



INDEPENDENT SCHOOL DISTRICT

**Middle School  
Course Planning Guide  
2021 - 2022**

**Table of Contents**

Superintendent's Message .....	2
Denton ISD Board Goals.....	3
Middle School Curriculum.....	4
MS Course Requirements .....	4
Sample Schedule .....	4
Campus Contacts.....	5
Instructional Contacts .....	6
Middle School Tips.....	7
Middle School Courses for HS Credit .....	8
Grading Guidelines.....	11
Grading Scale .....	11
Grading Categories.....	11
Home Access Center .....	12
"No Pass, No Play" .....	12
Grade Promotion .....	12
STAAR.....	13
Advanced Academics .....	14
EXPO – Gifted and Talented Program.....	15
International Baccalaureate (IB) Middle Years Program (MYP) at Calhoun MS .....	15
Fine Arts .....	16
Career and Technical Education .....	17
Off-Campus PE .....	17
Student Clubs, Organizations, and Competitions.....	17
<b>Course Descriptions .....</b>	<b>18</b>
English Language Arts .....	18
Mathematics Courses .....	25
Science Courses .....	31
Social Studies Courses.....	36
World Language Course.....	41
Fine Arts Courses .....	44
Career and Technical Education .....	52
Other Electives .....	55



# 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 high school experience to be full of meaningful learning that prepares you for your future. This High School Course Catalog and 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 graduations requirements, and preparing our students for life after high 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. Please take note of the variety of course offerings in the areas of science, mathematics, arts, humanities, languages, social sciences, and career and technology. 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 guidance counselor about the advantages of Naviance. Naviance is a resource provided free to DISD students and their families to connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and interests. More information is available at [www.naviance.com](http://www.naviance.com).

On behalf of the Denton ISD staff and the Board of Trustees, I wish you the best success in your high school years. After four years in high school, you will participate in commencement. This commencement is called high school graduation; however, it will not be the end of your educational career, in fact, it will be the beginning of a life filled with learning, accomplishments, trials and tribulations. 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



# 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, one or more of the fine arts (art, dance, music, theatre), health, physical education, technology applications, languages other than English, and in 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 6<sup>th</sup> grade)
- Physical Education, 4 semesters
- Health, 1 semester (or embedded in physical education)

*plus*

- 5½-6 additional electives

## Sample Schedule

### Sixth Grade

English Language Arts 6  
(blocked, 2 periods)

Mathematics 6

Contemporary World  
Cultures

Science 6

Fine Arts Elective  
(Music, Art, or Theatre)

Physical Education  
Elective

### Seventh Grade

English Language Arts 7  
(blocked, 2 periods)

Mathematics 7

Texas History

Science 7

Physical Education

Elective

Elective

### Eighth Grade

English Language Arts 8  
(blocked, 2 periods)

Mathematics 8

US History

Science 8

Health / Elective

Elective

Elective



# Campus Contacts

## **Calhoun MS**

Phone: 940-369-2400  
Paul Martinez, principal

### Counseling Staff

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

## **Crownover MS**

Phone: 940-369-4700  
Charlene Parham, principal

### Counseling Staff

Nikea Basher: 6-1, 7-1, 8-1  
Delia Trahan: 6-2, 7-2, 8-2

## **Harpool MS**

Phone: 940-369-1700  
Jeff Smith, principal

### Counseling Staff

Hope Lewis: 6th gr, A-L & 7th grade  
Amy McCloud: 6<sup>th</sup> grade, M-Z & 8<sup>th</sup> grade

## **McMath MS**

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

### Counseling Staff

Mr. Brian Adams: 6<sup>th</sup> and 7<sup>th</sup>  
Mrs. Kelli Hauser: 6<sup>th</sup> and 8<sup>th</sup>

## **Myers MS**

Phone: 940-369-1500  
Trey Peden, principal

### Counseling Staff

Stephanie Buckner: A-K  
Karen Anderson: L-Z

## **Navo MS**

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

### Counseling Staff

Courtney Wilkerson: A-K  
Jessica Stewart: L-Z

## **Rodriguez MS**

Phone: 940-369-7050  
Carly Rogers, principal

### Counseling Staff

Michael Rooney: A-K  
Stephani Mohon: L-Z

## **Strickland MS**

Phone: 940-369-4200  
Kathleen Carmona, principal

### Counseling Staff

Tiffany Bluiitt: 6<sup>th</sup> gr & 7<sup>th</sup> gr A-L  
Erin Howard: 8<sup>th</sup> gr & 7<sup>th</sup> gr M-Z

## **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

**Dr. Daniel Ford**

Executive Director for Curriculum, Instruction, and Professional Development  
940-369-0655

