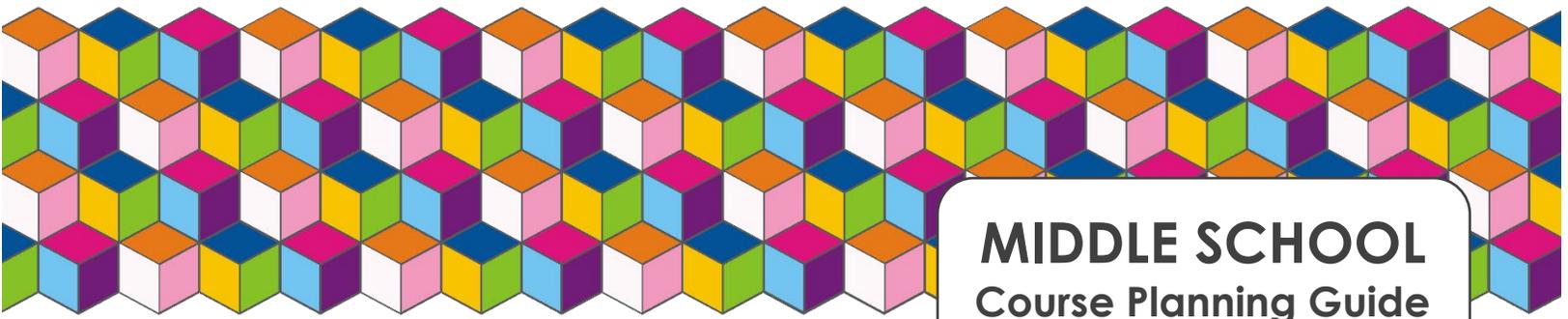




INDEPENDENT SCHOOL DISTRICT



**MIDDLE SCHOOL
Course Planning Guide
2023-2024**

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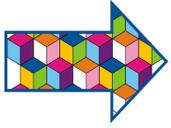
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Superintendent's Message

Dear Denton ISD Students and Families,

In keeping with our commitment "to prepare every student for their future in today's world," the DISD wants your middle school experience to be full of meaningful learning that prepares you for your future. This planning guide will assist students and their families in thinking about their own future and selecting courses of study that will meet each student's individual needs, satisfying graduation requirements, and preparing our students beyond school.

This guide is full of information that will assist you through the educational pathway designed to afford you the opportunity to fulfill your dreams and create your future. Challenge yourself to be all you can be and take advantage of the many course offerings and areas of study available to you.

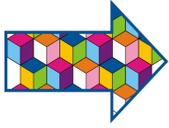
It is our expectation that you will choose your courses wisely with the end result in mind. Careful planning requires good information and useful resources. Please take the opportunity to visit with your school counselor.

On behalf of the Denton ISD staff and the Board of Trustees, I wish you the best success in your middle school years. I pledge our DISD commitment to assist you in any way possible to make your dreams a reality, meet your goals and exceed lofty expectations.

Very sincerely,

Jamie Wilson, Ed.D.
Superintendent of Schools





Denton ISD Board Goals

Mission Statement

Empowering lifelong learners to be engaged citizens who positively impact their local and global community

Vision Statement

A premiere destination district committed to growth and excellence

Teaching and Learning

In pursuit of excellence, we will:

- Develop and maintain a culture where learning remains our first priority
- Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- Incorporate best practices into teaching, learning, technology and leadership
- Foster and support an advanced digital learning environment
- Establish goals for individual campuses that incorporate both measurable and intangible factors

Culture & Climate

In pursuit of excellence, we will:

- Honor the dedication and professionalism of all staff
- Celebrate, respect and promote the value of diversity in our Denton ISD Community
- Support a working environment ensuring open and transparent communication
- Establish high expectations for success
- Instill in students a love of lifelong learning
- Foster a positive, welcoming environment encouraging parent and community partnerships
- Promote health, wellness and emotional well-being
- Effectively communicate achievements and recognitions to the Denton ISD community

Growth & Management

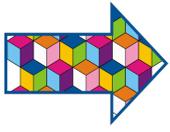
In pursuit of excellence, we will:

- Recruit, employ and retain high quality teachers
- Remain committed to providing equitable and outstanding opportunities for every student on every campus
- Work with the community in planning and facility development
- Utilize citizens' advisory committees to focus on short and long-term tasks
- Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- Demonstrate effective and efficient management of district resources
- Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- Encourage teachers and staff to pursue advanced degrees
- Pursue energy efficiency and conservation principles
- Develop a budget focused on student and professional learning
- Maintain a diverse workforce

Opportunities for Students

In pursuit of excellence, we will:

- Support college, career, military and life readiness
- Engage students in extracurricular clubs and organizations
- Advocate for public education across the state and nation
- Develop academic skills and interpersonal relationships necessary for student success in college, the workplace, and for life



Campus Contacts

Calhoun MS

Phone: 940-369-2400
Jacqueline San Miguel, Principal

Counseling Staff

Pam Ammons: 7th gr & 8th gr A-L
Obie Esquivel: 6th gr & 8th gr M-Z

Myers MS

Phone: 940-369-1500
Trey Peden, Principal

Counseling Staff

Christina Klingaman: A-K
Karen Anderson: L-Z

Crownover MS

Phone: 940-369-4700
Lacey Hailey, Principal

Counseling Staff

Clarissa Cantu: 6-2, 7-2, 8-2
Delia Trahan: 6-1, 7-1, 8-1

Navo MS

Phone: 940-369-7500
Dr. Beth Kelly, Principal

Counseling Staff

Kassidy Kirkland: A-K
Jessica Stewart: L-Z

Harpool MS

Phone: 940-369-1700
Colleen Grindle, Principal

Counseling Staff

Hope Lewis: 7th gr, A-L & 8th grade
Sara Sartor: 7th grade, M-Z & 6th grade

Rodriguez MS

Phone: 940-369-7050
Carly Rogers, Principal

Counseling Staff

Michael Rooney: 6th A-K & 7th grade
Stephani Mohon: 6th L-Z & 8th grade

McMath MS

Phone: 940-369- 3300
Dr. Buddy Dunworth, Principal

Counseling Staff

Brian Adams: 6th A-L & 7th
Amanda Wagemann: 6th M-Z & 8th

Strickland MS

Phone: 940-369-4200
Jeff Panter, Principal

Counseling Staff

Kelli Hauser: 6th A-L & 8th grade
Erin Howard: 6th M-Z & 7th grade

Davis School

Phone: 940-369-4050
Ronnie Watkins, Principal
Bobbie Roberts, Counselor

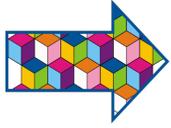


Instructional Contacts

Dr. Mike Mattingly

Associate Superintendent for Curriculum, Instruction, and Professional Development
940-369-0698

Advanced Academics	Dr. Amy Harp, Director	940-369-0678
Athletics	Joey Florence, Director	940-369-0070
Bilingual / ESL	Teresa Taylor, Director	940-369-0151
Career and Technology Education	Carla Ruge, Director	940-369-4852
Counseling Services	Amy Lawrence, Director	940-369-0065
Federal Programs & School Improvement	Jairia Diggs, Director	940-369-0676
Digital Learning	Ross Garison, Director	940-369-0112
Fine Arts		940-369-0225
English Language Arts	Emily Thompson, Coordinator	940-369-0657
Mathematics	Grace Anne McKay, Coordinator	940-369-0654
Science	Brianna Morris, Coordinator	940-369-0658
Social Studies	Kim Fritch, Coordinator	940-369-0660
Special Education	Angie Fox, Supervisor	940-369-4096
Special Education	Debbie Roybal, Executive Director	940-369-0535
Secondary Curriculum, Instruction, and Staff Development	Dr. Lisa Thibodeaux, Director	940-369-0642
World Languages	Emily Thompson, Coordinator	940-369-0657



Middle School Curriculum

The Denton Independent School District is dedicated in its mission of empowering students as lifelong and engaged learners. This course planning guide is provided to parents and students so that they can become familiar with the courses available in middle school.

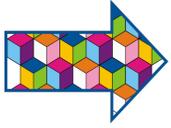
In the middle grades (6-8), Denton ISD provides instruction in English language arts, mathematics, science, social studies, fine arts (art, dance, music, theatre), health, physical education, technology applications, languages other than English, and additional electives.

MS Course Requirements:

- ELA block, 3 years
- Mathematics, 3 years
- Social Studies, 3 years
- Science, 3 years
- Fine Arts, 2 semesters (recommended to take in 6th grade)
- Physical Education, 4 semesters
- Health (1 semester taken separately if not embedded in physical education)
- 6 additional electives (or 12 semesters)

Sample Schedule – 8 periods in a day

Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts 6 (blocked, 2 periods)	English Language Arts 7 (blocked, 2 periods)	English Language Arts 8 (blocked, 2 periods)
Mathematics 6	Mathematics 7	Mathematics 8
Contemporary World Cultures 6	Texas History 7	US History 8
Science 6	Science 7	Science 8
Physical Education	Physical Education	<i>Elective</i>
Fine Arts Elective	<i>Elective</i>	<i>Elective</i>
<i>Elective</i>	<i>Elective</i>	<i>Elective</i>



Tips for Middle School Success

- Get connected to your school by joining a club or organization. There are so many to choose from!
- Don't be afraid to ask for help when you need it.
- Attend tutorials when necessary.
- Get in the habit of monitoring your own grades through HAC.
- Attend all classes every day unless you're ill.

New to Middle School? Did you know...

- There is no official recess period in middle school.
- Students attend 8 classes each day and typically have 7 different teachers (Language Arts is a "blocked" class, meaning it takes 2 periods of the day.)
- Some middle schools have lockers where students store their books and school supplies.
- Most middle schools are teamed – meaning the same core group of students have the same four teachers for their core subjects. Typically, there are 2 teams per grade level (e.g. Team 6-1, Team 6-2)
- Lunches are arranged by grade level.
- Attendance is taken in each class.
- Students earn grades on a scale of 0-100.
 - A = 100-90
 - B = 89-80
 - C = 79-70
 - 69 and below is considered failing
- Reassessment opportunities are available for some individual grades; see the grading guidelines section for specifics.
- Students "dress out" for physical education class.

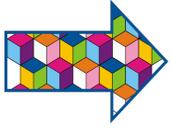


Student Clubs, Organizations, and Competitions

Students are encouraged to explore a variety of clubs and organizations during their middle school years. Some clubs available in Denton ISD schools include:

- National Junior Honor Society
- Student Council
- Student PTA
- Chess Club
- Book Club
- Theatre Club
- Art Club
- Cheerleading
- Leadership Skill-building Club
- GOAL
- Bully Prevention Club
- Yearbook
- and more...

Additionally, The Texas UIL (University Interscholastic League) hosts a wide variety of middle school competitions such as Ready Writing, Calculator Applications, Chess Puzzle, Impromptu Speaking, Listening, One Act Play, and Mathematics. Check with your teachers and campus counselor to learn in which competitions your campus participates.



Grading Guidelines

Beliefs about Assessments and Grading

It is the belief of Denton ISD that effective instruction depends upon high quality assessment. We are committed to practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards, the Texas Essential Knowledge and Skills (TEKS).

At the heart of our beliefs are two underlying questions:

- Do our grades accurately reflect student learning?
- Do our grading practices positively contribute to student learning?

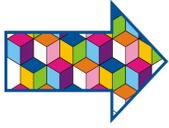
Our beliefs about learning and grading practices are grounded in the following statements:

- All students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent in the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards (TEKS or other course standards).

Professional Practices for Grading and Assessment

As evidence of our commitment to these beliefs, the following grading and assessment practices will be implemented:

- All assignments and assessments will be referenced to the standards.
- Grades will be reflective of student learning.
- Students will be expected to complete all assignments on time and in their entirety.
- Students will be given the opportunity for reassessment of summative assessments (excluding process assignments and semester exams), as outlined in the "[Reassessment Procedures for Summative Assessments](#)" guidelines.



Determining Grades

Grading Scale

In middle school, grades are reported numerically. A grade of 70 or above is considered passing, or on grade level.

Letter Grade	Numerical Grade
A	100-90
B	89-80
C	79-70
F	<70

Grading Categories

To determine a 9-weeks grade, recorded grades are weighted according to their category.

Course Level	Major Summative	Minor Summative	Formative
On-Level	60%	40%	0%
Honors	70%	30%	0%

Semester Grades

Students' grades are reported by semester. To determine a semester grade, the 9-weeks grades (and semester exams in some cases) are averaged.

