accepted)
  - Plano ISD
  - Student Services/eSchool
  - 2700 W. 15<sup>th</sup> Street
  - Plano, TX 75075
3. Reimbursement guidelines:
  - Within 15 days of the online registration, students may cancel enrollment and receive a reimbursement, as per enrollment agreement. A fee of \$50.00 will be retained for administrative expenses.
4. Some courses may require the purchase of additional materials, such as textbooks, not included in the tuition fee.

**Special Offer!**

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

In an effort to meet our students' needs, Plano ISD eSchool has developed twenty-two (22) online courses locally. We are able to offer these courses at a reduced tuition cost. The tuition for the following courses is \$240 to \$270 per semester.

English 1, Semester 1*	English 4, Semester 1	World Geography, Semester 1
English 1, Semester 2*	English 4, Semester 2	World Geography, Semester 2
English 2, Semester 1*	Economics	United States Government
English 2, Semester 2*	Health	PE Foundations
English 3, Semester 1	World History, Semester 1	BCIS, Semester 1
English 3, Semester 2	World History, Semester 2	BCIS, Semester 2
Algebra 1, Semester 1*	US History, Semester 1	
Algebra 1, Semester 2*	US History, Semester 2	

\*courses offered to Plano ISD students for credit recovery

Tuition for the courses listed below is \$310 per semester course.

<b>Plano ISD eSchool Courses Available at This Time</b>		
<i>Refer to website for updated course offerings.</i>		
<u>Courses for Graduation Credit</u>		<u>Courses for Non-Credit/Enhancement</u>
Algebra II	Career Planning	Pre-Algebra
Geometry I	Spanish I and Spanish II*	Oceanography
Precalculus	[*credit recovery]	Study Skills
Chemistry I		
Physics I		
Psychology		



**Students interested in eSchool: Please Read and Note.**

▪ **Seniors:**

In order to ensure an eSchool course credit for graduation,

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

▪ **Sophomores-Juniors:**

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

- There are a limited number of “seats” in each eSchool course. Registration for each course closes when that course is full and opens again as places become available. Therefore, registration for an eSchool course may be open or closed at any time.
- Before you register for a course, please make sure that you read and understand the eSchool Guidelines and Policies. Adherence to these guidelines, for example those concerning academic integrity, will be expected and consequences enforced.
- Each student will have a specific schedule for completing and turning in assignments.

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

If you have any questions or concerns, please contact the eSchool office at:

469-752-8894

[eschool@pisd.edu](mailto:eschool@pisd.edu)

*Revised August, 2006*

## COURSE DESCRIPTIONS - SIXTH GRADE

Plano ISD Course No.	Subject	Grade	Units
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### LANGUAGE ARTS

<b>601001</b>	Language Arts 6	<b>Grade 6</b>	<b>2 Units</b>
<b>601501</b>	(Reading/English Block)		
<b>Prerequisite:</b>	English Language Arts 5		

Language Arts 6 includes the study of both English and Reading. Writing, literature, reading, and communication skills are intertwined throughout the course. Students will focus on reading comprehension, vocabulary development, the process of writing, literary study, language development, and lifetime study skills.

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

### READING

<b>601551/2</b>	Accelerated Reading 6	<b>Grade 6</b>	
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This full-year course is required for students who are not successful on the **first administration** of the state reading assessment in the fifth grade, score below district criteria, or experience reading difficulties. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments.

OR

<b>60155B</b>	Accelerated Reading 6	<b>Grade 6</b>	<b>.5 Unit</b>
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This one-semester course is designated for students who may have been successful on the state assessment in fifth grade but score below the district criteria or have received a teacher recommendation. The course concentrates on word analysis, vocabulary, fluency, comprehension skills, literary response, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments.

### MATHEMATICS

<b>602001</b>	Mathematics 6	<b>Grade 6</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	Mathematics 5		

Sixth grade mathematics includes a study of rational numbers and the operations on rational numbers. It also concentrates on measurement and probability, with additional work on proportional reasoning and an introduction to algebraic concepts such as variables, tables, graphs, and symbols for representation.

**What's next?** Mathematics 7

<b>602031</b>	Mathematics 6 - Honors	<b>Grade 6</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	Honors Criteria		

Mathematics 6 – Honors includes a study of topics contained in both the regular sixth grade course and enrichment topics. All students will compete in the Math Olympiad competition.

**What's next?** Mathematics 7 - Honors

### SOCIAL STUDIES

<b>604001</b>	Grade 6 Social Studies (Contemporary World Societies)		<b>1 Unit</b>
<b>Prerequisite:</b>	None		

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

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



**SCIENCE**

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

**603001**                      **Science 6**    **Grade 6**    **1 Unit**  
**Prerequisite:**                      **None**

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

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

**PHYSICAL EDUCATION**

**60510B**                      **Physical Education 6**    **Grade 6**    **.5 Unit**  
**Prerequisite:**                      **None**

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

Physical Fitness Assessment

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

Coordinated School Health Program

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

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

**FINE ARTS**

This required course may be fulfilled by taking one full year of choir, band, or orchestra.