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
Deaf Education	Sandra Hensley, Supervisor	940-369-4084
Federal Programs	Chris Shade, Coordinator	940-369-0676
Digital Learning	Ross Garison, Director	940-369-0112
Fine Arts	Dr. Jackie DeMontmollin, Director	940-369-0225
English Language Arts	Beth Myers, Coordinator	940-369-0657
Mathematics	Grace Anne McKay, Coordinator	940-369-0654
Science	Brianna Morris, Coordinator	940-369-0658
Social Studies	Erika Lowery, Coordinator	940-369-0660
Special Education	Debbie Roybal, Executive Director	940-369-0535
Secondary Curriculum, Instruction, and Staff Development	Dr. Lisa Thibodeaux, Director	940-369-0642
World Languages	Beth Myers, Coordinator	940-369-0657



# Middle School Tips

- 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 truly 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.)
- Most 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.



# Middle School Courses for HS Credit

MS courses for HS 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 languages other than English, and advanced level CTE courses.

## Important Considerations

- Courses taken in MS for HS credit are not calculated in a student's high school GPA; therefore, students must take four years of mathematics and two years of language in high school in order to optimize high school Earned GPA and Ranking GPA.
- Once a student completes a course that earns high school credit, the course is required to appear on the student's transcript. (i.e., The award of HS credit upon the successful completion of the course is not optional.)
- 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 (except in mathematics courses where the student earned first semester credit but not second semester credit)

The following courses earn high school credit when taken in middle school. Note: Not all courses are available at all campuses.

## Mathematics

MS Course	HS Course Credit Earned	# Credits Earned	Additional Notes
MS Algebra I Honors	Algebra I Honors	1.0 credit	<p>A student 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.</p> <p>For students whose fall semester performance in this course suggests that 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.</p>



## World Languages

MS Course	HS Course Credit Earned	# Credits Earned	Additional Notes
Spanish 7	Spanish I	1.0 credit	Students are awarded a full credit of Spanish 1 after the completion of all of Spanish 7 + Spanish 8. (The first .5 of credit is awarded after the completion of all of Spanish 7 + the fall semester of Spanish 8.)
Spanish 8			Exception: In the MYP at Calhoun MS, students are awarded a full credit of Spanish 1 after the completion of Spanish 6, 7, and 8. (The first .5 of credit is awarded after the completion of all of Spanish 7 + the fall semester of Spanish 8.)
French 7	French I	1.0 credit	Students are awarded a full credit of French 1 after the completion of all of French 7 + French 8. (The first .5 of credit is awarded after the completion of all of French 7 + the fall semester of French 8.)
French 8			Exception: In the MYP at Calhoun MS, students are awarded a full credit of French 1 after the completion of French 6, 7, and 8. (The first .5 of credit is awarded after the completion of all of French 7 + the fall semester of French 8.)

## Dual Language and Spanish for Spanish Speakers Program

MS Course	HS Course Credit Earned	# Credits Earned	Additional Notes
Dual Language Spanish I	Spanish I	1.0 credit	Students also enroll in Contemporary World Cultures 6 Dual Language
Dual Language Spanish II	Spanish II	1.0 credit	Students also enroll in Texas History 7 Dual Language
Dual Language Spanish III	Spanish III	1.0 credit	Students also enroll in US History to 1877 Dual Language
Spanish for Spanish Speakers I	Spanish I	1.0 credit	
Spanish for Spanish Speakers II	Spanish II	1.0 credit	
Spanish for Spanish Speakers III	Spanish III	1.0 credit	

## CTE Courses

(Not all courses are available at all campuses.)

MS Course	HS Course Credit Earned	# Credits Earned
Principles of Arts, Audio/ Video Tech and Comm	Principles of Arts, Audio/ Video Tech and Comm	1.0 credit
Principles of Construction	Principles of Construction	1.0 credit
Principles of Architecture	Principles of Architecture	1.0 credit
Touch System Data Entry	Touch System Data Entry	.5 credit
Principles of Information Tech	Principles of Information Tech	1.0 credit
Principles of Business, Finance, & Marketing	Principles of Business, Finance, & Marketing	1.0 credit
Principles of Human Services	Principles of Human Services	1.0 credit
Interpersonal Studies	Interpersonal Studies	.5 credit
Lifetime Nutrition and Wellness	Lifetime Nutrition and Wellness	1.0 credit
Gateway to Technology I, II, III, and IV	Gateway to Technology I, II, III, and IV	1.0 credit per course
Gateway to Technology	Gateway to Technology	1.0 credit



# 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.

## Grading Scale

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

## Grading Categories

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

## Semester Grade Averaging

1st Quarter	2nd Quarter
50%	50%

Or, when a semester exam is required (e.g., when taking a course for high school credit)

1st Quarter	2nd Quarter	Semester Exam
40%	40%	20%

## 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/Page/43685>

HAC Account Access:

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

## “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. (Students may be provided an exemption to this rule in some honors level courses identified by the district.)

