

PLANO INDEPENDENT SCHOOL DISTRICT

COURSES CATALOG

2014 - 2015



MIDDLE SCHOOL

6TH - 8TH

Cover Design Created Wesley Costello
Graphic Design & Illustration Student, Plano Senior High School

Teamwork for Excellence



Dear Students and Parents:

The goal of the Plano Independent School District is to provide opportunities for all students to experience success beyond graduation. Plano ISD offers a strong foundation for a lifetime of learning. Working together with their parents and schools, students can make informed decisions 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 and to prepare for a smooth transition into the high/senior high school program.

Plano ISD students are encouraged to begin early discussions with their parents, teachers and counselors about the possibility of applying to attend one of our school district's three academies that serve high school students. These academies are the Plano ISD Academy High School, the International Baccalaureate World School at Plano East Senior High School and the Plano ISD Health Sciences Academy. Visit www.pisd.edu/academies for more information.

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

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 and program choices

Sincerely,

Richard Matkin
Superintendent of Schools



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

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

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

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

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Grade Point Average (GPA) Chart

Plano ISD
043910

EIC
(Local)

Academic Achievement:
Class Ranking

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

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

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

Plano ISD calculates class rank at the following times during the school year:

High School Class Rank

- 9th Grade - Spring rank available in February
- 10th Grade - Spring rank available in February

Senior High School Class Rank

- 11th Grade - Spring rank available in February
- 11th Grade - End of Junior Year rank available in June
- 12th Grade - Fall rank is available in September
- 12th Grade - Spring rank available in February
- 12th Grade - Final class rank at the end of the 5th six weeks

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

Toward Excellence, Access, and Success (TEXAS) Grant Program
www.COLLEGEFORALLTEXANS.COM

Program Purpose

The Texas Legislature established the TEXAS (Toward 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:

- 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 the second year in the program or later years, all students must complete at least 75% 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.

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.

Additional Information

Your eligibility for this program is determined by the financial aid office at your college. Contact your college financial aid office for additional information on eligibility or availability of funds.

To read more about this program check out: Texas Education Code, §56.301 and Coordinating Board Rules, Chapter 22 L.

Note: Funding for this program is determined by the State of Texas.

College/Career Preparation Timeline

<u>Grades</u>	<u>Goals and Objectives</u>
Grades 6 – 7	Begin to investigate college/career goals and objectives.
Grade 8	Plan a four-year high school academic program and become aware of the 16 career clusters. Each student attends an academic conference with parents and a school counselor during which course selections are chosen for the high school years. Review college catalogs, publications and websites, which give college profiles and entrance requirements. Take advantage of district programs. Start researching scholarships and financial planning. Become aware of transcripts, grade point average, and graduation requirements. Attend evening parent meetings regarding academic planning and college admission.
Grade 9	Re-evaluate career goals and objectives. Review academic four-year plan and begin building a high school transcript. Research colleges and universities of interest. Attend campus evening meetings about post-secondary planning and college admission.
Grade 10	Review academic plan. Re-evaluate goals and objectives. Participate in an individual academic conference with parent(s) and the high school counselor to decide on courses for the 11 th grade. Take advantage of district programs. Review college catalogs, publications, and websites which give college profiles. Attend campus evening meetings about post-secondary planning and college admission.
Grade 11	Review academic plans and narrow college choices. Participate in an individual academic conference with parent(s) and the senior high school counselor to decide on courses for the senior year and to discuss post-graduation plans. Attend College Nights in September. Take PSAT in October (National Merit Qualifying Test). Take the SAT or ACT in the late spring. Explore scholarship opportunities.
Grade 12	Review post-secondary options. Confer with counselor in early fall. Attend College Nights in September. Take SAT and/or ACT in early fall. Send applications early in the fall semester. Be mindful of college application deadlines. Submit housing application in the early fall. Attend financial aid programs. Send federal financial aid applications in January. Submit scholarship applications beginning in the fall.

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

Other websites:

www.collegeforalltexans.com

www.achievetexas.org

www.fafsa.ed.gov

www.collegeboard.org

www.act.org

www.ncaa.org

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.

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.

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 1st semester at middle school and 2nd 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.

Elective Courses

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

Exploratory Courses

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

Fine Arts

Music

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.

Foreign Language

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

Honors Courses

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

Mathematics

In 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. Grades for these courses ARE used to figure high school GPA and class rank. All students will have the potential for Algebra I credit.

Required Courses

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

Programs

Athletic Program

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

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

AVID Program (Advancement Via Individual Determination)

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

Cheerleading Program

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

Coordinated School Health Program

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

English as a Second Language (ESL)

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.