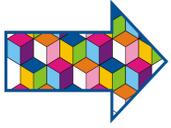
1st Quarter (or 9-Weeks Grade)	2nd Quarter (or 9-Weeks Grade)
50%	50%

When a course is taken for high school credit, a semester exam is required. The semester exam grade is included when determining the overall semester grade.

1st Quarter (or 9-Weeks Grade)	2nd Quarter (or 9-Weeks Grade)	Semester Exam Grade
40%	40%	20%

Semester Averaging (Tentative)

- Semester Averaging applies in middle school only to 1-credit, 2-semester courses for high school credit, such as MS Algebra I Honors.
- A student at any grade level enrolled in a 1-credit, 2-semester course who receives a grade of 60 or higher in the second semester is eligible to earn credit for the course if the final averaged grade of both semesters is 70 or above. If the average for both semesters is less than 70, the student is awarded credit for only the semester with the passing grade. Semester averaging may only be applied the first time a student takes each semester of the course. It will not be applied to courses taken through CBE, correspondence or online courses, non-accredited courses, or credits awarded outside of Denton ISD.
- For example, a MS student enrolled in Principles of Information Technology earns an 85 in the fall semester. (The student has now earned .5 HS elective credits.) In the spring semester, the student earns a 67. The average of the two semesters is greater than 70 $[(85 + 67)/2 = 76]$, so the student is awarded an additional .5 HS elective credits for the spring semester. In total, the student has earned 1.0 HS credits. Please note: The student's earned grades for each semester – an 85 and a 67 – are reported on the high school transcript.

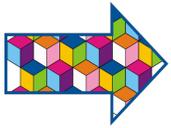


UIL “No Pass, No Play”

Students must maintain a grade 70 or higher in all academic courses in order to participate in any extracurricular activity sponsored or sanctioned by the school district or the UIL.

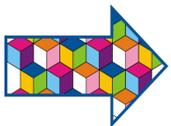
A student may be marked as “ineligible” for participation after a grade evaluation period; ineligibility will continue for at least three school weeks and is not removed until certain conditions are met.

Texas Education Code §33.081 establishes that the “No-Pass, No-Play” rules of eligibility for students in UIL competitions or extracurricular activities do not apply to certain advanced level courses when those courses are identified in advance by the district. In Denton ISD, the following courses identified as advanced for this purpose are listed each year on the Secondary Curriculum website and [AT THIS LINK](#).



Grade Promotion

In grades 6–8, promotion to the next grade level is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (the Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. The final decision for retention is determined by the campus principal and will also include consideration of age, attendance, evidence of ability and achievement, and other factors. [Policy EIE]



HAC – Home Access Center

The Home Access Center (HAC) is the parent portal for student data in all grade levels. Parents who are not current users of HAC can contact the campus to sign up using a current email address.

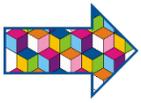
Parents of students in all grade levels are able to use HAC to view:

- Report cards
- Student demographic information
- Student schedules
- Attendance information
- Discipline information
- Transportation
- Current student registration information

HAC FAQ: <https://www.dentonisd.org/grades>

HAC Account Access:

<https://denhac.dentonisd.org/HomeAccess/Account/LogOn?ReturnUrl=%2fHomeAccess%2f>



Counseling Services

The counseling department is an integral part of the overall school program. School counselors are available to assist students in the following areas:

- Course selection that best meets academic, career, or military goals
- Information regarding available classes or programs
- Planning for college, career, and military
- Assistance or guidance related to social, emotional, or mental health
- Resources to professional services outside Denton ISD
- Personal graduation planning (beginning in 8th grade)

SchoolLinks

All middle and high school students and parents in Denton ISD have access to SchoolLinks, an online platform that helps students understand their unique strengths, connect their interests to careers, set goals, and develop self-knowledge and personal motivation.



Log in to SchoolLinks by selecting the "SchoolLinks Login" button on the Denton ISD SSO Classlink site: <https://myapps.classlink.com/home>

Students can use SchoolLinks to access college and scholarship information, career information, and standardized test scores. Students may request transcripts and link to college applications via SchoolLinks.

Schedule Changes

Generally, verified course selections are considered final. Schedule change requests will only be considered if submitted within the first four days of class and if there is an error on the schedule. Errors may include:

- 2 classes in the same period;
- Missing class period or incomplete schedule;
- Course already taken and/or credit already earned;
- Prerequisites not met.

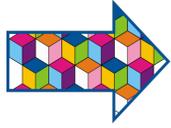
Schedule changes may also be made for program/placement issues. Examples may include:

- Placement in an audition class;
- Moving into an honors level of the course;
- Dropping a sport or UIL activity.

Schedule changes will not be made:

- to accommodate a preferred lunch period, classes with friends, or requested teachers;
- if it overloads a class section.

If you feel you need a schedule change, follow campus procedures for requesting the change.



STAAR

The State of Texas Assessment of Academic Readiness (STAAR) program includes annual assessments for students in grades 3-11. These assessments are based on the state curriculum standards called the TEKS (Texas Essential Knowledge and Skills).

In middle school, the STAAR annual assessments are administered for:

- Reading, grades 6-8
- Mathematics, grades 6–8
- Writing, grade 7
- Science, grade 8
- Social Studies, grade 8

Note: Students enrolled in MS Algebra I Honors are required to take and meet the passing standard on the Algebra I End of Course exam (EOC) in order to graduate. A student who meets standard on the Algebra I EOC in middle school does not retake the assessment in high school.

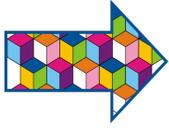
Special accommodations are available to some students who receive special education services.

Additional information on the state's testing program can be found on the TEA website:

<https://tea.texas.gov/student-assessment/testing/staar/staar-resources>

The Texas Assessment Agency sets the calendar for STAAR/EOC testing. Current and future testing calendars can be found on the TEA website:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/testing-calendars>



Automatic College Admissions

Prior to a student enrolling for high school courses, school districts are required to provide students with a written notification and detailed explanation of the Texas rules for automatic college admissions. This information, provided below, should assist you in making high school course selections that best align with your post-high school plans.

Explanation of Automatic College Admission and Curriculum Requirements for Financial Aid for High School Students

Automatic Admission Requirements

In accordance with Texas Education Code (TEC), §51.803, a student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the **top 10 percent** of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin*, and the applicant:

- (1) successfully completed the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP);
- (2) earned the distinguished level of achievement under the Foundation High School Program; or
- (3) satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows:

- (1) Class rank must be based on the student's rank at the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- (2) The top 10 percent of a high school class cannot contain more than 10 percent of the total class size.
- (3) The student's rank must be reported by the student's high school or school district as a specific number out of a specific number total class size.
- (4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

A student is considered to have satisfied the course requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program if the student completed the portion of those programs that was available to the student but which the student was unable to complete because the courses were unavailable as a result of circumstances not within the student's control.

To qualify for automatic admission an applicant must:

- (1) submit an application before the deadline established by the Texas college or university to which the student seeks admission; and
- (2) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the RHSP, DAP, or the distinguished level of achievement under the Foundation High School Program or the portion of the requirements of those programs that was available to the student.

Texas colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college- level grade point average and performance on standardized tests.

State Financial Aid Programs with Curriculum Requirements

Under TEC, Title 3, there are several state financial aid programs available for Texas public high school students. The following state financial aid programs include certain curriculum requirements to be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs.

Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's financial aid webpage at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at <http://www.collegeforalltexans.com/apps/financialaid/tofa2.cfm?ID=458>.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

- a) Graduated in the 2002–2003 academic year or later under the RHSP or DAP, or its equivalent
- b) Earned an associate's degree from an eligible institution no earlier than May 1, 2005

Top Ten Percent Scholarship

To receive an initial award through the Top 10 Percent Scholarship Program, a student must have graduated while ranked in the top 10 percent of his or her graduating class and completed the RHSP or DAP curriculum or earned the distinguished level of achievement on the Foundation High School Program (or the equivalent) at an accredited public high school in Texas, or the equivalent at an accredited private high school in Texas.

TEXAS Grant

Basic Initial Year (IY) Student Eligibility Curriculum Requirements

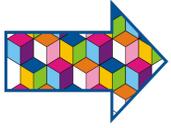
A student must complete the Foundation High School Program, RHSP, or DAP (or the equivalent).

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements

In addition to the basic initial year (IY) student eligibility requirements, to receive priority consideration for an IY award through the TEXAS Grant Program, a student must meet at least one requirement in at least two of the four following areas:

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one-third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

*The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for first-time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT must provide notice of the percentage of qualified applicants that are anticipated to be offered admission.



MS Courses for HS Credit

Middle School courses for High School credit are considered advancement and are designed for students who would like to pursue an accelerated pathway in high school, including access to AP-level Calculus, AP-level world languages, and advanced level CTE courses.

Important Considerations

★ Courses taken prior to high school for HS credit (in Denton ISD or elsewhere) are not calculated in a student's high school GPA; therefore, students must take four years of mathematics and two years of world language in grades 9-12 in order to optimize high school Earned GPA and Ranking GPA. (In other words, if you take Algebra I in middle school but don't take 4 years of math while in high school, your GPA will be significantly lower than the GPA of students who took 4 years of math while in high school.)

- Once a student completes a course that earns high school credit, the course is required by state law to appear on the student's transcript. The award of HS credit upon the successful completion of the course is not optional. When credit is earned, credit for a course or the accompanying grade cannot be removed from the student's academic record, and the student may not take the course an additional time.
- Once credit is earned for a course whether in MS or HS, students cannot re-take that course in high school even as an "audit" or "no credit" course. (In other words, once you successfully complete a HS course in MS, you cannot request to repeat the course once you go into high school.)
- Semester Averaging (**Tentative**) applies in middle school only to 1-credit, 2-semester courses for high school credit, such as MS Algebra I Honors. See page 11 in this course planning guide for more information.
- Not all courses are available at all campuses.

In Denton ISD, there are three middle school programs that offer high school credit:

#1: HS Credits via Accelerated Mathematics (see page 16)

#2: HS Credits via CTE Courses (see page 17), and

#3: HS Credits via World languages, such as –

Middle School Spanish 7-8 or French 7-8 (see page 18)

Dual Language and Spanish for Spanish Speakers Programs (see page 19)

#1: High School Credits via Accelerated Mathematics

Students who have demonstrated successful completion of Math 6, Math 7, and Math 8 coursework are able to enroll in the MS Algebra I Honors course for high school credit.

A full explanation of the accelerated middle school mathematics pathways is found on the Denton ISD Secondary Mathematics webpage (<https://www.dentonisd.org/Page/244>) and at [THIS LINK](#). This comprehensive document includes explanations of options for transitioning into the honors pathway, available further accelerated pathways, and criteria for honors placement.

Additional Notes:

- Successful completion of MS Algebra I Honors earns students 1.0 credits of high school Algebra I Honors credit, which counts toward graduation requirements.
- A student enrolled in MS Algebra I Honors who has not earned a 70 or above in the first semester will be unenrolled from the course prior to the last day of the first semester, and credit will not be awarded for the first semester of the course. The student will re-take the course in high school.
- For students whose fall semester performance in this course suggests they may be unlikely to be successful in the spring semester of the course, the teacher, parents, and counselor will meet prior to the end of the fall semester to determine whether continued enrollment in the course is the most appropriate placement.
- Students enrolled in MS Algebra I Honors are required to meet the passing standard on Algebra I EOC in order to graduate.



HS math courses completed in MS for HS credit are NOT included in the high school GPA calculation. Students are expected to take four years of math while in high school beyond any high school math credits earned in middle school. (For example, students who earn MS Algebra I Honors and MS Geometry Honors credit while in middle school will take four additional math courses while in high school, such as Algebra II Honors, Precalculus Honors, AP Calculus, and AP Statistics.)

Students have many math course options in high school, including Math Models, Statistics, AP Calculus, and Dual Credit. This chart shows a typical pathway for students as well as two sample accelerated pathways:

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Non-Accelerated Math Pathway	Math 6	Math 7	Math 8	Algebra I or Alg I H	Geometry or Geo H	Algebra II or Alg II H	Pre-Cal or Pre-Cal H
Sample Accelerated Math Pathways	Math 6	Math 7	Math 8	Algebra I Honors	Geometry Honors <i>and</i> Algebra II Honors	Pre-Cal Honors or Dual Credit	AP Calculus AB or BC
	Math 6 Honors	Math 7 Honors	MS Algebra I Honors	Geometry Honors	Algebra II Honors	Pre-Cal Honors	AP Calculus

#2: High School Credits via CTE Courses

Students in 7th and 8th grade have access to Career and Technical Education (CTE) courses that award them high school credit and may prepare them to complete a sequence of courses that can lead to workplace readiness and certifications.