## 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]

Additionally, the Texas Education Agency's Student Success Initiative (SSI) requirements apply to students who take STAAR reading and mathematics in grade 8. As specified in this program, a student may advance to the next grade level only by passing these assessments or by unanimous decision of his or her grade placement committee.

NOTE: In consideration of past and current impacts of the COVID-19 pandemic, SSI promotion/retention and retesting requirements were waived by the Texas Education Administration for the 2020–2021 school year.



# Schedule Changes

Course selections made during pre-registration are considered final. Any course change request after spring registration must be approved by the principal before the spring deadline. Once classes begin, students may not drop or add a course after the first four class days of attendance. To receive full credit for a course, students must be in attendance for 90% of the class. Students may change levels (e.g., Honors to non-honors) within a content area at the end of the first four weeks in the first grading period, after a parent-teacher conference, and if course loads permit. Requests to change courses at the beginning of school cannot be honored. Only changes related to computer errors will be addressed after school begins.



# 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 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\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness)

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\\_Testing\\_and\\_Accountability/Testing/Student\\_Assessment\\_Overview/Testing\\_Calendars](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Testing_Calendars)



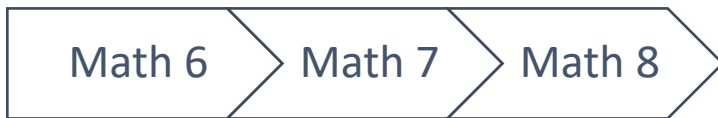
# Advanced Academics

## Honors

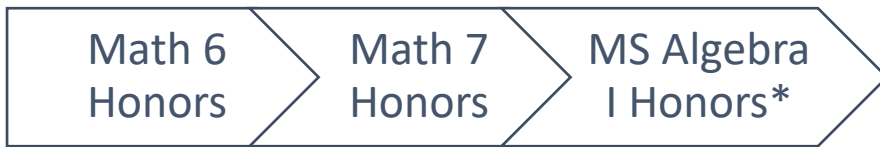
In Denton ISD, advanced level courses are designed to provide students with content and learning experiences that reach greater depths of complexity. Course experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences. The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

## Mathematics Acceleration

The typical course pathway for a student in middle school is Math 6, Math 7, Math 8. Students who select this pathway are prepared for the high school recommended math sequence.



An accelerated and enriched middle school honors mathematics pathway is available for middle school students who are prepared to study mathematics at an accelerated rate. The combined honors math courses in grades 6 and 7 address three years of math content. Students who have successfully completed Math 6 Honors and Math 7 Honors may enroll in MS Algebra I Honors as 8<sup>th</sup> grader.



### Math Honors Course Content:

Math 6 Honors	All 6 <sup>th</sup> grade TEKS + ½ of the 7 <sup>th</sup> grade TEKS
Math 7 Honors	Remaining ½ of the 7 <sup>th</sup> grade TEKS + All 8 <sup>th</sup> grade TEKS
MS Algebra I Honors*	All Algebra TEKS

\*Courses taken in MS for HS credit are not calculated in a student's high school GPA; therefore, students must take four years of mathematics in high school in order to optimize high school Earned GPA and Ranking GPA.

Students seeking further acceleration may pursue options through Credit by Exam (CBE). Denton ISD offers a CBE for Honors Math 6 and a separate CBE for Math 8. These exams assess the TEKS aligned to each of these two courses.



# 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>.



# International Baccalaureate (IB) Middle Years Program (MYP) at Calhoun MS

In Denton ISD, Calhoun Middle School is the authorized IB MYP programme 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 program and schedule of class, IB MYP students Calhoun MS:

- Enroll in a three year sequence of a single world language (Spanish 6, 7, 8 or French 6, 7, 8)
- Enroll in a performing arts and a visual arts course each year for three years
  - 6<sup>th</sup> grade students take a visual fine arts class (every other day)
  - 7<sup>th</sup> grade students take a performing arts course (every day)
  - 8<sup>th</sup> 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

The **Fine Arts** incorporate the study of dance, music, theatre, and visual arts 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 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.