## COURSE DESCRIPTIONS - SEVENTH GRADE

Plano ISD Course No.	Subject	Grade	Units
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### LANGUAGE ARTS: ENGLISH

**701001**                      **English Language Arts 7**    **Grade 7**    **1 Unit**  
**Prerequisite:**                      **Language Arts 6**

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Language studies emphasize the conventions of English. Composition includes development of paragraphs and multiparagraph essays through the writing process as well as instruction in capitalization and punctuation. Literature studies encourage an appreciation of the short story, novel, poetry, and drama.

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

**701031**                      **English Language Arts 7 – H**    **Grade 7**    **1 Unit**  
**Prerequisite:**                      **Honors Criteria**

This course is designed to meet the needs of seventh grade students with well-developed language and reading skills. While it emphasizes the basics of language, composition, and literature, it also affords the student the opportunity to do wider reading and to develop upper level thinking, reading and writing skills. Students should expect outside reading and writing assignments.

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

### LANGUAGE ARTS: READING

**70150B**                      **Analytical Reading 7**    **Grade 7**    **.5 Unit**  
**Prerequisite:**                      **This course is for seventh grade students who are reading on grade level, pass TAKS (2150 – 2400) or receive teacher recommendation.**

Course: Students practice reading/cognitive strategies and critical inquiry to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response to ensure that students become lifelong readers and writers, able to comprehend at deeper levels and construct meaning effectively.

This course is one semester.

**701601 Accelerated Reading 7, Levels I and II**    **Grade 7**    **1 Unit**  
**Prerequisite:** **This course is required for students who are not successful on the state reading assessment in sixth grade, score below the district criteria, or need additional reading instruction.**

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

**What's next?**                      Analytical Reading 8 or Accelerated Reading 8

**701451**                      **Language Science**    **Grade 7**    **.5 – 1 Unit**  
**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.

### LANGUAGES OTHER THAN ENGLISH

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

**707001**                      **Spanish 7**    **Grade 7**    **1 Unit**  
**Prerequisite:**                      **None**

This class is the first half of Spanish I, and it introduces the Spanish language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the Hispanic culture. Students must complete Spanish 8 to be eligible for high school credit.

**What's next?**                      Spanish 8

**707501**                      **French 7**    **Grade 7**    **1 Unit**  
**Prerequisite:**                      **None**

This class is the first half of French I, and it introduces the French language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the French and Francophone culture. Students must complete French 8 to be eligible for high school credit. This course may not be offered on all campuses.

**What's next?**                      French 8

**503401**                      **Pre-Advanced Placement Spanish III**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **Accelerated Spanish II OR Diagnostic Exam**

This accelerated 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 may not be offered on all campuses. This course is conducted in Spanish.

**What's next?**                      **Advanced Placement Spanish IV**

**MATHEMATICS**

**702001**                      **Mathematics 7**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **Completion of Mathematics 6**

Seventh grade mathematics includes a study of three-dimensional measurement, symmetry and congruence in the area of geometry. It also concentrates on positive and negative numbers, probability, and rates, ratios, proportions and percents. Students are introduced to slope and linear functions.

**What's next?**                      Mathematics 8

**702031**                      **Mathematics 7 - Honors**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **Honors 6 or honors criteria**

Mathematics 7 - Honors includes a study of topics contained in the regular seventh course and enrichment topics. Students will compete in the Math Olympiad.

**What's next?**                      Mathematics 8 - Honors or Honors Algebra I

**SOCIAL STUDIES**

**704001**                      **Grade 7 Social Studies (Texas History)**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **None**

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

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

**SCIENCE**

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

**703001**                      **Science Grade 7**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **None**

Science Grade 7 is a course, which will focus on life science with an integration of chemistry, physics and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.

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

**703031**                      **Science Grade 7 – H/PreAP/PreIB**                      **Grade 7**                      **1 Unit**  
**Prerequisite:**              **Honors criteria**

This is a course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 7 course. The students are given a life science base with an integration of chemistry, physics, and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy and changes over time. Relevance to student learning and understanding of science will be shown. **Independent science research is a requirement of Honors Science.**

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

**PHYSICAL EDUCATION**

**70510B**

**Physical Education**

**Grade 7**

**.5 - 1 Unit**

**Prerequisite:** None

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

Physical Fitness Assessment

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

Coordinated School Health Program

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

**What's next?** Physical Education 8

## COURSE DESCRIPTIONS - EIGHTH GRADE

Plano ISD Course No.	Subject	Grade	Units
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### LANGUAGE ARTS: ENGLISH

<b>801001</b>	<b>English Language Arts 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>English Language Arts 7</b>		

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Eighth grade language emphasizes correct English usage and sentence structure. Composition studies culminate in the writing of multi-paragraph papers. Literature studies are designed to develop appreciation and knowledge of the short story, novel, poetry, and drama.