 Not all CTE courses are available at all campuses.

Program Area	MS Course	# High School Credits Earned
Technology	Principles of Information Tech	1.0 credit
	Principles of Business, Finance, & Marketing	1.0 credit
Engineering	Robotics	1.0 credit
	Principles of Applied Engineering	1.0 credit
Construction	Principles of Construction	1.0 credit
	Principles of Architecture	1.0 credit
Human Services and Hospitality	Principles of Human Services	1.0 credit
	Interpersonal Studies	.5 credit
	Lifetime Nutrition and Wellness	.5 credit
Additional Options	Touch System Data Entry	.5 credit
	Principles of Arts, Audio/ Video Tech and Comm	1.0 credit
	Digital Media	1.0 credit

#3: High School Credits via World Languages

Middle School Spanish 7-8 and French 6-8

In Texas, students are required to earn 2 high school credits in the same language for graduation. All Denton ISD middle schools offer Spanish 7 and 8, which can result in the award of 1.0 credits of high school world language credit. Calhoun MS also offers French for HS credit as part of the International Baccalaureate (IB) Middle Years Programme (MYP).

After completion of a Level I credit in Spanish or French in middle school, students would then complete their second credit in high school, or they could choose to switch to an additional language in high school (such as ASL, French, German, or Latin) for graduation credits.

- Successful completion of Spanish 7 and 8 (or French 7 and 8 at Calhoun MS) earns students 1.0 credits of high school Spanish or French credit toward graduation requirements.
- Credit for the first semester of Spanish I or French I is awarded after successful completion of the fall semester of Spanish 8 or French 8. Credit for the second semester of Spanish I or French I is awarded after successful completion of the spring semester of Spanish 8 or French 8.
- A student must earn a 70 or higher in both semesters of Spanish 7 or French 7 in order to enroll in Spanish 8 or French 8.
- “Semester Averaging” (**Tentative**) rules do not apply to the award of credit for Spanish 7/8 or French 7/8 in middle school because they are designed only for 1-year, 2-semester courses.



HS world languages completed in MS for HS credit are NOT included in the high school GPA calculation. Students are expected to take 2 additional credits of a world language while in high school beyond any world language credits earned in middle school. (For example, students who earn Spanish I credit while in middle school will take two additional Spanish courses while in high school, such as Spanish II Honors and Spanish III Honors.)

MS and HS World Languages Pathways

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Non-Accelerated WL Pathway			Level I of French, ASL, German, or Latin	Level II or Level II Honors of French, German, or Latin; or ASL II	Level III or Level III Honors of French, German, or Latin; or ASL III	AP French IV, AP German IV, AP Latin IV, or ASL Level IV
Accelerated Spanish Pathway	Spanish 7	Spanish 8	Spanish II Honors	Spanish III Honors	AP Spanish IV	AP Spanish V
	(Span 7 + Span 8 = Spanish I)					
Combination Pathway (Switch languages in HS)	Spanish 7	Spanish 8	Level I of French, ASL, German, or Latin	Level II or Level II Honors of French, German, or Latin; or ASL II	Level III or Level III Honors of French, German, or Latin; or ASL III	AP French IV, AP German IV, AP Latin IV, or ASL IV
	(Span 7 + Span 8 = Spanish I)					

IB MYP World Languages at Calhoun Middle School

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
IB MYP Students Select Spanish or French	Introduction to Spanish or French	Spanish or French 7	Spanish or French 8	Spanish or French II Honors	Spanish or French III Honors	Spanish IV SL or HL Y1; or French IV SL	Spanish IV HL Y2
		(Level 7 + Level 8 = Spanish I)					

Dual Language Program

In the Dual Language program, students learn a second language while simultaneously continuing to develop their first language. In middle school, students in the program enroll in two courses – the Spanish language course, and the companion social studies dual language course.

- This program can be used as a continuation of the elementary DL program, or students can enter the DL program in MS for the first time.

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
For students entering the DL Program in Middle School:	Spanish I DL <i>and</i> World Cultures 6 DL	Spanish II DL <i>and</i> Texas History 7 DL	Spanish III DL <i>and</i> US History 8 DL	AP Spanish IV	AP Spanish V	Spanish VI Honors (or dual credit, if available)	Spanish VII Honors (or dual credit, if available)
For students w/ Spanish I Credit from Elementary DL Program	Spanish II DL <i>and</i> World Cultures 6 DL	Spanish III DL <i>and</i> Texas History 7 DL	Discovering Languages and Culture 8 <i>and</i> US History 8 DL	AP Spanish IV	AP Spanish V	Spanish VI Honors (or dual credit, if available)	Spanish VII Honors (or dual credit, if available)

Spanish for Spanish Speakers Program

The purpose of the Spanish for Spanish Speakers program is to provide both heritage and native speakers an opportunity to strengthen their language competence while also recognizing and building on their current strengths; the program builds student awareness of their capacity for learning and supports student aspirations and preparation for college.

	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Spanish for Spanish Speakers Pathway	Spanish for Spanish Speakers I	Spanish for Spanish Speakers II	Spanish for Spanish Speakers III	AP Spanish IV	AP Spanish V	Spanish VI Honors (or dual credit, if available)	Spanish VII Honors (or dual credit, if available)

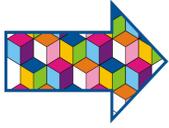
Additional Notes

- Both of these programs – DL and SSS – provide students access to the highest levels of language learning while in high school with the potential for earning college credits.
- Prerequisites are in place for all language courses. In other words, a student must have credit for Spanish I before enrolling in Spanish II, and a student must have credit for Spanish II before enrolling in Spanish III, etc. (This means, for example, that students who join the DL program for the first time in 8th grade will take Spanish I DL *and* US History 8 DL.)



HS world languages completed in MS for HS credit are NOT included in the high school GPA calculation. Students are expected to take 2 additional credits of a world language while in high school beyond any world language credits earned in middle school. (For example, students who earn Spanish I, II, and III credits while in middle school will take two additional Spanish courses while in high school, such as AP Spanish IV and AP Spanish V.)

- A full, detailed explanation of how to earn high school credit in these programs is found on the Denton ISD Secondary World Languages webpage (<https://www.dentonisd.org/Page/261>) and at [THIS LINK](#).



Credit by Exam

A Credit by Examination (CBE) is a formal assessment designed to provide students with an opportunity to receive full or partial credit for a course by demonstrating mastery of course outcomes, i.e., the Texas Essential Knowledge and Skills.

Credit by Exam is available for these purposes:

- Credit Recovery – defined as, when attempting to earn credit for a course the student has already taken but where credit was not earned because the student did not pass the course or because of excessive absences. This is considered “Credit by Exam with Prior Instruction.” Detailed information on all credit recovery options is found in the [Denton ISD High School Course Planning Guide](#).
- For Acceleration – defined as, when attempting to earn credit for a course the student has not yet taken. This is considered “Credit by Exam without Prior Instruction.”

Important Considerations

- Approval for the use of a CBE must be made by the campus or district in advance of test administration.
- Schools districts in Texas are required to have advanced approval of the school board for exams used for credit by exam. In Denton ISD, the board approved CBEs are: Texas Tech, UT High School, Stamp AVANT, CLEP, and AP [19 TAC 74.24(a)(4)]. (Teacher-developed courses do not meet the criteria for credit recovery.)
- Per state guidelines, students may not attempt to earn credit by exam for the same high school subject more than two times.
- If a student fails to earn credit by examination for a course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district’s prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.
- When a student earns credit by CBE, the school district is required to enter the exam score on the student's transcript. Once the student has earned credit for the course, the course cannot be re-taken. By law, transcript grades, once entered, cannot be changed unless they were recorded in error.
- In Denton ISD, grade points for CBE are calculated in GPA, unless the CBE is taken in middle school. Courses taken prior to 9th grade for high school credit do not count in GPA calculations; likewise, credit by exams taken for high school credit only count toward GPA when they are taken after the last day of 8th grade.
- A student may take an exam for a specific course only once during each CBE quarterly testing window: (Jan 1 – Mar 31; Apr 1 – Jun 30; Jul 1 – Sept 30; Oct 1 – Dec 31).

[Beginning with the 2024-2025 senior cohort (freshmen in 2021-2022), CBE scores earned for credit recovery are not included in Ranking GPA calculations.]

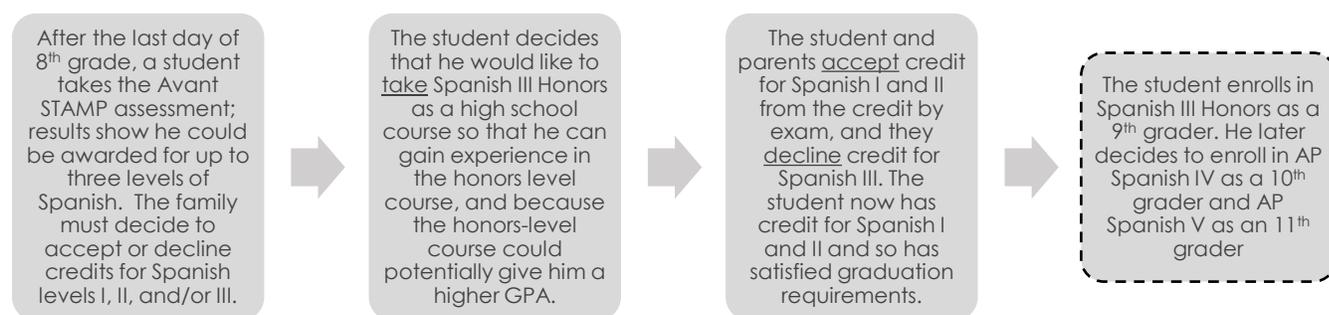
Credit by Exam for Heritage and Native Spanish Speakers

When a student demonstrates potential for earning high school credit for Spanish (determined by home language survey and teacher identification) but did not complete the Dual Language or Spanish for Spanish Speakers program in middle school, the student can take a **credit by exam** after 8th grade in order to access the accelerated pathway, which could lead to college credit. All credit by exam guidelines apply.

The CBE approved in Denton ISD for world languages is the Avant STAMP. It is an adaptive assessment, which means that it is able to award students multiple levels of credits with just one administration.

★ Only in the case of adaptive assessments must students and their parents decide to accept or decline credits (beyond the initial credit earned). It is important to make this choice with support from the counselor, since once a credit is added to the student's transcript, it cannot be removed, by law, and the course cannot be taken in high school.

One Example:



Is 9th Grade Too Soon for AP Spanish Language Course?

Native and heritage Spanish speakers who successfully earn credit for Spanish I, II, and III prior to high school can enroll in AP Spanish IV in their 9th grade year.

The Texas Education Agency created the AP Spanish advanced pathways and early access program in conjunction with the U.S. Department of Education in 2000 to increase likelihood of college success for Spanish speaking students, historically underrepresented in college level courses in high school.

Currently in Texas, over 16,000 Spanish-speaking students earn high school credit for Spanish through an early access program (grades 6-10). Typically, 90% of the students in this program who enroll in AP Spanish IV in grades 8 or 9 earn a passing score (3 or higher) on the AP Spanish IV exam.

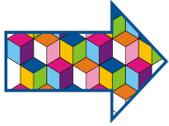
Early access to success in an AP course is important because it supports academic research showing that the rigor of academic coursework a student experiences in school predicts the likelihood that the student will decide to go on to college. Students who enroll in AP courses in 8th and 9th grade are more likely to enroll in additional advanced level courses throughout high school, and successful experiences in AP courses influence degrees of success in subsequent AP and college courses.

Course Proficiency Levels

The Texas Education Agency determines the level of proficiency represented in each course level. For example, to earn credit for Spanish II, students must demonstrate proficiency at the “novice high to intermediate low” proficiency level.

Denton ISD CBE results indicate that Spanish-speaking students can demonstrate mastery of the Spanish I TEKS (state standards) at a rate of >95%. Likewise, they demonstrate mastery of the Spanish II TEKS at a rate of >85% and can enter high school taking courses at the Intermediate proficiency level.

Course/Level	Proficiency Levels	Standards
Spanish I	Novice Mid to Novice High Proficiency	§114.39
Spanish II	Novice High to Intermediate Low Proficiency	§114.40
Spanish III	Intermediate Low to Intermediate Mid Proficiency	§114.41
Spanish IV	Intermediate Mid to Intermediate High	§114.42
AP Spanish Language	Intermediate High to Advanced	AP Course
Spanish V	Intermediate High to Advanced Mid Proficiency	§114.43
AP Spanish Literature	Intermediate High to Advanced Mid	AP Course
Spanish VI	Advanced Mid to Advanced High Proficiency	§114.44
Spanish VII	Advanced High to Superior Proficiency	§114.45



Advanced Academics

In Denton ISD, advanced level courses are designed to provide students with content and learning experiences that reach greater depths of complexity. Course experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.