## Off-Campus PE

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 an 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. For more information about this program, visit: <https://dentonsports.rankonesport.com/>



## 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.



# 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><b>English Language Arts 6</b></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><b>English Language Arts 6 ESL</b></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><b>English Language Arts 6 EXPO</b></p> <p>Grade level: 6 Prerequisites: Enrollment in Expo Program</p>	<p>ELAR 6 EXPO is an advanced level version of ELAR 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><b>English Language Arts 7</b></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><b>English Language Arts 7 Honors</b></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>Grade level: 7 Prerequisites: None</p>	
<p><b>English Language Arts 7 ESL</b></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 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>Grade level: 7 Prerequisites: None</p>	
<p><b>English Language Arts 7 EXPO</b></p>	<p>ELAR 7 EXPO is an advanced level version of ELAR 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>Grade level: 7 Prerequisites: Enrollment in Expo Program</p>	
<p><b>English Language Arts 8</b></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>Grade level: 8 Prerequisites: None</p>	
<p><b>English Language Arts 8 Honors</b></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>Grade level: 8 Prerequisites: None</p>	
<p><b>English Language Arts 8 ESL</b></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 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>Grade level: 8 Prerequisites: None</p>	

<p><b>English Language Arts 8 EXPO</b></p> <p>Grade level: 8 Prerequisites: Enrollment in Expo Program</p>	<p>ELAR 8 EXPO is an advanced level version of ELAR 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><b>Reading Intervention 6 (elective)</b></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><b>Reading Intervention 6 ESL (elective)</b></p> <p>Grade level: 6 Prerequisites: Enrollment in the ESL Program</p>	<p>This 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><b>Reading Intervention 7 (elective)</b></p> <p>Grade level: 7 Prerequisites: None</p>	<p>This 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><b>Reading Intervention 7 ESL (elective)</b></p> <p>Grade level: 7 Prerequisites: Enrollment in the ESL Program</p>	<p>This 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><b>Reading Intervention 8 (elective)</b></p> <p>Grade level: 8 Prerequisites: None</p>	<p>This 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><b>Reading Intervention 8 ESL (elective)</b></p> <p>Grade level: 8 Prerequisites: Enrollment in the ESL Program</p>	<p>This 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

<b>English Language Arts 6 Resource</b>	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.
<b>English Language Arts 6 AVLS</b>	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.
<b>English Language Arts 6 DE</b>	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 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.
<b>English Language Arts 6 FLS</b>	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.
<b>English Language Arts 6 PABS</b>	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.
<b>English Language Arts 7 Resource</b>	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.

<b>English Language Arts 7 AVLS</b>	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.
<b>English Language Arts 7 DE</b>	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 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.
<b>English Language Arts 7 FLS</b>	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.
<b>English Language Arts 7 PABS</b>	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.
<b>English Language Arts 8 Resource</b>	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.
<b>English Language Arts 8 AVLS</b>	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.

<b>English Language Arts 8 DE</b>	<p>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 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.</p>
<b>English Language Arts 8 FLS</b>	<p>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.</p>
<b>English Language Arts 8 PABS</b>	<p>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.</p>



# 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

<b>Math 6</b>	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.
Grade level: 6 Prerequisites: None	
<b>Math 6 ESL</b>	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.
Grade level: 6 Prerequisites: Enrollment in the ESL Program	
<b>Math 6 Honors</b>	Math 6 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8 <sup>th</sup> graders. Course content in Math 6 Honors includes all of the Math 6 TEKS plus ½ of Math 7 TEKS.
Grade level: 6 Prerequisites: None	
<b>Math 7</b>	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.
Grade level: 7 Prerequisites: None	
<b>Math 7 ESL</b>	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.
Grade level: 7 Prerequisites: Enrollment in the ESL Program	

<b>Math 7 Honors</b>	Math 7 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8 <sup>th</sup> graders. Course content in Math 7 Honors includes ½ of the Math 7 TEKS (those not taught in Math 6 Honors) plus all of the Math 8 TEKS.
Grade level: 7 Prerequisites: None	
<b>Math 8</b>	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.
Grade level: 8 Prerequisites: None	
<b>Math 8 ESL</b>	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.
Grade level: 8 Prerequisites: Enrollment in the ESL Program	
<b>MS Algebra I Honors</b>	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.
Grade level: 8 Prerequisites: None	
<b>Math Intervention 6 (elective)</b>	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.
Grade level: 6 Prerequisites: None	
<b>Math Intervention 6 ESL (elective)</b>	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.
Grade level: 6 Prerequisites: None	
<b>Math Intervention 7 (elective)</b>	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.
Grade level: 7 Prerequisites: None	

<p><b>Math Intervention 7 ESL (elective)</b></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><b>Math Intervention 8 (elective)</b></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>
<p><b>Math Intervention 8 ESL (elective)</b></p> <p>Grade level: 8 Prerequisites: None</p>	<p>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.</p>

## SPECIAL EDUCATION MATHEMATICS COURSE DESCRIPTIONS

<p><b>Math 6 Resource</b></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><b>Math 6 AVLS</b></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><b>Math 6 DE</b></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 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><b>Math 6 FLS</b></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>

<b>Math 6 PABS</b>	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.
<b>Math 7 Resource</b>	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.
<b>Math 7 AVLS</b>	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.
<b>Math 7 DE</b>	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 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.
<b>Math 7 FLS</b>	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.
<b>Math 7 PABS</b>	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.
<b>Math 8 Resource</b>	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.

