



INDEPENDENT SCHOOL DISTRICT



**Middle School
Course Planning Guide
2022-2023**

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Superintendent's Message

Dear Denton ISD Students and Families,

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

This guide is full of information that will assist you through the educational pathway designed to afford you the opportunity to fulfill your dreams and create your future. 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 school counselor. 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.

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

Very sincerely,

Jamie Wilson, Ed.D.
Superintendent of Schools





Denton ISD Board Goals

Mission Statement

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

Vision Statement

A premiere destination district committed to growth and excellence

Teaching and Learning - In pursuit of excellence, we will:

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

Culture & Climate - In pursuit of excellence, we will:

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

Growth & Management - In pursuit of excellence, we will:

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

Opportunities for Students - In pursuit of excellence, we will:

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



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 6th grade)
- Physical Education, 4 semesters
- Health, 1 semester (or embedded in physical education)

plus

- 5½-6 additional electives

Sample Schedule – 8 periods in a day

Sixth Grade	Seventh Grade	Eighth Grade
English Language Arts 6 (blocked, 2 periods)	English Language Arts 7 (blocked, 2 periods)	English Language Arts 8 (blocked, 2 periods)
Mathematics 6	Mathematics 7	Mathematics 8
Contemporary World Cultures	Texas History	US History
Science 6	Science 7	Science 8
Fine Arts Elective (Music, Art, or Theatre)	Physical Education	Health / Elective
Physical Education	Elective	Elective
Elective	Elective	Elective



Campus Contacts

Calhoun MS

Phone: 940-369-2400

Jacqueline San Miguel, 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

Lacey Hailey, principal

Counseling Staff

Clarissa Cantu: 6-1, 7-1, 8-1

Delia Trahan: 6-2, 7-2, 8-2

Harpool MS

Phone: 940-369-1700

Colleen Grindle, principal

Counseling Staff

Hope Lewis: 6th gr, A-L & 7th grade

Amy McCloud: 6th grade, M-Z & 8th grade

McMath MS

Phone: 940-369-3300

Dr. Buddy Dunworth, principal

Counseling Staff

Brian Adams: 6th and 7th

Kelli Hauser: 6th and 8th

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

Jeff Panter, principal

Counseling Staff

Tiffany Bluiitt: 6th gr & 7th gr A-L

Erin Howard: 8th gr & 7th 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

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	Emily Thompson, 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	Emily Thompson, 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 prior to high school for HS credit (in Denton ISD or elsewhere) are not calculated in a student's high school GPA; therefore, students must take four years of mathematics and two years of 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. When credit is earned, credit for a course or the accompanying grade cannot be removed from the student's academic record.)
- 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 a 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.

High School Credits via Accelerated 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>

CTE Courses

(Not all courses are available at all campuses.)

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

High School Credits via MS World Language Courses

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			
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			

Credit recovery is the term used to describe earning credit for a course the student has already taken but where credit was not earned because the student did not pass the course or because of excessive absences. Information on credit recovery options are found in the [Denton ISD High School Course Planning Guide](#).

High School Credits via Dual Language and Spanish for Spanish Speakers Programs

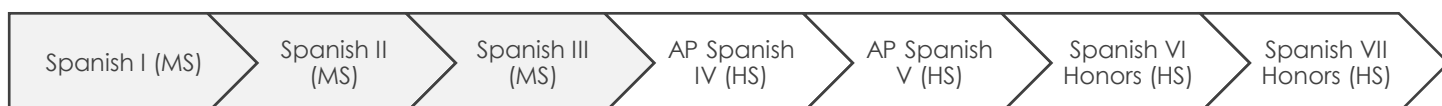
In the **Dual Language program**, students learn a second language while simultaneously continuing to develop their first language. In middle school, students in the program enroll in two courses – the Spanish language course, and the companion social studies dual language course.

Grade Level	Students Enroll In...	Credits Earned
6 th grade	Dual Language Spanish I + Contemporary World Cultures 6 Dual Language	1.0 HS credits
7 th grade	Dual Language Spanish II + Texas History 7 Dual Language	1.0 HS credits
8 th grade	Dual Language Spanish III + US History to 1877 Dual Language	1.0 HS credits

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

Grade Level	Students Enroll In...	Credits Earned
6 th grade	Spanish for Spanish Speakers I	1.0 HS credits
7 th grade	Spanish for Spanish Speakers II	1.0 HS credits
8 th grade	Spanish for Spanish Speakers III	1.0 HS credits

In both programs, participants leave middle school having earned high school credit for Spanish Levels I, II, and III through successful course completion and/or credit by exam, which then positions them to access the highest levels of Spanish in high school and potentially earn college credit.