Gifted and Talented Program

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

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

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

Physical Education Program

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

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

Physical Fitness Assessment

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

Special Education Services Program

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

Components of the special education process include:

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

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

Promotion and Retention

Requirements – Grades 6-8

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

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

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

Requirements - Special Education

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

Admission To And Exit From Gifted And Talented Program

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

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

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

Admission To Middle School Advanced Placement Spanish Program

(Not offered on all middle school campuses)

- A. Successful achievement on the 6th grade entry-level diagnostic exam.
- B. Students entering Plano ISD after 6th grade must take the entry-level diagnostic exam before placement in Pre-AP Spanish III.
- C. Students entering Plano ISD after the 7th grade must pass the Pre-AP Spanish exam before placement in AP Spanish IV.
- D. Maintaining Advanced Placement Status
 - It is expected that a student will maintain a grade of **70** or higher every six weeks, and a grade of **70** or higher at the semester.
 - A student who does not maintain a **70** average in an honors course will be placed on probation for the next six weeks' grading period.
 - Each six weeks' grade stands alone to determine eligibility for continuing honors status.
 - At the end of the probationary period (six weeks), if the grade is still below **70**, the student may be placed in a regular class. In addition, if the 1st 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 5th six-weeks period begins.

Vines Academy

Certain specialized Mathematics and Foreign Language courses are offered at Vines Academy to 8th 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.

Special Education Services

- I. Plano Independent School District offers special education services for students from 3 through 21. Children with vision and hearing impairments may begin services at birth.
- II. Procedures for Admission/Review/Dismissal/Transfer
 - A. Initial referrals
 1. Parents, school personnel or community agencies may make referrals for special education evaluations.
 2. All referrals are directed to the Campus Monitoring and Intervention Team (CMIT)
 3. The Campus Monitoring and Intervention Team collects information from teachers and parents.
 4. The Campus Monitoring and Intervention Team requests a Full Individual Evaluation (FIE) if there is a suspicion of a disability and an educational need for special education services.
 5. A meeting may be held prior to the evaluation for the purpose of defining the specific areas to be assessed.
 6. Parents provide written consent for the evaluation. The evaluation must be completed within 45 school days from the date the district receives written consent from the parent.
 7. The Admission, Review, Dismissal / Individualized Education Program (ARD/IEP) Committee, which includes parents, will meet to consider eligibility, goals, objectives and placement in special education.
 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

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

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

- (a) Graduation with a regular high school diploma under subsection (b)(1), (2) or (4) 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)(1), (2), or (4) 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 the student meets one of the following conditions:
 - (1) the student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-128 and Chapter 130 of this title 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 as established in the TEC. Chapter 39, on the required state assessments.

(2) the student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapters 110-129 and Chapter 130 of this title 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 will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(3) the student has satisfactorily completed the state's or district's (whichever is greater) required standards in Chapter 110-128 and Chapter 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74 of this title as well as the credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduation under this subsection must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions, consistent with the 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 student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

(c) 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 (b)(3) of this section.

(d) Students who participate in graduation ceremonies but who are not graduating under subsection (b)(3) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (c) of this section.

(e) Employability and self-help skills referenced under subsection (b)(3) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(f) For students who receive a diploma according to subsection (b)(3) 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.



Plano ISD
Class on Your Time

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

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

Website and Enrollment Procedures

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

Credit Reporting for Plano ISD Students

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

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

Tuition

Payment options;

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

Special Offer!

Plano ISD eSchool: Expanded Course Offerings!

In an effort to meet our students’ needs, Plano ISD eSchool has developed twenty-four (24) online courses locally. We are able to offer these courses at a reduced tuition cost. The tuition for the following courses is \$280 per semester.

English 1, Semester 1*	Algebra 1, Semester 1*	World Geography, Semester 1
English 1, Semester 2*	Algebra 1, Semester 2*	World Geography, Semester 2
English 2, Semester 1*	Economics	United States Government
English 2, Semester 2*	Health	Foundations of Personal Fitness 1
English 3, Semester 1	World History, Semester 1	Foundations of Personal Fitness 2
English 3, Semester 2	World History, Semester 2	BIM, Semester 1
English 4, Semester 1	US History, Semester 1	BIM Semester 2
English 4, Semester 2	US History, Semester 2	Psychology

* Courses offered to Plano ISD students for credit recovery.

Tuition for the courses listed below is \$320 per semester course.

Plano ISD eSchool Courses Available at this Time

Refer to website for updated course offerings.

Courses for Graduation Credit

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

Students interested in eSchool: Please read and note.