Honors

The Denton ISD Honors program gives students the opportunity to challenge themselves academically and prepare themselves for future success in high school. The goals of this program include increasing the number of students who are able to access and complete college-level work in high school and improving the rates of college readiness for all students.

Acceleration

An “acceleration” program is one where students begin to take courses in the sequence at an earlier grade level than typical. In Denton ISD, the Math honors program is an example of an acceleration program – students in Math 6 Honors and Math 7 Honors experience all of the curriculum for Math 6, 7, and 8 in two years so that they can access the Algebra I curriculum in 8th grade.

An example of an honors course that is not an accelerated pathway is English 8 Honors – students are exploring the English 8 curriculum as indicated in the state standards but with greater depth and complexity. This enriched experience is designed to prepare students to access advanced course work in high school, including AP English courses in grades 11 and 12.

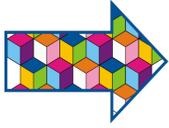
EXPO – Gifted and Talented Program

The EXPO program is the school district's program for gifted and talented students. The initial step in this process is the nomination of the student. Students can be nominated by their teachers, parents, peers, or they may nominate themselves. Following nomination, the students are screened by an established district process. Additional information about the program and the identification process can be obtained from the school counselor.



In middle school, EXPO students are served through the English Language Arts block in grades 6, 7, and 8.

Contact the school counselor for a student application. Nominations are accepted each semester according to the district calendar. Information may be found at <http://www.dentonisd.org/expo>.



IB MYP Program at Calhoun MS

In Denton ISD, Calhoun Middle School is the authorized International Baccalaureate (IB) Middle Years Programme (MYP) campus. Students in the MYP programme are guided in making practical connections between their studies and the real world in this challenging and rewarding program. The MYP is a five-year program implemented in a partnership between Calhoun HS (grades 6-8) and Denton HS (grade 9). Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) at Denton HS.

Research shows that students participating in the MYP:

- build confidence in managing their own learning,
- learn by doing, connecting the classroom to the larger world,
- consistently have greater success in IB Diploma Programme examinations,
- thrive in positive school cultures where they are engaged and motivated to excel, and
- develop an understanding of global challenges and a commitment to responsible citizenship.

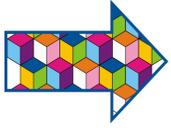


In addition to the typical middle school curriculum and schedule of class, IB MYP students at Calhoun MS:

- Enroll in a three-year sequence of a single world language (Introduction to Spanish, Spanish 7, and Spanish 8; or Introduction to French, French 7, and French 8)
- Enroll in a performing arts and a visual arts course each year for three years
 - 6th grade students take a visual fine arts class (every other day)
 - 7th grade students take a performing arts course (every day)
 - 8th grade students have their choice of a visual or performing arts course (every day)
- Enroll in the Design Class for three years

Additional IB requirements:

- Service and Action requirement for students
- Focus on interdisciplinary teaching and interdisciplinary units, global context, and concepts
- Use of authentic assessments
- Focus on the "Learner Profile" (10 Traits for Learners) and "Approaches to Learning" (ATL) skills
- Focus on international mindedness, inquiry learning



Fine Arts

In Texas, middle school students are required to take 2 semesters of Fine Arts classes. Denton ISD recommends that students take Fine Arts in their 6th grade year so that they have the option of continuing to take more advanced levels throughout their middle school experience, should they choose to.

The Fine Arts courses in Denton ISD include music, theatre, visual arts, and dance (at some campuses). These courses are designed to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving.

The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills development, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

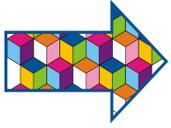
Visual arts develop observation and perception, creative expression, exploring historical and cultural relevance, and critical evaluation and response. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity.

Students have access to various bands, choirs, and orchestras that develop music literacy, creative expression, historical and cultural relevance, and critical evaluation and response. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Students have access to dance where they explore perception, creative expression, historical and cultural relevance, and critical evaluation and response. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness.

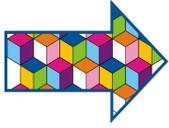
Theatre students explore inquiry and understanding, creative expression, historical and cultural relevance, and critical evaluation and response. Students develop a perception of self, human relationships, and the world. Students communicate in dramatic forms, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner.





Career and Technical Education

Career and Technical Education (CTE) courses are designed to prepare students in the technical and professional skills necessary to succeed in today's high-demand occupational environment. Career and Technical Education can help a student explore his/her potential and establish future career goals. Our mission is to provide a positive difference in the lives of our students by making connections through technology-rich, academically rigorous curriculum and real-world applications that empower our students to become contributing members of the global community.



Course Descriptions

English Language Arts

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MLA06R	English Language Arts 6	6
MLA064	English Language Arts 6 ESL	6
MLA06X	English Language Arts 6 EXPO	6
MLA07R	English Language Arts 7	7
MLA07H	English Language Arts 7 Honors	7
MLA074	English Language Arts 7 ESL	7
MLA07X	English Language Arts 7 EXPO	7
MLA08R	English Language Arts 8	8
MLA08H	English Language Arts 8 Honors	8
MLA084	English Language Arts 8 ESL	8
MLA08X	English Language Arts 8 EXPO	8
MRI06R	Reading Intervention 6 (elective)	6
MRI064	Reading Intervention 6 ESL (elective)	6
MRI07R	Reading Intervention 7 (elective)	7
MRI074	Reading Intervention 7 ESL (elective)	7
MRI08R	Reading Intervention 8 (elective)	8
MRI084	Reading Intervention 8 ESL (elective)	8

SPECIAL EDUCATION ENGLISH LANGUAGE ARTS COURSES

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

MLA061	English Language Arts 6 Resource	6
MLA06A	English Language Arts 6 AVLS	6
MLA063	English Language Arts 6 DE	6
MLA06F	English Language Arts 6 FLS	6
MLA06P	English Language Arts 6 PABS	6

MLA071	English Language Arts 7 Resource	7
MLA07A	English Language Arts 7 AVLS	7
MLA073	English Language Arts 7 DE	7
MLA07F	English Language Arts 7 FLS	7
MLA07P	English Language Arts 7 PABS	7
MLA081	English Language Arts 8 Resource	8
MLA08A	English Language Arts 8 AVLS	8
MLA083	English Language Arts 8 DE	8
MLA08F	English Language Arts 8 FLS	8
MLA08P	English Language Arts 8 PABS	8

ENGLISH LANGUAGE ARTS COURSE DESCRIPTIONS

<p>MLA06R English Language Arts 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The ELA 6 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include an exploration of the personal narrative, character study, the literary essay, the power of nonfiction, and research-based informational writing.</p>
<p>MLA064 English Language Arts 6 ESL</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The ELA 6 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MLA06X English Language Arts 6 EXPO</p> <p>Grade level: 6 Prerequisites: Expo Program</p>	<p>ELA 6 EXPO is an advanced level version of ELA 6 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.</p>
<p>MLA07R English Language Arts 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>The ELA 7 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include the study of characterization through author study, writing realistic fiction, the art of argument, historical fiction, and writing about reading.</p>
<p>MLA07H English Language Arts 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>ELA 7 Honors is the advanced level version of the ELA 7 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the ELA 7 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences, including advanced level instruction in reading and writing.</p>

<p>MLA074 English Language Arts 7 ESL</p> <p>Grade level: 7 Prerequisites: None</p>	<p>The ELA 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 7, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MLA07X English Language Arts 7 EXPO</p> <p>Grade level: 7 Prerequisites: Expo Program</p>	<p>ELA 7 EXPO is an advanced level version of ELA 7 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.</p>
<p>MLA08R English Language Arts 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>The ELA 8 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include explorations in literary nonfiction, investigative journalism, critical literacies, developing position papers, dystopian literature, an analysis of craft and them, crafting the literary essay, and essential research skills.</p>
<p>MLA08H English Language Arts 8 Honors</p> <p>Grade level: 8 Prerequisites: None</p>	<p>ELA 8 Honors is the advanced level version of the ELA 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the ELA 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences, including advanced level instruction in reading and writing. Successful completion of this course prepares students for honors level courses in high school.</p>
<p>MLA084 English Language Arts 8 ESL</p> <p>Grade level: 8 Prerequisites: None</p>	<p>The ELA 8 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 8, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MLA08X English Language Arts 8 EXPO</p> <p>Grade level: 8 Prerequisites: Expo Program</p>	<p>ELA 8 EXPO is an advanced level version of ELA 8 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.</p>
<p>MRI06R Reading Intervention 6 (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the ELA 6 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.</p>
<p>MRI064 Reading Intervention 6 ESL</p> <p>Grade level: 6 Prerequisites: ESL Program</p>	<p>This elective course serves as a supplement/support for the ELA 6 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>

<p>MRI07R Reading Intervention 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>This elective course serves as a supplement/support for the ELA 7 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.</p>
<p>MRI074 Reading Intervention 7 ESL</p> <p>Grade level: 7 Prerequisites: ESL Program</p>	<p>This elective course serves as a supplement/support for the ELA 7 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>
<p>MRI08R Reading Intervention 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>This elective course serves as a supplement/support for the ELA 8 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.</p>
<p>MRI084 Reading Intervention 8 ESL</p> <p>Grade level: 8 Prerequisites: ESL Program</p>	<p>This elective course serves as a supplement/support for the ELA 8 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>

SPECIAL EDUCATION ENGLISH LANGUAGE ARTS COURSE DESCRIPTIONS

<p>MLA061 English Language Arts 6 Resource</p>	<p>The ELA 6 Resource course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 Resource class is determined by the student's ARD Committee.</p>
<p>MLA06A English Language Arts 6 AVLS</p>	<p>The ELA 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MLA063 English Language Arts 6 DE</p>	<p>The ELA 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 6; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 DE class is determined by the student's ARD Committee.</p>
<p>MLA06F English Language Arts 6 FLS</p>	<p>The ELA 6 FLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 6 FLS class is determined by the student's ARD Committee.</p>

<p>MLA06P English Language Arts 6 PABS</p>	<p>The ELA 6 PABS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general ELA 6 classroom.</p>
<p>MLA071 English Language Arts 7 Resource</p>	<p>The ELA 7 Resource course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 7 Resource class is determined by the student's ARD Committee.</p>
<p>MLA07A English Language Arts 7 AVLS</p>	<p>The ELA 7 AVLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 7 AVLS class is determined by the student's ARD Committee.</p>
<p>MLA073 English Language Arts 7 DE</p>	<p>The ELA 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 7; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 7 DE class is determined by the student's ARD Committee.</p>
<p>MLA07F English Language Arts 7 FLS</p>	<p>The ELA 7 FLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 7 FLS class is determined by the student's ARD Committee.</p>
<p>MLA07P English Language Arts 7 PABS</p>	<p>The ELA 7 PABS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general ELA 7 classroom.</p>
<p>MLA081 English Language Arts 8 Resource</p>	<p>The ELA 8 Resource course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 8 Resource class is determined by the student's ARD Committee.</p>
<p>MLA08A English Language Arts 8 AVLS</p>	<p>The ELA 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 8 AVLS class is determined by the student's ARD Committee.</p>

MLA083 English Language Arts 8 DE	The ELA 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 8; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 8 DE class is determined by the student's ARD Committee.
MLA08F English Language Arts 8 FLS	The ELA 8 FLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 8 FLS class is determined by the student's ARD Committee.
MLA08P English Language Arts 8 PABS	The ELA 8 PABS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 8 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general ELA 8 classroom.