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

Because the CBE for world languages – the Avant STAMP assessment – is an adaptive assessment, it is able to award students multiple credits with one administration. Only in the case of adaptive assessments must students and their parents decide to accept or decline credits (beyond the initial credit earned). It is important to make this choice with support from the counselor, since once a credit is added to the student's transcript, it cannot be removed per state guidelines and the course cannot be taken in high school.

For example:

1. A rising 9th grade student takes the Avant STAMP assessment; results show he could be awarded for up to three levels of Spanish.
2. However, the student wishes to take Spanish III Honors as a high school course as a 9th grade (to experience the honors level course at high school, and for GPA purposes).
3. The student and parent accept credit for Spanish I and II from the credit by exam, and decline credit for Spanish III. The student now has satisfied the TEA graduation requirements (two levels of Spanish), and the student will take two years of advanced languages in high school (Spanish III Honors in 9th grade and AP Spanish IV in 10th grade).

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

In 2000, seventeen school districts across Texas piloted a program that encouraged native and heritage Spanish speaking students to earn early credit for high school Spanish in order to access the AP Spanish IV Language course as 8th graders. In this initial pilot, 89% of the students enrolled ultimately earned a 3 or higher on the AP exam. By 2006, over sixty districts and more than 1,200 students were enrolled. Currently in Texas, over 16,000 Spanish-speaking students earn high school credit for Spanish through an early access program (grades 6-10), with a passing rate of 90%.

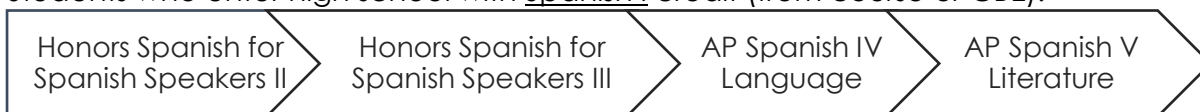
Early access to success in an AP course is important because it supports academic research showing that the rigor of academic coursework a student experiences in school predicts the likelihood that the student will decide to go on to college. Students who enroll in AP courses in 8th and 9th grade are more likely to enroll in additional advanced level courses throughout high school, and successful experiences in AP courses influence degrees of success in subsequent AP and college courses. The Texas Education Agency created the AP Spanish advanced pathways and early access program in conjunction with the U.S. Department of Education to increase likelihood of college success for Spanish speaking students, historically underrepresented in college level courses in high school.

Internal results show that most Denton ISD native Spanish speakers have mastered the Spanish I and II TEKS and can enter high school taking courses at the Intermediate proficiency level:

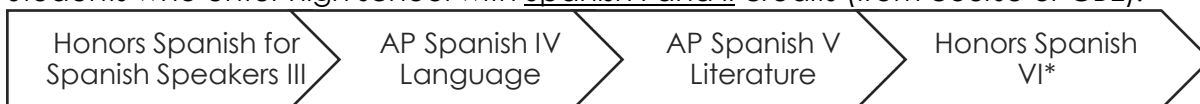
Course/Level	Proficiency Levels	Standards
Spanish I	Novice Mid to Novice High Proficiency	<u>§114.39</u>
Spanish II	Novice High to Intermediate Low Proficiency	<u>§114.40</u>
Spanish III	Intermediate Low to Intermediate Mid Proficiency	<u>§114.41</u>
Spanish IV	Intermediate Mid to Intermediate High	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

Recommended 4 Year High School Course Pathways for Spanish for Spanish Speakers:

Students who enter high school with Spanish I credit (from course or CBE):



Students who enter high school with Spanish I and II credits (from course or CBE):



Students who enter high school with Spanish I, II, and III credits (from course or CBE):



*or dual credit, if available

Sample Acceleration Pathways for Spanish:

Level	Course	Typical Grade Level	One year Accelerated	Two years Accelerated	Three years Accelerated
Spanish I	Spanish I Spanish 7 + Spanish 8 (MS only) Dual Language Spanish I (MS only) Spanish for Spanish Speakers I (MS only)	9	8	7	6
Spanish II	Spanish II Spanish II Honors Dual Language Spanish II (MS only) Spanish for Spanish Speakers II Honors	10	9	8	7
Spanish III	Spanish III Spanish III Honors Dual Language Spanish III (MS only) Spanish for Spanish Speakers III Honors	11	10	9	8
Spanish IV	Spanish IV AP Spanish Language	12	11	10	9
Spanish V	Spanish V AP Spanish Literature		12	11	10
Spanish VI*	Spanish for Spanish Speakers VI Honors (or dual credit, if available)			12	11
Spanish VII*	Spanish for Spanish Speakers VII Honors (or dual credit, if available)				12