- **Seniors:**

In order to ensure an eSchool course credit for graduation:

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

- **Sophomores – Juniors:**

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

- Students taking eSchool courses are required to take the STAAR EOC assessment associated with the course. Please see page 5 for a listing of these required assessments.
- There are a limited number of “seats” in each eSchool course. Registration for each course closes when that course is full and opens again as places become available. Therefore, registration for an eSchool course may be open or closed at any time.
- Before you register for a course, please make sure that you read and understand the eSchool Guidelines and Policies. Adherence to these guidelines, for example those concerning academic integrity, will be expected and consequences enforced.

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

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

6-8 Grade Curriculum Requirements

6th Grade Requirements

Language Arts ¹	2 units
Mathematics.....	1 unit
Social Studies	1 unit
Science	1 unit
*Physical Education5 unit
Fine Arts ²	1 unit
*Elective	<u>.5 unit</u>
	<u>7 Units</u>

Sample Schedule

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

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

¹One 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.

²The fine arts course is selected from choir, band, or orchestra.

*For students who read below grade level and do not meet *Satisfactory Academic Performance* on STAAR Reading in fifth grade, Accelerated Reading Intervention is required. District MAP criteria may also be used to determine eligibility for reading placement. Specific score criteria is available at the campus.

7th Grade Requirements

English Language Arts.....	1 unit
Mathematics.....	1 unit
Texas History	1 unit
Science	1 unit
Reading ¹5 or 1 unit
Physical Education.....	.5 or 1 unit
Elective	<u>1.5 or 2 units</u>
	<u>7 units</u>

Sample Schedule

1. English Language Arts
2. Mathematics
3. Texas History
4. Science
5. P.E./Elective
6. Reading¹/Elective
7. Elective

¹Students who met *Satisfactory Academic Performance* on STAAR Reading in sixth grade but did not achieve *Advanced Academic Performance* are required to take one semester of Analytical Reading.

Students who did not meet *Satisfactory Academic Performance* on STAAR Reading in sixth grade are required to take Accelerated Reading for both semesters. District MAP criteria may also be used to determine eligibility for reading placement. Specific score criteria is available at the campus.

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
Reading ¹	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. *Reading¹ 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 8th grade, one semester credit of physical education in 8th grade is required.

¹Students who did not meet *Satisfactory Academic Performance* on STAAR Reading in seventh grade are required to take Accelerated Reading for both semesters. District MAP criteria may also be used to determine eligibility for reading placement. Specific score criteria is available at the campus.

Students who met *Satisfactory Academic Performance* on STAAR Reading in seventh grade but did not achieve *Advanced Academic Performance* may take Analytical Reading 8 as an elective for one semester if offered at the campus.

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

DESCRIPTIONS OF
MIDDLE SCHOOL
COURSES OFFERED
FOR PLANO ISD
STUDENTS

Teamwork for Excellence



P L A N O
Independent School District

Course Descriptions - Sixth Grade

LANGUAGE ARTS

601001 Language Arts 6

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

601501 Reading/English Block

Grade Placement: 6

Prerequisite: English Language Arts 5

Credit: 2

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

READING

60155B Accelerated Reading 6

Grade Placement: 6

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

Credit: .5

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

601551/2 Accelerated Reading 6

Grade Placement: 6

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

Credit: 1

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

601451 Multi-Sensory Reading

Grade Placement: 6

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

Credit: .5 – 1

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

MATHEMATICS

602001 Mathematics 6

Grade Placement: 6

Prerequisite: Mathematics 5

Credit: 1

What's next? Mathematics 7

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

602031 Mathematics 6 - Honors

Grade Placement: 6

Prerequisite: Honors Profile Criteria

Credit: 1

What's next? Mathematics 7 – Honors

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

SOCIAL STUDIES

604001 Grade 6 Social Studies (Contemporary World Societies)

Grade Placement: 6

Prerequisite: None

Credit: 1

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

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

SCIENCE

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

603001 Science 6

Grade Placement: 6

Prerequisite: None

Credit: 1

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

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

PHYSICAL EDUCATION

60510B Physical Education 6

Grade Placement: 6

Prerequisite: None

Credit: .5

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

Physical Fitness Assessment

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

Coordinated School Health Program

Students will receive instruction in Plano ISD's Coordinated School Health Program. This program is a 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.

FINE ARTS

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

Course Descriptions - Seventh Grade

LANGUAGE ARTS: ENGLISH

701001 English Language Arts 7

Grade Placement: 7

Prerequisite: Language Arts 6

Credit: 1

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

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

701031 English Language Arts 7 – Honors

Grade Placement: 7

Prerequisite: Honors Criteria

Credit: 1

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

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

LANGUAGE ARTS: READING

70150B Analytical Reading 7

Grade Placement: 7

Prerequisite: This course is required for seventh grade students who are reading on grade level, pass the state reading assessment but do not achieve recommended or advanced status, or receive teacher recommendation.