<b>Math 8 AVLS</b>	<p>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.</p>
<b>Math 8 DE</b>	<p>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 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.</p>
<b>Math 8 FLS</b>	<p>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.</p>
<b>Math 8 PABS</b>	<p>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.</p>

## 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	6
MSC074	Science 7 ESL	7
MSC07H	Science 7 Honors	7
MSC08R	Science 8	7
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><b>Science 6</b></p> <p>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><b>Science 6 ESL</b></p> <p>Prerequisites: Enrollment in the 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><b>Science 7</b></p> <p>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 of the data.</p>
<p><b>Science 7 ESL</b></p> <p>Prerequisites: Enrollment in the 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><b>Science 7 Honors</b></p> <p>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><b>Science 8</b></p> <p>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><b>Science 8 ESL</b></p> <p>Prerequisites: Enrollment in the 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><b>Science 8 Honors</b></p> <p>Prerequisites: None</p>	<p>Science 8 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>

## SPECIAL EDUCATION SCIENCE COURSE DESCRIPTIONS

<p><b>Science 6 AVLS</b></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><b>Science 6 DE</b></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 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><b>Science 6 FLS</b></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><b>Science 6 PABS</b></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><b>Science 6 Resource</b></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>

<b>Science 7 AVLS</b>	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.
<b>Science 7 DE</b>	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 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.
<b>Science 7 FLS</b>	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.
<b>Science 7 PABS</b>	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.
<b>Science 7 Resource</b>	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.
<b>Science 8 AVLS</b>	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.
<b>Science 8 DE</b>	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 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.

<b>Science 8 FLS</b>	<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>
<b>Science 8 PABS</b>	<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>
<b>Science 8 Resource</b>	<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
MSC064	Contemporary World Societies 6 ESL	6
	Contemporary World Societies 6 Dual Language	6
MSS07R	Texas History 7	6
MSS074	Texas History 7 ESL	7
MSS07H	Texas History 7 Honors	7
MSS08R	Science 8	7
MSS084	Science 8 ESL	8
MSS08H	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.

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 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><b>Contemporary World Societies 6</b></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>Grade level: 6 Prerequisites: None</p>	
<p><b>Contemporary World Societies 6 ESL</b></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>Grade level: 6 Prerequisites: Enrollment in the ESL Program</p>	
<p><b>Contemporary World Societies 6 Dual Language</b></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>Grade level: 6 Prerequisites: Enrollment in the ESL Program</p>	
<p><b>Texas History 7</b></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 to build a republic and then a state.</p>
<p>Grade level: 7 Prerequisites: None</p>	
<p><b>Texas History 7 Honors</b></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>Prerequisites: None</p>	
<p><b>Texas History 7 ESL</b></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>Grade level: 7 Prerequisites: Enrollment in the ESL Program</p>	

<b>Texas History 7 Dual Language</b>	<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>Grade level: 7 Prerequisites: previous participation in a dual language program or Native/Heritage Spanish speaker</p>	
<b>US History to 1877 8</b>	<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>Prerequisites: None</p>	
<b>US History to 1877 8 Honors</b>	<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>Prerequisites: None</p>	
<b>US History to 1877 8 ESL</b>	<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>Prerequisites: Enrollment in the ESL Program</p>	
<b>US History to 1877 Dual Language</b>	<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>
<p>Prerequisites: previous participation in a dual language program or Native/Heritage Spanish speaker</p>	

## SPECIAL EDUCATION SOCIAL STUDIES COURSE DESCRIPTIONS

### Contemporary World Societies 6 AVLS

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.

<b>Contemporary World Societies 6 DE</b>	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 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.
<b>Contemporary World Societies 6 FLS</b>	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.
<b>Contemporary World Societies 6 PABS</b>	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.
<b>Contemporary World Societies 6 Resource</b>	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.
<b>Texas History 7 AVLS</b>	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.
<b>Texas History 7 7 DE</b>	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 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.
<b>Texas History 7 FLS</b>	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.