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

<b>801031</b>	<b>English Language Arts 8 – H</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Honors Criteria and/or English/Language Arts H Grade 7</b>		

This course is designed to meet the needs of eighth grade students with well-developed language and reading skills. Students will concentrate on a fused program of language, composition, and literature. They will also have an opportunity for wider reading and for development of upper level thinking, reading and writing skills. Students should expect outside reading and writing assignments.

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

### LANGUAGE ARTS: READING

<b>80150B</b>	<b>Analytical Reading 8</b>	<b>Grade 8</b>	<b>.5 Unit</b>
<b>Prerequisite:</b>	<b>This course is for eighth grade students who pass the reading state assessment and elect to take a semester in reading or receive teacher recommendation.</b>		

Students practice reading strategies, critical inquiry, metaphorical thinking and higher-order thinking to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response to ensure that students can interpret and construct meaning in challenging texts.

This course is one semester.

<b>801601</b>	<b>Accelerated Reading 8, Levels I and II</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>This course is required for students who are not successful on the state reading assessment in seventh grade, score below the district criteria, or have reading difficulties.</b>		

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

**What's next?** Academic Literacy I

<b>801451</b>	<b>Language Science</b>	<b>Grade 8</b>	<b>.5 – 1 Unit</b>
<b>Prerequisite:</b>	<b>This course is designated for students who meet diagnostic criteria</b>		

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

### LANGUAGES OTHER THAN ENGLISH

<b>807001</b>	<b>Spanish 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Spanish 7</b>		

This class is the second half of Spanish I, and it continues with the introduction to the Spanish language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the Hispanic culture. **Students will receive high school credit and high school grade points.**

**What's next?** Spanish II

<b>807501</b>	<b>French 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>French 7</b>		

This class is the second half of French I, and it continues with the introduction to the French language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the French culture. This course may not be offered on all campuses. **Students will receive high school credit and high school grade points.**

**What's next?** French II

<b>504401</b>	<b>Advanced Placement Spanish IV</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Pre-Advanced Placement Spanish II OR Diagnostic Exam</b>		

This course is a continuation of Pre-AP Spanish III. Specific Advanced Placement test-taking strategies, such as oral narration, advanced reading and listening comprehension and expository writing, are added to the course of study. Students study and analyze current events, literary texts, and social issues. Students will be prepared for and take the Advanced Placement Spanish Language Exam. This course may not be offered on all campuses. **Students will receive high school credit and high school grade points.** This course is conducted in Spanish.

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

### **MATHEMATICS**

<b>802001</b>	<b>CMP Algebra 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Mathematics 7</b>		

Eighth grade math includes a study of linear relationships expressed in words, tables, graphs, and symbols along with the solutions to linear equations, inequalities, and systems. It also concentrates on the Pythagorean Theorem, irrational numbers, and area. Additional topics include exponential growth, quadratic functions, and equivalent expressions.

**What's next?** If Algebra I credit is granted, enroll in Geometry. If Algebra I credit is not awarded, enroll in Algebra I.

<b>802031</b>	<b>CMP Honors Algebra I</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Mathematics 7 H</b>		

CMP Honors Algebra I includes the study of topics contained in CMP Algebra 8 and enrichment topics. All students will compete in the Math Olympiad competition.

**What's next:** Geometry H/IH/Pre-AP

### **SOCIAL STUDIES**

<b>804001</b>	<b>Grade 8 Social Studies (US History from the early colonial period through Reconstruction)</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>None</b>		

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

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

### **SCIENCE**

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

<b>803001</b>	<b>Science Grade 8 - Regular</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>None</b>		

Science Grade 8 is a course, which will focus on earth science with an integration of chemistry, physics, and life science. Concepts, which are found in common with other sciences, will be emphasized in themes covering environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.

**What's next?** IPC or Biology (high school)

<b>803031</b>	<b>Science Grade 8 – H/IH/PreAP</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Honors criteria and/or Science Grade 7 H</b>		

This is an accelerated course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science Grade 8 Honors will focus on earth science with an integration of chemistry, physics and life science. Concepts, which are found in common with other sciences, will be emphasized in themes. Preparing the student to enter advanced high school sciences will be emphasized. **Independent science research is a requirement of Science Grade 8 Honors.**

**What's next?** Biology or Biology – H/IH/PreAP or IPC (high school)

**PHYSICAL EDUCATION**

**80510 B**                      **Physical Education**                      **Grade 8**                      **.5 - 1 Unit \***  
**Prerequisite:**                      **None**

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. 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.

\*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.

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**What's next?**                      Foundations of Personal Fitness (high school)