*New programming



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

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



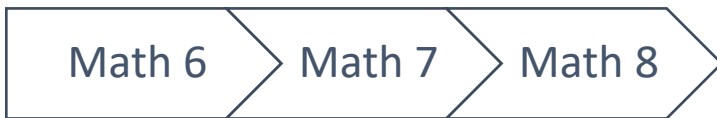
Advanced Academics

Honors

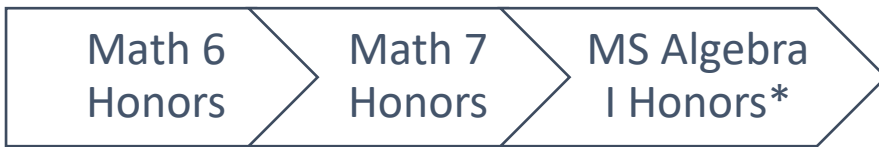
In Denton ISD, advanced level courses are designed to provide students with content and learning experiences that reach greater depths of complexity. Course experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences. The 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 8th grader.



Math Honors Course Content:

Math 6 Honors	All 6 th grade TEKS + ½ of the 7 th grade TEKS
Math 7 Honors	Remaining ½ of the 7 th grade TEKS + All 8 th 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.

STAAR EOC assessments and campus-developed exams (e.g., semester exams, unit tests) do not meet the state criteria for CBE and are not approved for this purpose.



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
 - 6th grade students take a visual fine arts class (every other day)
 - 7th grade students take a performing arts course (every day)
 - 8th grade students have their choice of a visual or performing arts course (every day)
- Enroll in the Design Class for three years

Additional IB requirements:

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



Fine Arts

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>MLA06R English Language Arts 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The ELA 6 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include an exploration of the personal narrative, character study, the literary essay, the power of nonfiction, and research-based informational writing.</p>
<p>MLA064 English Language Arts 6 ESL</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The ELA 6 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MLA06X English Language Arts 6 EXPO</p> <p>Grade level: 6 Prerequisites: 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>MLA07R English Language Arts 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>The ELA 7 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include the study of characterization through author study, writing realistic fiction, the art of argument, historical fiction, and writing about reading.</p>

<p>MLA07H English Language Arts 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>ELA 7 Honors is the advanced level version of the ELA 7 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the ELA 7 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences, including advanced level instruction in reading and writing.</p>
<p>MLA074 English Language Arts 7 ESL</p> <p>Grade level: 7 Prerequisites: None</p>	<p>The ELA 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 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>MLA07X English Language Arts 7 EXPO</p> <p>Grade level: 7 Prerequisites: Enrollment in Expo Program</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>MLA08R English Language Arts 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>The ELA 8 course addresses the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Focus areas in this course include explorations in literary nonfiction, investigative journalism, critical literacies, developing position papers, dystopian literature, an analysis of craft and them, crafting the literary essay, and essential research skills.</p>
<p>MLA08H English Language Arts 8 Honors</p> <p>Grade level: 8 Prerequisites: None</p>	<p>ELA 8 Honors is the advanced level version of the ELA 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the ELA 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences, including advanced level instruction in reading and writing. Successful completion of this course prepares students for honors level courses in high school.</p>
<p>MLA084 English Language Arts 8 ESL</p> <p>Grade level: 8 Prerequisites: None</p>	<p>The ELA 8 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to English Language Arts 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>MLA08X English Language Arts 8 EXPO</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>MRI06R Reading Intervention 6 (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the ELA 6 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.</p>
<p>MRI064 Reading Intervention 6 ESL (elective)</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>MRI07R Reading Intervention 7 (elective)</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>MRI074 Reading Intervention 7 ESL (elective)</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>MRI08R Reading Intervention 8 (elective)</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>MRI084 Reading Intervention 8 ESL (elective)</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