<b>Texas History 7 PABS</b>	<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>
<b>Texas History 7 Resource</b>	<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>
<b>US History to 1877 8 AVLS</b>	<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>
<b>US History to 1877 8 DE</b>	<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 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>
<b>US History to 1877 8 FLS</b>	<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>
<b>US History to 1877 8 PABS</b>	<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>
<b>US History to 1877 8 Resource</b>	<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 Course Electives

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

Local Course ID	Course	Grade Level
MWS07R	Spanish 6*	6
MWS07R	Spanish 7	7
MWS08R	Spanish 8	8
MWF06R	French 6*	6
MWF07R	French 7	7
MWF08R	French 8	8
MWSS6R	Spanish for Spanish Speakers I**	6
MWSS7R	Spanish for Spanish Speakers II**	7
MWSS8R	Spanish for Spanish Speakers III**	8
MWS6DJ	Dual Language Spanish I**	6
MWS7DJ	Dual Language Spanish II**	7
MWS8DJ	Dual Language Spanish III**	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><b>Spanish 6*</b></p> <p>Grade level: 6</p>	<p>The Spanish 6 course serves as an introduction to the study of the Spanish language.</p>
<p><b>Spanish 7</b></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><b>Spanish 8</b></p> <p>Grade level: 8 Prerequisites: Spanish 7</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>

<b>French 6*</b>	The French 6 course serves as an introduction to the study of the Spanish language.
Grade level: 6	
<b>French 7</b>	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 Spanish I after the successful completion of all French 7 + French 8.
Grade level: 7 Prerequisites: None	
<b>French 8</b>	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 Spanish I after the successful completion of all French 7 + French 8.
Grade level: 8 Prerequisites: None	
<b>Spanish for Spanish Speakers I**</b>	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.
Grade level: 6 Prerequisites: Native/Heritage Spanish speaker	
<b>Spanish for Spanish Speakers II**</b>	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.
Grade level: 7 Prerequisites: Spanish I, Native/Heritage Spanish speaker	
<b>Spanish for Spanish Speakers III**</b>	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.
Grade level: 8 Prerequisites: Spanish II, Native/Heritage Spanish speaker	
<b>Dual Language Spanish I**</b>	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.
Grade level: 6 Prerequisites: Previous participation in a dual language program or Native/Heritage Spanish speaker	

## **Dual Language Spanish II\*\***

Grade level: 7 Prerequisites:  
Previous participation in a dual language program or Native/Heritage Spanish speaker

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.

## **Dual Language Spanish III\*\***

Grade level: 8 Prerequisites:  
Previous participation in a dual language program or Native/Heritage 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.

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

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

## 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
MFDA21	Dance 2	7-8
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
MFO1NV	Orchestra 1 Non-Varsity	6
MFO1VA	Orchestra 1 Varsity	6
MFO1VL	Orchestra 1 Violin/Viola	7
MFO2NV	Orchestra 2 Non-Varsity	7
MFO2VA	Orchestra 2 Varsity	7
MFO3NV	Orchestra 3 Non-Varsity	8
MFO3VA	Orchestra 3 Varsity	8
MFTA11	Theatre Arts 1	6
MFTA22	Theatre Arts 2	7
MFTA33	Theatre Arts 3	8

## FINE ARTS COURSE DESCRIPTIONS

### Art 1

Grade level: 6

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. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.

### Art 2

Grade level: 7  
Prerequisite: Successful completion of Art 1

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. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.

<b>Art 3</b>	<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. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.</p>
<p>Grade level: 8 Prerequisite: Successful completion of Art 1 and 2</p>	<p>Band 1 Clarinet Band 1 Euphonium Band 1 Flute Band 1 French Horn Band 1 Oboe-Bassoon Band 1 Percussion Band 1 Saxophone Band 1 Trombone Band 1 Trumpet Band 1 Tuba</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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<b>Band 1</b>	<p>Grade level: 6-7 Prerequisite: audition and instructor approval</p>
<b>Band 2 Non-Varsity</b>	<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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	<b>Band 2 Sub Non-Varsity</b>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<b>Band 2 Varsity</b>	<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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	

<b>Band 3 Non-Varsity</b>	<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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<b>Band 3 Sub Non-Varsity</b>	<p>Band 3 (Sub 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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<b>Band 3 Varsity</b>	<p>Band 3 (Varsity) is a full year course for students who have completed Band 1 and 2 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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<b>Choir 1 Mixed</b>	<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. Students are responsible for a course fee.</p>
<p>Grade level: 6-8 Prerequisite: audition and instructor approval</p>	
<b>Choir 1 Tenor-Bass</b>	<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. Students are responsible for a course fee.</p>
<p>Grade level: 6-8</p>	
<b>Choir 1 Treble</b>	<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. Students are responsible for a course fee.</p>
<p>Grade level: 6-8 Prerequisite: audition and instructor approval</p>	
<b>Choir 2 Mixed</b>	<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. Students are responsible for a course fee.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	