Credit: .5

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

701551 Accelerated Reading 7, Levels I and II

Grade Placement: 7

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 to **become successful learners**.

Credit: 1

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

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

701451 Multi-Sensory Reading

Grade Placement: 7

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

Credit: .5 – 1

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

LANGUAGES OTHER THAN ENGLISH

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

707001 Spanish 7

Grade Placement: 7
Prerequisite: None
Credit: 1

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

707501 French 7

Grade Placement: 7
Prerequisite: None
Credit: 1
What's next? French 8

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

503401 Pre-Advanced Placement Spanish III

Grade Placement: 7
Prerequisite: Diagnostic Exam
Credit: 1
What's next? Advanced Placement Spanish IV

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

MATHEMATICS

702001 Mathematics 7

Grade Placement: 7
Prerequisite: Completion of Mathematics 6
Credit: 1
What's next? Mathematics 8

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

702031 Mathematics 7 - Honors

Grade Placement: 7
Prerequisite: Honors Mathematics 6
Credit: 1
What's next? Honors Algebra I

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

SOCIAL STUDIES

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

Grade Placement: 7

Prerequisite: None

Credit: 1

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

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

SCIENCE

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

703001 *Science Grade 7*

Grade Placement: 7

Prerequisite: None

Credit: 1

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

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

703031 *Science Grade 7 – H/PreAP*

Grade Placement: 7

Prerequisite: Honors criteria

Credit: 1

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

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

PHYSICAL EDUCATION

70510B *Physical Education*

Grade Placement: 7

Prerequisite: None

Credit: .5 – 1

What's next? Physical Education 8

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

Physical Fitness Assessment

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

Coordinated School Health Program

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

Course Descriptions - Eighth Grade

LANGUAGE ARTS: ENGLISH

801001 English Language Arts 8

Grade Placement: 8

Prerequisite: English Language Arts 7

Credit: 1

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

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

801031 English Language Arts 8 – Honors

Grade Placement: 8

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

Credit: 1

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

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

LANGUAGE ARTS: READING

80150B Analytical Reading 8

Grade Placement: 8

Prerequisite: This course is for eighth grade students who pass the state reading assessment but would benefit from focused literacy strategies to achieve college readiness standards.

Credit: .5

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

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

801551 Accelerated Reading 8, Levels I and II

Grade Placement: 8

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

Credit: 1

What's next? Academic Literacy I

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

801451 Multi-Sensory Reading

Grade Placement: 8

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

Credit: .5 – 1

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

LANGUAGES OTHER THAN ENGLISH

807001 Spanish 8

Grade Placement: 8

Prerequisite: Spanish 7

Credit: 1

What's next? Spanish II or Spanish II H

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

807501 French 8

Grade Placement: 8

Prerequisite: French 7

Credit: 1

What's next? French II or French II H

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

504401 Advanced Placement Spanish IV

Grade Placement: 8

Prerequisite: Pre-Advanced Placement Spanish III OR Diagnostic Exam

Credit: 1

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

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

MATHEMATICS

802001 Mathematics 8

Grade Placement: 8

Prerequisite: Mathematics 7

Credit: 1

What's next? Algebra I

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

802231 Honors Algebra I

Grade Placement: 8

Prerequisite: Honors Mathematics 7

Credit: 1

What's next? Geometry H/Pre-AP

The primary focal points in Honors Algebra I include the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems.

SOCIAL STUDIES

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

Grade Placement: 8

Prerequisite: None

Credit: 1

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

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.

SCIENCE

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

803001 Science Grade 8

Grade Placement: 8

Prerequisite: None

Credit: 1

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

Science Grade 8 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.

803031 Science Grade 8 – H/PreAP

Grade Placement: 8

Prerequisite: Honors criteria and/or Science Grade 7 H

Credit: 1

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

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

80510 B Physical Education

Grade Placement: 8

Prerequisite: None

Credit: .5 – 1

What's next? Aerobic Activities, Adventure/Outdoor Activities, Team Sports, Individual Sports, Weight Training, Team Sport Officiating or Foundations of Personal Fitness (high school)

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will begin to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports. Students enrolled in physical education could experience activity levels of moderate to high intensity.

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

Physical Fitness Assessment

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

Coordinated School Health Program

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

Career & Technical Education

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

FAMILY AND CONSUMER SCIENCE (FCS) COURSES

**70850B Skills for Living and
80850B Careers**

Grade Placement: 7 and 8

Prerequisite: None

Credit: .5

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

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

Grade Placement: 7 and 8

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

Credit: .5

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

TECHNOLOGY COURSES

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

Grade Placement: 8

Prerequisite: None

Credit: .5

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

TECHNOLOGY COURSES CONTINUED

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

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

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

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

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

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

Campus Electives