<p>MLA061 English Language Arts 6 Resource</p>	<p>The ELA 6 Resource course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 Resource class is determined by the student's ARD Committee.</p>
<p>MLA06A English Language Arts 6 AVLS</p>	<p>The ELA 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MLA063 English Language Arts 6 DE</p>	<p>The ELA 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 6; however, instruction in this course may involve accommodations or modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 DE class is determined by the student's ARD Committee.</p>
<p>MLA06F English Language Arts 6 FLS</p>	<p>The ELA 6 FLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 6 FLS class is determined by the student's ARD Committee.</p>
<p>MLA06P English Language Arts 6 PABS</p>	<p>The ELA 6 PABS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general ELA 6 classroom.</p>
<p>MLA071 English Language Arts 7 Resource</p>	<p>The ELA 7 Resource course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 7 Resource class is determined by the student's ARD Committee.</p>

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

<p>MLA083 English Language Arts 8 DE</p>	<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>
<p>MLA08F English Language Arts 8 FLS</p>	<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>
<p>MLA08P English Language Arts 8 PABS</p>	<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

<p>MMA06R Math 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>The primary focus areas in Math 6 are number and operations; proportionality; expressions, equations and relationships; and measurement and data. Students explore mathematical relationships using concepts of proportionality, and they use algebraic thinking to understand verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. In this course, the study of statistics includes using data to draw conclusions.</p>
<p>MMA064 Math 6 ESL</p> <p>Grade level: 6 Prerequisites: Enrollment in the ESL Program</p>	<p>The Math 6 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 6, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MMA06H Math 6 Honors</p> <p>Grade level: 6 Prerequisites: None</p>	<p>Math 6 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 6 Honors includes all of the Math 6 TEKS plus ½ of Math 7 TEKS.</p>
<p>MMA07R Math 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In Math 7, students continue the study of number and operations; proportionality; expressions, equations, and relationships; and measurement and data. They use concepts, algorithms, and properties of rational numbers and proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. They continue the study of geometric properties and relationships and spatial reasoning, and they quantify attributes and use procedures to solve problems. The study of statistics continues as students learn to use data to draw conclusions, evaluate arguments, and make recommendations.</p>
<p>MMA074 Math 7 ESL</p> <p>Grade level: 7 Prerequisites: Enrollment in the ESL Program</p>	<p>The Math 7 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 7, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>

<p>MMA07H Math 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>Math 7 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 7 Honors includes ½ of the Math 7 TEKS (those not taught in Math 6 Honors) plus all of the Math 8 TEKS.</p>
<p>MMA08R Math 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>In Math 8, students study proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. They begin to develop an understanding of functional relationships. They continue the study of geometric properties and relationships and spatial reasoning, and they quantify attributes and use procedures to solve problems. The study of statistics continues as students learn to use data to draw conclusions, evaluate arguments, and make recommendations.</p>
<p>MMA084 Math 8 ESL</p> <p>Grade level: 8 Prerequisites: Enrollment in the ESL Program</p>	<p>The Math 8 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to Math 8, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MMAA1JH MS Algebra I Honors</p> <p>Grade level: 8 Prerequisites: None</p>	<p>MS Algebra I Honors is an advanced course designed for students who would like to pursue an accelerated pathway in high school (including eventual access to AP-level Calculus). In this advanced level course, emphasis is placed upon real numbers and their operations, the language of algebra, and quadratic functions. Applications of algebraic concepts to problem solving are also stressed. Students learn to solve and graph linear equations and inequalities, translate among and use algebraic, tabular, and graphical methods to represent linear and quadratic functions, and to solve systems of equations. Students will investigate, describe, and predict the effects of changes on the graphs of linear and quadratic functions and relate direct variation to linear functions and solve problems involving proportional change.</p>
<p>MMI06R Math Intervention 6 (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 6 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; and measurement and data.</p>
<p>MMI064 Math Intervention 6 ESL (elective)</p> <p>Grade level: 6 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 6 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>
<p>MMI07R Math Intervention 7 (elective)</p> <p>Grade level: 7 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 7 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; and measurement and data.</p>

<p>MMI074 Math Intervention 7 ESL (elective)</p> <p>Grade level: 7 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 7 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning.</p>
<p>MMI08R Math Intervention 8 (elective)</p> <p>Grade level: 8 Prerequisites: None</p>	<p>This course serves as a supplement/support for the Math 8 course and is designed for students who would benefit from additional opportunities to explore number and operations; proportionality; expressions, equations, and relationships; measurement and data; and foundations of functions.</p>
<p>MMI084 Math Intervention 8 ESL (elective)</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>MMA06A Math 6 Resource</p>	<p>The Math 6 Resource course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 Resource class is determined by the student's ARD Committee.</p>
<p>MMA06A Math 6 AVLS</p>	<p>The Math 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MMA063 Math 6 DE</p>	<p>The Math 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 6 however, instruction in this course may involve accommodations or modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 DE class is determined by the student's ARD Committee.</p>
<p>MMA06F Math 6 FLS</p>	<p>The Math 6 FLS course is for students served by special education. This course addresses all the expectations that apply to Math 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 6 FLS class is determined by the student's ARD Committee.</p>