<p><b>Choir 2 Non-Varsity Treble</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 2 Tenor-Bass</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 2 Varsity Treble</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 3 Mixed</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 3 Non-Varsity Treble</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 3 Tenor-Bass</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<p><b>Choir 3 Varsity Treble</b></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. Students are responsible for a course fee.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	



<p><b>Dance 1</b></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. While the emphasis is placed on developing physical skills, the program encourages development of the total person. The student's physical growth and development, attitudes, standards of conduct, and health habits are benefits from this course that are as equally important as the learned dance technique. Dance 1 can be taken for fine arts and P.E. credit when the teacher is certified in those content areas. The credits are not awarded simultaneously.</p>
<p>Grade level: 6-8</p>	
<p><b>Dance 2</b></p>	<p>Dance II is a two-semester intermediate course providing students the opportunity to practice and perform dance skills through a variety of dance forms and choreographic processes. While the emphasis is placed on developing physical skills, the program encourages development of the total person. The student's physical growth and development, attitudes, standards of conduct, and health habits are benefits from this course that are as equally important as the learned dance technique. Students will grow to appreciate dance as an art form. Dance 1 can be taken for fine arts and P.E. credit when the teacher is certified in those content areas. The credits are not awarded simultaneously.</p>
<p>Grade level: 7-8 Prerequisite: Successful completion of Dance I</p>	
<p><b>Instrumental Ensemble 2 Mariachi</b></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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 7-8 Prerequisite: By audition only and open to currently enrolled members of the performing band, choir, or orchestra ensembles.</p>	
<p><b>Instrumental Ensemble 3 Mariachi</b></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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: By audition only and open to currently enrolled members of the performing band, choir, or orchestra ensembles.</p>	
<p><b>Jazz Ensemble 2</b></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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 7-8 Prerequisite: By audition only and open to currently enrolled members of the primary music ensembles (choir, band, or orchestra). The only exceptions are students that audition on these rhythm section instruments: guitar, bass, or piano.</p>	

### **Jazz Ensemble 3**

Grade level: 8

Prerequisite: By audition only and open to currently enrolled members of the primary music ensembles (choir, band, or orchestra). The only exceptions are students that audition on these rhythm section instruments: guitar, bass, or piano.

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. Students are responsible for a course fee and purchasing and maintaining supplies.

### **Orchestra 1 Non-Varsity**

Grade level: 6

Prerequisite: audition and instructor approval

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. Students are responsible for a course fee and purchasing and maintaining supplies.

### **Orchestra 1 Varsity**

Grade level: 6

Prerequisite: audition and instructor approval

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. Students are responsible for a course fee and purchasing and maintaining supplies.

### **Orchestra 2 Non-Varsity**

Grade level: 7

Prerequisite: audition and instructor approval

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. Students are responsible for a course fee and purchasing and maintaining supplies.

### **Orchestra 2 Varsity**

Grade level: 7

Prerequisite: audition and instructor approval

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. Students are responsible for a course fee and purchasing and maintaining supplies.

<p><b>Orchestra 3 Non-Varsity</b></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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<p><b>Orchestra 3 Varsity</b></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. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>Grade level: 8 Prerequisite: audition and instructor approval</p>	
<p><b>Theatre Arts 1</b></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>Grade level: 6</p>	
<p><b>Theatre Arts 2</b></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. Students may be responsible for a course fee and/or purchasing and maintaining a set of supplies.</p>
<p>Grade level: 7 Prerequisite: Successful completion of Theatre Arts I</p>	
<p><b>Theatre Arts 3</b></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. Students may be responsible for a course fee and/or purchasing and maintaining a set of supplies.</p>
<p>Grade level: 8 Prerequisite: Successful completion of Theatre Arts I &amp; II</p>	

## Career and Technical Education

Local Course ID	Course	Grade Level
MC140J	Gateway to Technology 1	7-8
MC145J	Gateway to Technology 2	7-8
MC150J	Gateway to Technology 3	8
MC155J	Gateway to Technology 4	8
MC148J	Gateway to Tech – Computer Programming	8
MC716J	Interpersonal Studies	7-8
MC105R	Investigating Careers – Construction	6
MC160J	Investigating Careers – Hospitality, Human Services	6
MC100R	Investigating Careers – Technology	6
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
MC111J	Principles of Construction	7-8
MC120J	Principles of Human Services	7-8
MC135R	Touch System Data Entry	7-8