Mathematics Courses

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MMA06R	Math 6	6
MMA064	Math 6 ESL	6
MMA06H	Math 6 Honors	6
MMA07R	Math 7	7
MMA074	Math 7 ESL	7
MMA07H	Math 7 Honors	7
MMA08R	Math 8	8
MMA084	Math 8 ESL	8
MMAA1JH	MS Algebra I Honors	8
MMI06R	Math Intervention 6 (elective)	6
MMI064	Math Intervention 6 ESL (elective)	6
MMI07R	Math Intervention 7 (elective)	7
MMI074	Math Intervention 7 ESL (elective)	7
MMI08R	Math Intervention 8 (elective)	8
MMI084	Math Intervention 8 ESL (elective)	8

SPECIAL EDUCATION MATHEMATICS COURSES

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

MMA06A	Math 6 Resource	6
MMA06A	Math 6 AVLS	6
MMA063	Math 6 DE	6
MMA06F	Math 6 FLS	6
MMA06P	Math 6 PABS	6
MMA07A	Math 7 Resource	7
MMA07A	Math 7 AVLS	7
MMA073	Math 7 DE	7
MMA07F	Math 7 FLS	7
MMA07P	Math 7 PABS	7

MMA08A	Math 8 Resource	8
MMA08A	Math 8 AVLS	8
MMA083	Math 8 DE	8
MMA08F	Math 8 FLS	8
MMA08P	Math 8 PABS	8

MATHEMATICS COURSE DESCRIPTIONS

<p>MMA06R Math 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The primary focus areas in Math 6 are number and operations; proportionality; expressions, equations and relationships; and measurement and data. Students explore mathematical relationships using concepts of proportionality, and they use algebraic thinking to understand verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. In this course, the study of statistics includes using data to draw conclusions.</p>
<p>MMA064 Math 6 ESL</p> <p>Grade level: 6 Prerequisites: ESL Program</p>	<p>The Math 6 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MMA06H Math 6 Honors</p> <p>Grade level: 6 Prerequisites: None</p>	<p>Math 6 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 6 Honors includes all Math 6 TEKS plus ½ of Math 7 TEKS.</p>
<p>MMA07R Math 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In Math 7, students continue the study of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. They use concepts, algorithms, and properties of rational numbers and proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. They continue the study of geometric properties and relationships and spatial reasoning, and they quantify attributes and use procedures to solve problems. The study of statistics continues as students learn to use data to draw conclusions, evaluate arguments, and make recommendations.</p>
<p>MMA074 Math 7 ESL</p> <p>Grade level: 7 Prerequisites: Program</p>	<p>The Math 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 7, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MMA07H Math 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>Math 7 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 7 Honors includes ½ of the Math 7 TEKS (those not taught in Math 6 Honors) plus all Math 8 TEKS.</p>

<p>MMA08R Math 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>In Math 8, students study proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. They begin to develop an understanding of functional relationships. They continue the study of geometric properties and relationships and spatial reasoning, and they quantify attributes and use procedures to solve problems. The study of statistics continues as students learn to use data to draw conclusions, evaluate arguments, and make recommendations.</p>
<p>MMA084 Math 8 ESL</p> <p>Grade level: 8 Prerequisites: ESL Program</p>	<p>The Math 8 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 8, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MMAA1JH MS Algebra I Honors</p> <p>Grade level: 8 Prerequisites: None</p>	<p>MS Algebra I Honors is an advanced course designed for students who would like to pursue an accelerated pathway in high school (including eventual access to AP-level Calculus). In this advanced level course, emphasis is placed upon real numbers and their operations, the language of algebra, and quadratic functions. Applications of algebraic concepts to problem solving are also stressed. Students learn to solve and graph linear equations and inequalities, translate among and use algebraic, tabular, and graphical methods to represent linear and quadratic functions, and to solve systems of equations. Students will investigate, describe, and predict the effects of changes on the graphs of linear and quadratic functions and relate direct variation to linear functions and solve problems involving proportional change. Students will receive 1.0 high school credit upon successful completion of the class.</p>
<p>MMI06R Math Intervention 6 (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 6 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; and measurement and data.</p>
<p>MMI064 Math Intervention 6 ESL (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 6 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>
<p>MMI07R Math Intervention 7 (elective)</p> <p>Grade level: 7 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 7 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; and measurement and data.</p>
<p>MMI074 Math Intervention 7 ESL (elective)</p> <p>Grade level: 7 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 7 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>
<p>MMI08R Math Intervention 8 (elective)</p> <p>Grade level: 8 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 8 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions.</p>

MMI084

Math Intervention 8 ESL
(elective)

Grade level: 8

Prerequisites: None

This course serves as a supplement/support for the Math 8 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.

SPECIAL EDUCATION MATHEMATICS COURSE DESCRIPTIONS

<p>MMA06A Math 6 Resource</p>	<p>The Math 6 Resource course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 Resource class is determined by the student's ARD Committee.</p>
<p>MMA06A Math 6 AVLS</p>	<p>The Math 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MMA063 Math 6 DE</p>	<p>The Math 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 6 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 DE class is determined by the student's ARD Committee.</p>
<p>MMA06F Math 6 FLS</p>	<p>The Math 6 FLS course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 6 FLS class is determined by the student's ARD Committee.</p>
<p>MMA06P Math 6 PABS</p>	<p>The Math 6 PABS course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Math 6 classroom.</p>
<p>MMA07A Math 7 Resource</p>	<p>The Math 7 Resource course is for students served by special education. This course addresses all the expectations that apply to Math 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 7 Resource class is determined by the student's ARD Committee.</p>
<p>MMA07A Math 7 AVLS</p>	<p>The Math 7 AVLS course is for students served by special education. This course addresses all the expectations that apply to Math 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 7 AVLS class is determined by the student's ARD Committee.</p>
<p>MMA073 Math 7 DE</p>	<p>The Math 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 7 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 7 DE class is determined by the student's ARD Committee.</p>
<p>MMA07F Math 7 FLS</p>	<p>The Math 7 FLS course is for students served by special education. This course addresses all the expectations that apply to Math 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 7 FLS class is determined by the student's ARD Committee.</p>

MMA07P Math 7 PABS	The Math 7 PABS course is for students served by special education. This course addresses all the expectations that apply to Math 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Math 7 classroom.
MMA08A Math 8 Resource	The Math 8 Resource course is for students served by special education. This course addresses all the expectations that apply to Math 8 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 8 Resource class is determined by the student's ARD Committee.
MMA08A Math 8 AVLS	The Math 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to Math 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 8 AVLS class is determined by the student's ARD Committee.
MMA083 Math 8 DE	The Math 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 8 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 8 DE class is determined by the student's ARD Committee.
MMA08F Math 8 FLS	The Math 8 FLS course is for students served by special education. This course addresses all the expectations that apply to Math 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 8 FLS class is determined by the student's ARD Committee.
MMA08P Math 8 PABS	The Math 8 PABS course is for students served by special education. This course addresses all the expectations that apply to Math 8, however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 8 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Math 8 classroom.

Science Courses

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MSC06R	Science 6	6
MSC064	Science 6 ESL	6
MSC07R	Science 7	7
MSC074	Science 7 ESL	7
MSC07H	Science 7 Honors	7
MSC08R	Science 8	8
MSC084	Science 8 ESL	8
MSC08H	Science 8 Honors	8

SPECIAL EDUCATION SCIENCE COURSES

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

MSC06A	Science 6 AVLS	6
MSC063	Science 6 DE	6
MSC06F	Science 6 FLS	6
MSC06P	Science 6 PABS	6
MSC061	Science 6 Resource	6
MSC07A	Science 7 AVLS	7
MSC073	Science 7 DE	7
MSC07F	Science 7 FLS	7
MSC07P	Science 7 PABS	7
MSC071	Science 7 Resource	7
MSC08A	Science 8 AVLS	8
MSC083	Science 8 DE	8
MSC08F	Science 8 FLS	8
MSC08P	Science 8 PABS	8
MSC081	Science 8 Resource	8

SCIENCE COURSE DESCRIPTIONS

<p>MSC06R Science 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>In this course, students focus on physical science while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis of the data.</p>
<p>MSC064 Science 6 ESL</p> <p>Grade level: 6 Prerequisites: ESL Program</p>	<p>The Science 6 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Science 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSC07R Science 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In this course, students focus on organisms and the environment while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis.</p>
<p>MSC074 Science 7 ESL</p> <p>Grade level: 7 Prerequisites: ESL Program</p>	<p>The Science 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Science 7, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSC07H Science 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>Science 7 Honors is the advanced level version of the Science 7 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the Science 7 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>
<p>MSC08R Science 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>In this course, students focus on earth and space while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis of the data.</p>
<p>MSC084 Science 8 ESL</p> <p>Grade level: 8 Prerequisites: ESL Program</p>	<p>The Science 8 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Science 8, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSC08H Science 8 Honors</p> <p>Grade level: 8 Prerequisites: None</p>	<p>Science 8 Honors is the advanced level version of the Science 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the Science 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>

SPECIAL EDUCATION SCIENCE COURSE DESCRIPTIONS

<p>MSC06A Science 6 AVLS</p>	<p>The Science 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC063 Science 6 DE</p>	<p>The Science 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 6 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 DE class is determined by the student's ARD Committee.</p>
<p>MSC06F Science 6 FLS</p>	<p>The Science 6 FLS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 6 FLS class is determined by the student's ARD Committee.</p>
<p>MSC06P Science 6 PABS</p>	<p>The Science 6 PABS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Science 6 classroom.</p>
<p>MSC061 Science 6 Resource</p>	<p>The Science 6 Resource course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 Resource class is determined by the student's ARD Committee.</p>
<p>MSC07A Science 7 AVLS</p>	<p>The Science 7 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 7 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC073 Science 7 DE</p>	<p>The Science 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 7 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 DE class is determined by the student's ARD Committee.</p>
<p>MSC07F Science 7 FLS</p>	<p>The Science 7 FLS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 7 FLS class is determined by the student's ARD Committee.</p>

<p>MSC07P Science 7 PABS</p>	<p>The Science 7 PABS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Science 7 classroom.</p>
<p>MSC071 Science 7 Resource</p>	<p>The Science 7 Resource course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 Resource class is determined by the student's ARD Committee.</p>
<p>MSC08A Science 8 AVLS</p>	<p>The Science 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 8 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC083 Science 8 DE</p>	<p>The Science 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 8 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 8 DE class is determined by the student's ARD Committee.</p>
<p>MSC08F Science 8 FLS</p>	<p>The Science 8 FLS course is for students served by special education. This course addresses all the expectations that apply to Science 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 8 FLS class is determined by the student's ARD Committee.</p>
<p>MSC08P Science 8 PABS</p>	<p>The Science 8 PABS course is for students served by special education. This course addresses all the expectations that apply to Science 8 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 8 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Science classroom.</p>
<p>MSC081 Science 8 Resource</p>	<p>The Science 8 Resource course is for students served by special education. This course addresses all the expectations that apply to Science 8 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 8 Resource class is determined by the student's ARD Committee.</p>

Social Studies Courses

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MSS06R	Contemporary World Societies 6	6
MSS064	Contemporary World Societies 6 ESL	6
MSS06D	Contemporary World Societies 6 Dual Language	6
MSS07R	Texas History 7	6
MSS07H	Texas History 7 Honors	7
MSS074	Texas History 7 ESL	7
MSS07D	Texas History 7 Dual Language	7
MSS08R	US History to 1877 8	7
MSS08H	US History to 1877 8 Honors	8
MSS084	US History to 1877 8 ESL	8
MSS08D	US History to 1877 8 Dual Language	8

SPECIAL EDUCATION SOCIAL STUDIES COURSES

The following courses are for students who meet the eligibility requirements for special education services. Enrollment is based on Admission, Review, and Dismissal (ARD) Committee decision and instructional arrangement.