MMA06P Math 6 PABS	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.
MMA07A Math 7 Resource	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.
MMA07A Math 7 AVLS	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.
MMA073 Math 7 DE	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.
MMA07F Math 7 FLS	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.
MMA07P Math 7 PABS	The Math 7 PABS course is for students served by special education. This course addresses all the expectations that apply to Math 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Math 7 classroom.
MMA08A Math 8 Resource	The Math 8 Resource course is for students served by special education. This course addresses all the expectations that apply to Math 8 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 8 Resource class is determined by the student's ARD Committee.

MMA08A Math 8 AVLS	<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>
MMA083 Math 8 DE	<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>
MMA08F Math 8 FLS	<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>
MMA08P Math 8 PABS	<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	7
MSC074	Science 7 ESL	7
MSC07H	Science 7 Honors	7
MSC08R	Science 8	8
MSC084	Science 8 ESL	8
MSC08H	Science 8 Honors	8

SPECIAL EDUCATION SCIENCE COURSES

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

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

SCIENCE COURSE DESCRIPTIONS

<p>MSC06R Science 6</p> <p>Grade level: 6 Prerequisites: None</p>	<p>In this course, students focus on physical science while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis of the data.</p>
<p>MSC064 Science 6 ESL</p> <p>Grade level: 6 Prerequisites: 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>MSC07R Science 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In this course, students focus on organisms and the environment while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis of the data.</p>
<p>MSC074 Science 7 ESL</p> <p>Grade level: 7 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>MSC07H Science 7 Honors</p> <p>Grade level: 7 Prerequisites: None</p>	<p>Science 7 Honors is the advanced level version of the Science 7 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the Science 7 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>
<p>MSC08R Science 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>In this course, students focus on earth and space while also exploring interdisciplinary elements in science such as change and constancy, patterns, cycles, systems, models, scale, matter and energy, force and motion, earth and space, and organisms and environments. Students become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work. They conduct scientific investigations using research questions, careful observations, data gathering, and analysis of the data.</p>

<p>MSC084 Science 8 ESL</p> <p>Grade level: 8 Prerequisites: 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>MSC08H Science 8 Honors</p> <p>Grade level: 8 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>MSC06A Science 6 AVLS</p>	<p>The Science 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 6 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC063 Science 6 DE</p>	<p>The Science 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 6 however, instruction in this course may involve accommodations or modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 DE class is determined by the student's ARD Committee.</p>
<p>MSC06F Science 6 FLS</p>	<p>The Science 6 FLS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 6 FLS class is determined by the student's ARD Committee.</p>
<p>MSC06P Science 6 PABS</p>	<p>The Science 6 PABS course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Science 6 classroom.</p>
<p>MSC061 Science 6 Resource</p>	<p>The Science 6 Resource course is for students served by special education. This course addresses all the expectations that apply to Science 6 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 Resource class is determined by the student's ARD Committee.</p>

<p>MSC07A Science 7 AVLS</p>	<p>The Science 7 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 7 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC073 Science 7 DE</p>	<p>The Science 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 7 however, instruction in this course may involve accommodations or modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 DE class is determined by the student's ARD Committee.</p>
<p>MSC07F Science 7 FLS</p>	<p>The Science 7 FLS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 7 FLS class is determined by the student's ARD Committee.</p>
<p>MSC07P Science 7 PABS</p>	<p>The Science 7 PABS course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general Science 7 classroom.</p>
<p>MSC071 Science 7 Resource</p>	<p>The Science 7 Resource course is for students served by special education. This course addresses all the expectations that apply to Science 7 however, instruction in this course is modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 Resource class is determined by the student's ARD Committee.</p>
<p>MSC08A Science 8 AVLS</p>	<p>The Science 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to Science 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Science 8 AVLS class is determined by the student's ARD Committee.</p>
<p>MSC083 Science 8 DE</p>	<p>The Science 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 8 however, instruction in this course may involve accommodations or modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 8 DE class is determined by the student's ARD Committee.</p>