Note: Not all courses are available at all campuses

### CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

<p><b>Gateway to Technology I</b></p>	<p>This course is designed to introduce and explore design through 3D computer aided design, automation, robotics, mechanics and physics. It is a course centered on engineering concepts and hands-on projects that are designed to give students an introduction to the engineering field. The students will develop problem solving, science, technological, engineering and math skills that will prepare student for a future career in any engineering field. <b>Students will receive .5 high school credit upon successful completion of each semester of this course (up to 1.0).</b></p>
<p>Grade level: 7-8</p>	
<p><b>Gateway to Technology II</b></p>	<p>This course is designed to introduce and explore design through 3D computer aided design, automation, robotics, mechanics and physics. It is a course centered on engineering concepts and hands-on projects that are designed to give students an introduction to the engineering field. The students will develop problem solving, science, technological, engineering and math skills that will prepare student for a future career in any engineering field. <b>Students will receive .5 high school credit upon successful completion of each semester of this course (up to 1.0).</b></p>
<p>Grade level: 7-8</p>	

<b>Gateway to Technology III</b>	<p>This course is designed to introduce and explore design through 3D computer aided design, automation, robotics, mechanics and physics. It is a course centered on engineering concepts and hands-on projects that are designed to give students an introduction to the engineering field. The students will develop problem solving, science, technological, engineering and math skills that will prepare student for a future career in any engineering field. <b>Students will receive .5 high school credit upon successful completion of each semester of this course (up to 1.0).</b></p>
<b>Gateway to Technology IV</b>	<p>This course is designed to introduce and explore design through 3D computer aided design, automation, robotics, mechanics and physics. It is a course centered on engineering concepts and hands-on projects that are designed to give students an introduction to the engineering field. The students will develop problem solving, science, technological, engineering and math skills that will prepare student for a future career in any engineering field. <b>Students will receive .5 high school credit upon successful completion of each semester of this course (up to 1.0).</b></p>
<b>Interpersonal Studies</b>	<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. <b>Students will receive .5 high school credit upon successful completion of the class.</b></p>
<b>Investigating Careers – Construction</b> Grade level: 6	<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>
<b>Investigating Careers – Hospitality and Human Services</b> Grade level: 6	
<b>Investigating Careers – Technology</b> Grade level: 6	
<b>Lifetime Nutrition and Wellness</b>	<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. <b>Students will receive 1.0 high school credit upon successful completion of the class.</b></p>
<b>Principles of Arts, A/V Tech, and Comm</b>	<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. <b>Students earn a 1.0 high school credit for successful completion of this course.</b></p>

<p><b>Principles of Business, Finance, &amp; Marketing</b></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. <b>Students earn a 1.0 high school credit for successful completion of this course.</b></p>
<p><b>Principles of Information Technology</b></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. <b>Students earn a 1.0 high school credit for successful completion of this course.</b></p>
<p><b>Principles of Architecture</b></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. <b>Students earn a 1.0 high school credit for successful completion of this course.</b></p>
<p><b>Principles of Human Services</b></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. <b>Students earn a 1.0 high school credit for successful completion of this course.</b></p>
<p><b>Touch System Data Entry</b></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. <b>Students earn a 0.5 high school credit for successful completion of this course.</b></p>
<p><b>Gateway to Technology Computer Programming</b></p>	<p>In Computer Programming course students will explore the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society. <b>Students will receive 1.0 high school credit upon successful completion of the class.</b></p>
<p><b>Principles of Construction</b></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. <b>Students will receive 1.0 high school credit upon successful completion of the class.</b></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
MELA6A2, MELA7A2, MELA8A2	Academic Intervention 6-8	6-8
MEMI6R, MEMI7R, MEMI8R	Math Intervention 6-8	6-8
MDY01R	Dyslexia 1	6
MDY02R	Dyslexia 2	7
MDY03R	Dyslexia 3	8
MELA6R, MELA7R, MELA8R	Advisory 6-8	6-8
MEL06P, MEL07P, MEL08P	PSA 6-8 PABS	6-8
MELSSR	Study Skills 6	6
MELYBR	Yearbook	7-8
MAV06R, MAV07R, MAV08R	AVID 6-8	6-8
MEL01I, MEL02I, MEL03I	IB Design 1, 2, 3 (IB Programme)	6-8
MELWHF	Wheel – Skills for Living	6
MELWHR	Wheel – Block	6
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
MELSL7R, MELSL8R,	Strengths and Leadership 7-8	7-8
MC105R	AVLS Fine Motor	6-8
MC160J	AVLS Recreation and Leisure	6-8
MELASC	AVLS Self Care	6-8
MDL06A, MDL07A, MDL08A	Daily Living Skills A 6-8	6-8
MRL06A, MRL07A, MRL08A,	Dev Rec & Leisure A 6-8	6-8
MDS07A1, MDS08A1	Dev Self Care A 7-8	7-8
SCOPLX	Occupational Prep	6-8