MSS06A	Contemporary World Societies 6 AVLS	6
MSS063	Contemporary World Societies 6 DE	6
MSS06F	Contemporary World Societies 6 FLS	6
MSS06P	Contemporary World Societies 6 PABS	6
MSS061	Contemporary World Societies 6 Resource	6
MSS07A	Texas History 7 AVLS	7
MSS073	Texas History 7 DE	7
MSS07F	Texas History 7 FLS	7
MSS07P	Texas History 7 PABS	7
MSS071	Texas History 7 Resource	7
MSS08A	US History to 1877 8 AVLS	8
MSS083	US History to 1877 8 DE	8
MSS08F	US History to 1877 8 FLS	8
MSS08P	US History to 1877 8 PABS	8
MSS081	US History to 1877 8 Resource	8

SOCIAL STUDIES COURSE DESCRIPTIONS

<p>MSS06R Contemporary World Societies 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>In Grade 6, students study people, places, and societies of the contemporary world including Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, regions in Africa, regions in Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies.</p>
<p>MSS064 Contemporary World Societies 6 ESL</p> <p>Grade level: 6 Prerequisites: ESL Program</p>	<p>The Contemporary World Societies ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Contemporary World Societies 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSS06D Contemporary World Societies 6 Dual Language</p> <p>Grade level: 6 Prerequisites: DL Program</p>	<p>In Grade 6, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. While dual language students continue to build their academic English in other core courses, this course will focus on academic Spanish language development and addresses all grade 6 Contemporary World Societies TEKS through Spanish language instruction and metalinguistic transfer opportunities.</p>
<p>MSS07R Texas History 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In Grade 7, students study the history of Texas from early times to the present (with more depth and breadth than studied in grade 4). Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas.</p>
<p>MSS07H Texas History 7 Honors</p> <p>Prerequisites: None</p>	<p>Texas History 7 Honors is the advanced level version of the Texas History 7 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the Texas History 7 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>
<p>MSS074 Texas History 7 ESL</p> <p>Grade level: 7 Prerequisites: DL Program</p>	<p>The Texas History 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Texas History 7, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSS07D Texas History 7 Dual Language</p> <p>Grade level: 7 Prerequisites: DL Program</p>	<p>In Grade 7, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. While dual language students continue to build their academic English in other core courses, this course will focus on academic Spanish language development and addresses all grade 7 Texas History TEKS through Spanish language instruction and metalinguistic transfer opportunities.</p>

<p>MSS08R US History to 1877 8</p> <p>Prerequisites: None</p>	<p>In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.</p>
<p>MSS08H US History to 1877 8 Honors</p> <p>Prerequisites: None</p>	<p>US History to 1877 8 Honors is the advanced level version of the US History to 1877 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the US History to 1877 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>
<p>MSS084 US History to 1877 8 ESL</p> <p>Prerequisites: ESL Program</p>	<p>US History to 1877 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to US History to 1877, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSS08D US History to 1877 Dual Language</p> <p>Prerequisites: DL Program</p>	<p>In Grade 8, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. While dual language students continue to build their academic English in other core courses, this course will focus on academic Spanish language development and addresses all grade 8 US History to 1877 TEKS through Spanish language instruction and metalinguistic transfer opportunities.</p>

SPECIAL EDUCATION SOCIAL STUDIES COURSE DESCRIPTIONS

<p>MSS06A Contemporary World Societies 6 AVLS</p>	<p>The Contemporary World Societies 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Contemporary World Societies 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MSS063 Contemporary World Societies 6 DE</p>	<p>The Contemporary World Societies 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Contemporary World Societies 6 DE class is determined by the student's ARD Committee.</p>
<p>MSS06F Contemporary World Societies 6 FLS</p>	<p>The Contemporary World Societies 6 FLS course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Contemporary World Societies 6 FLS class is determined by the student's ARD Committee.</p>

<p>MSS06P Contemporary World Societies 6 PABS</p>	<p>The Contemporary World Societies 6 PABS course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Contemporary World Societies 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Contemporary World Societies 6 classroom.</p>
<p>MSS061 Contemporary World Societies 6 Resource</p>	<p>The Contemporary World Societies 6 Resource course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Contemporary World Societies 6 Resource class is determined by the student's ARD Committee.</p>
<p>MSS07A Texas History 7 AVLS</p>	<p>The Texas History 7 AVLS course is for students served by special education. This course addresses all the expectations that apply to Texas History 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Texas History 7 AVLS class is determined by the student's ARD Committee.</p>
<p>MSS073 Texas History 7 7 DE</p>	<p>The Texas History 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Texas History 7 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Texas History 7 DE class is determined by the student's ARD Committee.</p>
<p>MSS07F Texas History 7 FLS</p>	<p>The Texas History 7 FLS course is for students served by special education. This course addresses all the expectations that apply to Texas History 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Texas History 7 FLS class is determined by the student's ARD Committee.</p>
<p>MSS07P Texas History 7 PABS</p>	<p>The Texas History 7 PABS course is for students served by special education. This course addresses all the expectations that apply to Texas History 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Texas History 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Texas History 7 classroom.</p>
<p>MSS071 Texas History 7 Resource</p>	<p>The Texas History 7 Resource course is for students served by special education. This course addresses all the expectations that apply to Texas History 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Texas History 7 Resource class is determined by the student's ARD Committee.</p>

<p>MSS08A US History to 1877 8 AVLS</p>	<p>The US History to 1877 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to US History to 1877 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the US History to 1877 8 AVLS class is determined by the student's ARD Committee.</p>
<p>MSS083 US History to 1877 8 DE</p>	<p>The US History to 1877 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to US History to 1877 8 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the US History to 1877 8 DE class is determined by the student's ARD Committee.</p>
<p>MSS08F US History to 1877 8 FLS</p>	<p>The US History to 1877 8 FLS course is for students served by special education. This course addresses all the expectations that apply to US History to 1877 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the US History to 1877 8 FLS class is determined by the student's ARD Committee.</p>
<p>MSS08P US History to 1877 8 PABS</p>	<p>The US History to 1877 8 PABS course is for students served by special education. This course addresses all the expectations that apply to US History to 1877 8 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the US History to 1877 8 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general US History to 1877 8 classroom.</p>
<p>MSS081 US History to 1877 8 Resource</p>	<p>The US History to 1877 8 Resource course is for students served by special education. This course addresses all the expectations that apply to US History to 1877 8 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the US History to 1877 8 Resource class is determined by the student's ARD Committee.</p>

World Language Courses

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MWS07R	Introduction to Spanish*	6
MWS07R	Spanish 7	7
MWS08R	Spanish 8	8
MWF06R	Introduction to French*	6
MWF07R	French 7*	6-7
MWF08R	French 8*	6-8
MWSS1J	Spanish for Spanish Speakers I**	6-8
MWSS2J	Spanish for Spanish Speakers II**	6-8
MWSS3J	Spanish for Spanish Speakers III**	7-8
MWS1DJ	Dual Language Spanish I**	6-8
MWS2DJ	Dual Language Spanish II**	6-8
MWS3DJ	Dual Language Spanish III**	7-8
MWDLC8J	Discovering Languages and Cultures 8	8

*currently offered at Calhoun MS as part of the IB program

**currently offered at Bettye Myers MS, Strickland MS, and Calhoun MS

WORLD LANGUAGE COURSE DESCRIPTIONS

<p>MWS06R Introduction to Spanish*</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as an introduction to the study of the Spanish language. (currently offered at Calhoun MS as part of the IB program)</p>
<p>MWS07R Spanish 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In the Spanish 7 course, students are introduced to the study of the nature of communication and the complexity of culture; they begin the study of multiple perspectives and means of expression, leading to an appreciation of difference and diversity. Communication is the overarching goal of world language instruction. Instruction in this course introduces students to three modes of communication – interpersonal (direct oral and written communication with others), interpretive (understanding of spoken and written communication within cultural contexts), and presentational (presenting information, concepts, and ideas orally and in writing). Students are awarded a full credit of Spanish I after the successful completion of all of Spanish 7 + Spanish 8.</p>
<p>MWS08R Spanish 8</p> <p>Grade level: 8 Prerequisites: Spanish 7 HS Credit: 1.0</p>	<p>At the conclusion of Spanish 8, students are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learners. In this course, students continue the study of communication, culture, perspective, and expression launched in Spanish 7, with a continued emphasis of the three modes of communication – interpersonal, interpretive, and presentations. Students are awarded a full credit of Spanish I after the successful completion of all of Spanish 7 + Spanish 8.</p>

<p>MWF06R Introduction to French*</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The Introduction to French course serves as an introduction to the study of the French language. (currently offered at Calhoun MS as part of the IB program)</p>
<p>MWF07R French 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In the French 7 course, students are introduced to the study of the nature of communication and the complexity of culture; they begin the study of multiple perspectives and means of expression, leading to an appreciation of difference and diversity. Communication is the overarching goal of world language instruction. Instruction in this course introduces students to three modes of communication – interpersonal (direct oral and written communication with others), interpretive (understanding of spoken and written communication within cultural contexts), and presentational (presenting information, concepts, and ideas orally and in writing). Students are awarded a full credit of French I after the successful completion of all French 7 + French 8.</p>
<p>MWF08R French 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>At the conclusion of French 8, students are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learners. In this course, students continue the study of communication, culture, perspective, and expression launched in French 7, with a continued emphasis of the three modes of communication – interpersonal, interpretive, and presentations. Students are awarded a full credit of French I after the successful completion of all French 7 + French 8.</p>
<p>MWSS1J Spanish for Spanish Speakers I**</p> <p>Grade level: 6-8 Prerequisites: Spanish speaker</p>	<p>This course builds upon the conversational patterns native-Spanish speakers already utilize daily in their homes and focuses language practice on reading, writing, and higher order thinking. The course compacts the study of standard grammar, expands vocabulary, and includes the culture of various Hispanic countries.</p>
<p>MWSS2J Spanish for Spanish Speakers II**</p> <p>Grade level: 6-8 Prerequisites: Spanish I; Spanish speaker</p>	<p>This course further extends the conversational patterns native-Spanish speakers already utilize in their homes and focuses on reading and writing and broadening student vocabulary and usage of standard Spanish grammar and structure. Additionally, the course promotes recognition of the role of culture and language components in communications.</p>
<p>MWSS3J Spanish for Spanish Speakers III**</p> <p>Grade level: 7-8 Prerequisites: Spanish II; Spanish speaker</p>	<p>This highly rigorous course continues students' progress toward gaining Spanish language proficiency in reading and writing as well as continued development of students' oral Spanish proficiency. The course incorporates the study of the Spanish language and Hispanic culture, history, and literature to form a base for analytical reading and writing that prepares students for the AP Spanish Language Course.</p>
<p>MWS1DJ Dual Language Spanish I**</p> <p>Grade level: 6 Prerequisites: Previous participation in DL program, or Spanish speaker</p>	<p>In Grade 6, dual language students will participate in a rigorous academic program that continues to accelerate their learning by developing high linguistic proficiency in two languages. This course must be taken with a dual language content course like Contemporary World Societies 6 Dual Language to ensure academic Spanish language development. Spanish I Dual Language grade 6 develops and refines the Spanish language skills that students already possess with a focus on increasing students' ability to use Spanish flexibly for both formal and informal settings and on developing their biliteracy skills.</p>
<p>MWS2DJ Dual Language Spanish II**</p> <p>Grade level: 7 Prerequisites: Spanish I; Previous participation in DL program, or Spanish speaker</p>	<p>In Grade 7, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course must be taken with a dual language content course like Texas History 7 Dual Language to ensure academic Spanish language development. Spanish II Dual Language grade 7 develops and refines the Spanish language skills that students already possess with a focus on increasing students' ability to use Spanish flexibly for both formal and informal settings and on developing their biliteracy skills.</p>

MWS3DJ
**Dual Language
Spanish III****

Grade level: 8
Prerequisites: Spanish II;
Previous participation in DL, or
Spanish speaker

In Grade 8, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course must be taken with a dual language content course like US History to 1877 Dual Language to ensure academic Spanish language development. Spanish III Dual Language builds on the Spanish language skills the students already possess and provides opportunities for students to expand their biliteracy through the study of the Spanish language, Hispanic culture, history, and literature to form a base for analytical reading and writing that prepares students for the AP Spanish Language Course.

MWDLC8J
**Discovering Cultures and
Languages 8****

Grade level: 8
Prerequisites: Spanish I, II, and III
HS Credits: 1.0 Elective

In this course, students develop effective language study skills by engaging in different types of language learning activities. Students will compare and contrast aspects of other languages, apply basic communication skills in the target language, and demonstrates an understanding of cultures.

This course prepares students from the Spanish for Spanish Speakers and Dual Language Programs for success in high school advanced language courses, including AP Spanish IV and AP Spanish V. **Successful completion of this course earns students 1.0 HS elective credits.**

*currently offered at Calhoun MS as part of the IB program

**currently offered at Bettye Myers MS, Strickland MS, and Calhoun MS

Physical Education, Athletics, and Health

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MPE06R	PE 6	6
MPE07R	PE 7	7
MPE08R	PE 8	8
MPESSR	PE 6 Sports and Skills	6
MPE07B	Boys Athletics 7	7
MPE08B	Boys Athletics 8	8
MPE07G	Girls Athletics 7	7
MPE08G	Girls Athletics 8	8
MWSS8R	Tennis	7-8
MHE06R	MS Health (one semester)	6-8
MPP06R	Partner PE & Partner PE Mentors 6	6
MPP07R	Partner PE & Partner PE Mentors 7	7
MPP08R	Partner PE & Partner PE Mentors 8	8
MP07O, MP08O	Off-Campus PE	7-8

PE, ATHLETICS, AND HEALTH COURSE DESCRIPTIONS

<p>MPE06R PE 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. In grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.</p>
<p>MPE07R PE 7</p> <p>Grade level: 7 Prerequisites: None</p>	
<p>MPE08R PE 8</p> <p>Grade level: 8 Prerequisites: None</p>	
<p>MPESSR PE 6 Sports and Skills</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This is an open-enrollment PE course (available to all interested students), where instruction is focused on the types of skills, knowledge, physical activities, and physical fitness that will support students interested in participating in athletics course in 7th or 8th grade and beyond. This course is designed for both (a) students who have had previous experiences in team sports and (b) students who have not had previous participation in team sports experiences but wish to learn more about them. While participation in this course will support future engagement in MS and HS athletics, it is not required; additionally, participation in this course does not guarantee enrollment in athletics. Participation in this course counts toward the four required semesters of PE in middle school.</p>

<p>MWSS6R Boys Athletics 7</p> <p>Grade level: 7 Prerequisites: Try-outs</p>	
<p>MWSS6R Boys Athletics 8</p> <p>Grade level: 8 Prerequisites: Try-outs</p>	<p>Athletics is available for students who wish to participate in competitive volleyball, football, basketball, and/or track/cross country. Athletics is a year-long commitment and may require students to try-out for two or more sports. Athletes must maintain state required academic eligibility at all times in order to participate.</p>
<p>MWSS6R Girls Athletics 7</p> <p>Grade level: 7 Prerequisites: Try-outs</p>	<p>Athletics meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters (or 225 minutes every two weeks).</p>
<p>MWSS6R Girls Athletics 8</p> <p>Grade level: 8 Prerequisites: Try-outs</p>	
<p>MWS7DJ Tennis</p> <p>Grade level: 7-8 Prerequisites: None</p>	<p>Tennis is available for students who wish to participate competitively and grow their tennis skills. Athletes must maintain state required academic eligibility at all times in order to participate.</p> <p>This course meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes (or 225 minutes every two weeks).</p>
<p>MHE06R MS Health</p> <p>Grade level: 6-8 Prerequisites: None</p>	<p>The goal of health education in MS is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. Students will gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills are presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards help students reinforce, foster, and apply positive character traits.</p> <p>This course is only used in situations where the required Health curriculum is not otherwise embedded in the four semesters of PE.</p>
<p>MWSS6R Partner P.E.</p> <p>Grade level: 6-8 Prerequisites: None</p>	<p>Partner P.E. is a success-oriented physical education course. Partner P.E. includes students with disabilities and students without disabilities ("Mentors") working together to encourage physical activity while developing respect for one another. This course promotes physical activity, acquisition of individual lifetime wellness skills, team sports, and recreational activities while fostering relationships.</p>
<p>MWSS6R Partner P.E. Mentors</p> <p>Grade level: 6-8 Prerequisites: None</p>	<p>Partner P.E. meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters (or 225 minutes every two weeks).</p>
<p>MP07O Off-Campus P.E.</p> <p>Grade level: 7 Prerequisites: See application</p>	<p>The Off-Campus Physical Education (OCPE) program is designed to accommodate students who are making a serious effort to develop higher-level skills in a specific activity that exceed what the school district can offer through the general physical education program. The program is a partnership with off-campus agencies that provide activities such as equestrian, gymnastics, hockey, ice skating, martial arts, and swimming. Students may participate in one of two categories, depending on the number of hours per week of supervised training they engage in.</p>
<p>MP08O Off-Campus P.E.</p> <p>Grade level: 8 Prerequisites: See application</p>	<p>OCP meets the PE requirements for middle school students. For more information about this program, visit: https://www.dentonisd.org/domain/13586.</p>

Career and Technical Education

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MC105R	Investigating Careers – Construction	6
MC160R	Investigating Careers – Hospitality, Human Services	6
MC100R	Investigating Careers – Technology	6
MC716J3	Interpersonal Studies	7-8
MC125J	Lifetime Nutrition and Wellness	7-8
MC204J	Principles of Arts, A/V Tech, and Comm	7-8
MC304R	Principles of Business, Finance, & Marketing	7-8
MC130J	Principles of Information Technology	7-8
MC101J	Principles of Architecture	8
MC120J	Principles of Human Services	7-8
MC111J	Principles of Construction	7-8
MC622J	Robotics 1	7-8
MC604J	Principles of Applied Engineering	8
MC205J	Digital Media	7-8

Note: Not all courses are available at all campuses

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

<p>MC105R Investigating Careers – Construction</p> <p>Grade level: 6 Prerequisite: None</p>	<p>Students in these classes learn about careers related to Science, Technology, Engineering, and Mathematics; Construction; Technology or Business and Industry. Students will develop the basic knowledge and skills in one of these career areas through project-based learning activities, virtual field trips, and guest speakers. The students research labor market information, further educational requirements, learn job-seeking skills, and create documents required for employment.</p>
<p>MC160J Investigating Careers – Hospitality and Human Services</p> <p>Grade level: 6 Prerequisite: None</p>	
<p>MC100R Investigating Careers – Technology</p> <p>Grade level: 6 Prerequisite: None</p>	

MS TECHNOLOGY PATHWAY

<p>MC130J Principles of Information Technology</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>Students in this class will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will focus on applications that utilize personal and interpersonal skills, networking, computer programming and application development. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC304R Principles of Business, Finance, & Marketing</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>Want to learn about owning your own business? In Principles of Business, Marketing, and Finance course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles associated with owning a business. Students earn a 1.0 high school credit for successful completion of this course.</p>

MS ENGINEERING PATHWAY

<p>MC622J Robotics I</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. Students will receive 1.0 high school credit upon successful completion of the class.</p>
<p>MC604J Principles of Applied Engineering</p> <p>Grade level: 8 Prerequisite: Robotics I HS Credits: 1.0</p>	<p>Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Students will receive 1.0 high school credit upon successful completion of the class.</p>

MS CONSTRUCTION PATHWAY

<p>MC111J Principles of Construction</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>Principles of Construction provides a solid foundation for students entering into the construction and craft skilled areas. The students will learn construction safety, construction math, hand and power tools and explore career paths in construction. Students will receive 1.0 high school credit upon successful completion of the class.</p>
<p>MC101J Principles of Architecture</p> <p>Grade level: 8 Prerequisite: None HS Credits: 1.0</p>	<p>Like to draw houses? Principles of Architecture course provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development. Students earn a 1.0 high school credit for successful completion of this course.</p>

MS HUMAN SERVICES AND HOSPITALITY PATHWAY

<p>MC120J Principles of Human Services</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>This hands-on course will allow the student to sample and gain knowledge about careers in the human services career cluster, including counseling and mental health, early childhood, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high wage, or high demand human service careers. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC716J3 Interpersonal Studies</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: .5</p>	<p>Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students receive .5 high school credit upon successful completion of the class.</p>
<p>MC125J3 Lifetime Nutrition and Wellness</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: .5</p>	<p>Students in this laboratory class will learn how to use principles of wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students will learn about dietary guidelines, food purchasing, food safety and sanitation, as well as food preparation and nutritional factors associate with food. Students receive .5 high school credit upon successful completion of the class.</p>

ADDITIONAL OPTIONS

<p>MC135R Touch System Data Entry</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>Students will increase their speed and accuracy while learning to type by touch. Students will learn the alphabetic, numeric, and symbol keys, as well as the ten-key pad. Students will learn to format business documents such as letters, reports, outlines, and reports. Students receive .5 high school credit upon successful completion of the class.</p>
<p>MC204J Principles of Arts, A/V Tech, and Comm</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>This course is an introduction to Arts, Audio/Video Technology and communications cluster. Students are introduced to different technology careers including Digital Imaging and Photography, Animation, Graphic Design, Audio Engineering, and Video Production. Through team and individual projects based on these careers, students improve their communication, interpersonal, and presentation skills. Students earn a 1.0 high school credit for successful completion of this course. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC205J Digital Media</p> <p>Grade level: 7-8 Prerequisite: None HS Credits: 1.0</p>	<p>Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students use personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment. Students earn a 1.0 high school credit for successful completion of this course.</p>

Fine Arts Courses

Texas Essential Knowledge and Skills (TEKS) – [HERE](#)

Local Course ID	Course	Grade Level
MFAR11	Art 1	6
MFAR22	Art 2	7
MFAR33	Art 3	8
MFB1CL	Band 1 Clarinet	6-7
MFB1EU	Band 1 Euphonium	6-7
MFB1FL	Band 1 Flute	6-7
MFB1FH	Band 1 French Horn	6-7
MFB1OB	Band 1 Oboe-Bassoon	6-7
MFB1PC	Band 1 Percussion	6-7
MFB1SA	Band 1 Saxophone	6-7
MFB1TB	Band 1 Trombone	6-7
MFB1TR	Band 1 Trumpet	6-7
MFB1TU	Band 1 Tuba	6-7
MFB2NV	Band 2 Non-Varsity	7-8
MFB2SV	Band 2 Sub Non-Varsity	7-8
MFB2VA	Band 2 Varsity	7-8
MFB3NV	Band 3 Non-Varsity	8
MFB3SV	Band 3 Sub Non-Varsity	8
MFB3VA	Band 3 Varsity	8
MFC1MX	Choir 1 Mixed	6-8
MFC1TB	Choir 1 Tenor-Bass	6-8
MFC1TR	Choir 1 Treble	6-8
MFC2MX	Choir 2 Mixed	7-8
MFC2NT	Choir 2 Non-Varsity Treble	7-8
MFC2SH	Choir 2 Show	7-8
MFC2TB	Choir 2 Tenor-Bass	7-8
MFC2VT	Choir 2 Varsity Treble	7-8
MFC3MX	Choir 3 Mixed	8

MFC3NT	Choir 3 Non-Varsity Treble	8
MFC3SH	Choir 3 Show	8
MFC3TB	Choir 3 Tenor-Bass	8
MFC3VT	Choir 3 Varsity Treble	8
MFDA11	Dance 1	6-8
MFDA2R	Dance 2	7-8
MFDA3R	Dance 3	8
MFO2MA	Instrumental Ensemble 2 Mariachi	7-8
MFO3MA	Instrumental Ensemble 3 Mariachi	8
MFB2JE	Jazz Ensemble 2	7-8
MFB3JE	Jazz Ensemble 3	8
MFO1CB	Orchestra 1 Cello/Bass	6-8
MFO1NV	Orchestra 1 Non-Varsity	6-8
MFO1VA	Orchestra 1 Varsity	6-8
MFO1VL	Orchestra 1 Violin/Viola	6-8
MFO2NV	Orchestra 2 Non-Varsity	7-8
MFO2VA	Orchestra 2 Varsity	7-8
MFO3NV	Orchestra 3 Non-Varsity	8
MFO3VA	Orchestra 3 Varsity	8
MFTA11	Theatre Arts 1	6-8
MFTA22	Theatre Arts 2	7-8
MFTA33	Theatre Arts 3	8

FINE ARTS COURSE DESCRIPTIONS

In fine arts courses, students may be responsible for course fees and/or purchasing and maintaining supplies.

<p>MFAR11 Art 1</p> <p>Grade level: 6 Prerequisite: None</p>	<p>Art 1 is a two-semester introductory course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. Students develop visual literacy and communicate ideas through original artwork. Students explore history and culture and develop global awareness. Students learn how to form and articulate critical assessments of art.</p>
<p>MFAR22 Art 2</p> <p>Grade level: 7 Prerequisite: Art 1</p>	<p>Art II is a two-semester intermediate course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. The student expands visual literacy skills using critical thinking, imagination, and the senses. Students expand on skills to articulate critical assessments of art.</p>
<p>MFAR33 Art 3</p> <p>Grade level: 8 Prerequisite: Art 2</p>	<p>Art 3 is a two-semester advanced course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. The student develops disciplined effort and progressive problem-solving skills to create original art works and demonstrates an understanding of art history and culture. The student analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. Students engage in building a process-based portfolio in this course.</p>
<p>Band 1 Grade level: 6-7 Prerequisite: Audition</p> <p>Band 1 Clarinet - MFB1CL Band 1 Euphonium - MFB1EU Band 1 Flute - MFB1FL Band 1 French Horn - MFB1FH Band 1 Oboe-Bassoon - MFB1OB Band 1 Percussion - MFB1PC Band 1 Saxophone - MFB1SA Band 1 Trombone - MFB1TB Band 1 Trumpet - MFB1TR Band 1 Tuba - MFB1TU</p>	<p>Band 1 is a full year course for students who are beginning to learn how to play a band instrument: flute, oboe, clarinet, alto saxophone, trumpet, F horn, trombone, euphonium, tuba, or percussion. This course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFB2NV Band 2 Non-Varsity</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Band 2 (Non-Varsity) is a full year course for students who have completed Band 1. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFB2SV Band 2 Sub Non-Varsity</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Band 2 (Sub Non-Varsity) is a full year course for students who have completed Band 1. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFB2VA Band 2 Varsity</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Band 2 (Varsity) is a full year course for students who have completed Band 1 and are the most technically proficient on their instruments. A challenging repertoire will be developed throughout the year. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. In the second semester, students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.</p>

<p>MFB3NV Band 3 Non-Varsity</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Band 3 (Non-Varsity) is a full year course for students who have completed Band 1 and 2. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFB3SV Band 3 Sub Non-Varsity</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Band 3 (Sub Non-Varsity) is a full year course for students who completed Band 1 and 2. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFB3VA Band 3 Varsity</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Band 3 (Varsity) is a full year course for students who completed Band 1 and 2 and are most technically proficient on their instruments. A challenging repertoire will be developed throughout the year. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. In the second semester, students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.</p>
<p>MFC1MX Choir 1 Mixed</p> <p>Grade level: 6-8 Prerequisite: Audition</p>	<p>Choir 1 (Mixed) is a full year course for first year choir students in a setting for mixed voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC1TB Choir 1 Tenor-Bass</p> <p>Grade level: 6-8 Prerequisite: Audition</p>	<p>Choir 1 (Tenor-Bass) is a full year course for first year choir students with tenor and bass range voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC1TR Choir 1 Treble</p> <p>Grade level: 6-8 Prerequisite: Audition</p>	<p>Choir 1 (Treble) is a full year course for first year choir students with soprano and alto range voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC2MX Choir 2 Mixed</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Choir 2 (Mixed) is a full year course for students in a choir of mixed voices to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC2NT Choir 2 Non-Varsity Treble</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Choir 2 (Non-Varsity Treble) is a full year course for students with soprano and alto range voices who wish to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC2TB Choir 2 Tenor-Bass</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Choir 2 (Tenor-Bass) is a full year course for students with tenor and bass range voices who wish to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>

<p>MFC2VT Choir 2 Varsity Treble</p> <p>Grade level: 7-8 Prerequisite: Audition</p>	<p>Choir 2 Varsity (Treble) is a full year course for students with soprano and alto range voices with highly developed vocal proficiency and advanced music-reading skills. This varsity choir performs the most advanced vocal literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment during the second semester.</p>
<p>MFC3MX Choir 3 Mixed</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Choir 3 (Mixed) is a full year course for students in a choir of mixed voices to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC3NT Choir 3 Non-Varsity Treble</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Choir 3 (Non-Varsity Treble) is a full year course for students with soprano and alto range voices who wish to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC3TB Choir 3 Tenor-Bass</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Choir 3 (Tenor-Bass) is a full year course for students with tenor and bass range voices who wish to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFC3VT Choir 3 Varsity Treble</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>Choir 3 Varsity (Treble) is a full year course for students with soprano and alto range voices with highly developed vocal proficiency and advanced music-reading skills. This varsity choir performs the most advanced vocal literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment during the second semester.</p>
<p>MFDA11 Dance 1</p> <p>Grade level: 6-8 Prerequisite: None</p>	<p>Dance 1 is a two-semester introductory course providing students the opportunity to practice and perform dance skills through a variety of dance forms and choreographic processes. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely with a sensitive kinesthetic awareness. Dance 1 can satisfy both the fine arts and PE requirements for middle school when the teacher is certified in those content areas.</p>
<p>MFDA2R Dance 2</p> <p>Grade level: 7-8 Prerequisite: Dance 1; enrollment in fall semester is prerequisite for enrollment in spring semester</p>	<p>These courses extend the learner's knowledge of the history of dance and technique methods for jazz, tap, ballet, modern, world dance, drill team, musical theatre, and color guard. Students will recognize choreographed movement as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating, participating in and analyzing choreographed work will allow students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students are required to participate in performances and rehearsals throughout the year.</p>
<p>MFDA3R Dance 3</p> <p>Grade level: 8 Prerequisite: Dance 2; enrollment in fall semester is prerequisite for enrollment in spring semester</p>	

<p>MFO2MA Instrumental Ensemble 2 Mariachi</p> <p>Grade level: 7-8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.</p>	<p>Mariachi ensemble is a full year course that provides the opportunity to learn and perform Mariachi music and explore the history and tradition of mariachi performance. Each student will sing and/or play a mariachi instrument: trumpet, violin, vihuela, or guitarron. All students will be required to perform in public concerts.</p>
<p>MFO3MA Instrumental Ensemble 3 Mariachi</p> <p>Grade level: 8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.</p>	<p>Mariachi 3 is a full year course that provides the opportunity for students that have completed Mariachi 2 to continue learning Mariachi music and exploring the history and tradition of mariachi performance. Each student will sing and/or play a mariachi instrument: trumpet, violin, vihuela, or guitarron. All students will be required to perform in public concerts.</p>
<p>MFB2JE Jazz Ensemble 2</p> <p>Grade level: 7-8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles (unless auditioning on guitar, bass, or piano)</p>	<p>Jazz ensemble is a full year course that provides the opportunity to learn and perform a variety of styles such as: swing, big band, Latin, blues, and rock. Students explore jazz improvisation and small group performances. All students will be required to perform in public concerts.</p>
<p>MFB3JE Jazz Ensemble 3</p> <p>Grade level: 8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.</p>	<p>Jazz ensemble is a full year course for students that have completed Jazz Ensemble 2 that provides the opportunity to continue to learn and perform a variety of styles such as: swing, big band, Latin, blues, and rock. Students further develop jazz improvisation and small group performances. All students will be required to perform in public concerts.</p>
<p>MFO1NV Orchestra 1 Non-Varsity</p> <p>Grade level: 6 Prerequisite: Audition</p>	<p>String Orchestra 1 (Non-Varsity) is a full year course designed for first year orchestra students and students that were enrolled in 5th grade strings. Students will develop playing skills to accommodate higher levels of reading and performing orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFO1VA Orchestra 1 Varsity</p> <p>Grade level: 6 Prerequisite: Audition</p>	<p>String Orchestra 1 (Varsity) is a full year course designed for the most highly proficient 6th grade orchestra students. Students will develop playing skills to accommodate advanced levels of reading and a challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.</p>
<p>MFO1VL Orchestra 1 Violin/Viola</p> <p>Grade level: 6 Prerequisite: Audition</p>	<p>Orchestra 1 Violin/Viola is a full year course for students who are beginning to learn how to play violin or viola. This course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>

<p>MFO2NV Orchestra 2 Non-Varsity</p> <p>Grade level: 7 Prerequisite: Audition</p>	<p>String Orchestra 2 (Non-Varsity) is a full year course designed for orchestra students to develop playing skills to accommodate higher levels of reading and performing orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFO2VA Orchestra 2 Varsity</p> <p>Grade level: 7 Prerequisite: Audition</p>	<p>String Orchestra 2 (Varsity) is a full year course designed for the most highly proficient 7th grade orchestra students. Students will develop playing skills to accommodate advanced levels of reading and a challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.</p>
<p>MFO3NV Orchestra 3 Non-Varsity</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>String Orchestra 3 (Non-Varsity) is a full year course designed for orchestra students to develop playing skills to accommodate higher levels of reading and performing orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.</p>
<p>MFO3VA Orchestra 3 Varsity</p> <p>Grade level: 8 Prerequisite: Audition</p>	<p>String Orchestra 3 (Varsity) is a full year course designed for the most highly proficient 8th grade orchestra students. Students will develop playing skills to accommodate advanced levels of reading and a challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.</p>
<p>MFTA11 Theatre Arts 1</p> <p>Grade level: 6 Prerequisite: None</p>	<p>Theatre Arts I is a two-semester course that incorporates an introduction to theatre. The student is introduced to the role of the actor, designer, director, and technician in interpreting dramatic literature. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student relates theatre to history, society, and culture. The student learns to evaluate theatrical performances.</p>
<p>MFTA22 Theatre Arts 2</p> <p>Grade level: 7 Prerequisite: Theatre Arts 1</p>	<p>Theatre Arts II is a two-semester intermediate course that builds upon the study of movement, voice, character and script analysis, the historical evolution and cultural contributions of the theatre to society explored in Theatre Arts I. Students study components of technical production and apply them through monologue, duet, and group scene performance. The student builds on concepts about self, human relationships, and the environment using conventions of theatre. The student relates theatre to history, society, and culture and practices effective evaluation theatrical performances.</p>
<p>MFTA33 Theatre Arts 3</p> <p>Grade level: 8 Prerequisite: Theatre Arts 2</p>	<p>Theatre Arts III is a two-semester advanced course that extends experiences explored in Theatre Arts II. This course includes exploration of various genres, production styles, and advanced acting techniques. Students practice components of technical production including costume, lighting, scenic, and property design, and apply them through monologue, duet, and group scene performance. The student relates theatre to history, society, and culture and practices effective evaluation theatrical performances.</p>

Other Electives

Note: Some additional electives may be available on some campuses, and not all courses listed are available at all campuses.

Local Course ID	Course	Grade Level
MELA6R, MELA7R, MELA8R	Advisory 6-8	6-8
MAV06R, MAV07R, MAV08R	AVID 6-8	6-8
MEL01I, MEL02I, MEL03I	IB Design 1, 2, 3 (IB Programme)	6-8
MELMER	Student Mentors	8
MELSL7R, MELSL8R	Strengths and Leadership 7-8	7-8
MELSSR	Study Skills 6	6
MELWHR	Wheel – Block	6
MELWHF	Wheel – Skills for Living	6
MELYBR	Yearbook	7-8
ACADEMIC SUPPORT ELECTIVES		
MELA6A2, MELA7A2, MELA8A2	Academic Intervention 6-8	6-8
MDY06R	Dyslexia 6	6
MDY07R	Dyslexia 7	7
MDY08R	Dyslexia 8	8
FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES		
MELASC	AVLS Self Care	6-8
MDL06F, MDL07F, MDL08F	Daily Living Skills 6-8	6-8
MRL6F, MRL7F, MRL8F	Dev Rec & Leisure 6-8	6-8
MDS06F, MDS07F	Dev Self Care 6-7	6-7
MEL06P, MEL07P, MEL08P	PSA 6-8 PABS	6-8

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

<p>MC105R Advisory</p> <p>Grade level: 6-8</p>	<p>An advisory is a regularly scheduled time where teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues.</p>
<p>MC105R AVID</p> <p>Grade level: 6-8 Prerequisites: Application</p>	<p>Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.</p>
<p>MC100R IB Design 1</p> <p>Grade level: 6 Prerequisites: None</p>	<p>MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. (Available at Calhoun MS as part of the IB MYP Programme.)</p>
<p>MC100R IB Design 2</p> <p>Grade level: 7 Prerequisites: None</p>	
<p>MC100R IB Design 3</p> <p>Grade level: 8 Prerequisites: None</p>	
<p>MELMER Student Mentors</p> <p>Grade level: 7-8 Prerequisites: None</p>	<p>Students learn to serve in a mentorship role to younger students (including those at a neighboring elementary school). As mentors, students develop leadership skills to aid younger learners and work on communication skills. Mentors receive training in confidentiality, cueing, prompting, and positive reinforcement to be used with their "mentees." Mentors also assist the teacher of the younger students by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate personal growth. The goal is to create a relationship among age-differences, both socially and academically, that will last long beyond the classroom time.</p>
<p>MC105R Strengths and Leadership</p> <p>Grade level: 7-8 Prerequisites: None</p>	<p>Strengths and Leadership is an innovative strengths-based course for middle school students. Students learn more about their individual strengths, which provides opportunities for them to build hope, engagement, and resiliency. Students "find their voice" in the classroom and through school leadership roles by learning and applying life-ready leadership skills.</p>
<p>MC105R Study Skills 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>Students in this class engage in study lessons that are designed to assist their transition from elementary school into middle schools and prepare them to grow as independent and engaged learners. Topics included in this course are note-taking, studying, vocabulary, academic writing, presentation skills, listening skills, time management, and organization.</p>
<p>MELWHR Wheel – Block</p> <p>MELWHR Wheel – Skills for Living</p> <p>Grade level: 6 Prerequisites: None</p>	<p>A "wheel" course serves to provide students with an abbreviated, overview experience of what types of learning occur in elective courses. A "wheel" might include a sampling of world languages, CTE, Skills for Living, or other electives. Students will typically spend 2-3 weeks in each topic. The purpose of this course is to assist students in making course selections for future semesters.</p>
<p>MELYBR Yearbook</p> <p>Grade levels: 7-8 Prerequisites: Teacher recommendation</p>	<p>Students in the yearbook course assist the teacher/advisor in the development of the school yearbook. Students will plan, draft, examine and edit copy, and use electronic and digital tools to format the yearbook for publication. Students in this course will study audience, ethics and standards, and publication processes. Leadership and teamwork skills are also developed.</p>