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

Social Studies Courses

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

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

SPECIAL EDUCATION SOCIAL STUDIES COURSES

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

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

SOCIAL STUDIES COURSE DESCRIPTIONS

<p>MSS06R Contemporary World Societies 6</p>	<p>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>MSS064 Contemporary World Societies 6 ESL</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>MSS06D Contemporary World Societies 6 Dual Language</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>MSS07R Texas History 7</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>MSS07H Texas History 7 Honors</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>MSS074 Texas History 7 ESL</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>	

<p>MSS07D Texas History 7 Dual Language</p> <p>Grade level: 7 Prerequisites: previous participation in a dual language program or Native/Heritage Spanish speaker</p>	<p>In Grade 7, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. While dual language students continue to build their academic English in other core courses, this course will focus on academic Spanish language development and addresses all grade 7 Texas History TEKS through Spanish language instruction and metalinguistic transfer opportunities.</p>
<p>MSS08R US History to 1877 8</p> <p>Prerequisites: None</p>	<p>In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.</p>
<p>MSS08H US History to 1877 8 Honors</p> <p>Prerequisites: None</p>	<p>US History to 1877 8 Honors is the advanced level version of the US History to 1877 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the US History to 1877 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.</p>
<p>MSS084 US History to 1877 8 ESL</p> <p>Prerequisites: Enrollment in the ESL Program</p>	<p>US History to 1877 ESL course is for emergent bilinguals in their first three years of US schools. This course addresses all of the expectations that apply to US History to 1877, but instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to address the critical processes and features of second language acquisition in order to enable emergent bilinguals to meet grade-level standards and accelerate the acquisition of English language skills.</p>
<p>MSS08D US History to 1877 Dual Language</p> <p>Prerequisites: previous participation in a dual language program or Native/Heritage Spanish speaker</p>	<p>In Grade 8, dual language students will participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. While dual language students continue to build their academic English in other core courses, this course will focus on academic Spanish language development and addresses all grade 8 US History to 1877 TEKS through Spanish language instruction and metalinguistic transfer opportunities.</p>

SPECIAL EDUCATION SOCIAL STUDIES COURSE DESCRIPTIONS

<p>MSS06A Contemporary World Societies 6 AVLS</p>	<p>The Contemporary World Societies 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Contemporary World Societies 6 AVLS class is determined by the student's ARD Committee.</p>
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MSS063 Contemporary World Societies 6 DE	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.
MSS06F Contemporary World Societies 6 FLS	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.
MSS06P Contemporary World Societies 6 PABS	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.
MSS061 Contemporary World Societies 6 Resource	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.
MSS07A Texas History 7 AVLS	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.
MSS073 Texas History 7 7 DE	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.
MSS07F Texas History 7 FLS	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.

MSS07P Texas History 7 PABS	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.
MSS071 Texas History 7 Resource	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.
MSS08A US History to 1877 8 AVLS	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.
MSS083 US History to 1877 8 DE	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.
MSS08F US History to 1877 8 FLS	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.
MSS08P US History to 1877 8 PABS	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.
MSS081 US History to 1877 8 Resource	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.

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

<p>MWF06R French 6*</p> <p>Grade level: 6</p>	<p>The French 6 course serves as an introduction to the study of the French language.</p>
<p>MWF07R French 7</p> <p>Grade level: 7 Prerequisites: None</p>	<p>In the French 7 course, students are introduced to the study of the nature of communication and the complexity of culture; they begin the study of multiple perspectives and means of expression, leading to an appreciation of difference and diversity. Communication is the overarching goal of world language instruction. Instruction in this course introduces students to three modes of communication – interpersonal (direct oral and written communication with others), interpretive (understanding of spoken and written communication within cultural contexts), and presentational (presenting information, concepts, and ideas orally and in writing). Students are awarded a full credit of French I after the successful completion of all French 7 + French 8.</p>
<p>MWF08R French 8</p> <p>Grade level: 8 Prerequisites: None</p>	<p>At the conclusion of French 8, students are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learners. In this course, students continue the study of communication, culture, perspective, and expression launched in French 7, with a continued emphasis of the three modes of communication – interpersonal, interpretive, and presentations. Students are awarded a full credit of French I after the successful completion of all French 7 + French 8.</p>
<p>MWSS6R Spanish for Spanish Speakers I**</p> <p>Grade level: 6 Prerequisites: Native/Heritage Spanish speaker</p>	<p>This course builds upon the conversational patterns native-Spanish speakers already utilize daily in their homes and focuses language practice on reading, writing, and higher order thinking. The course compacts the study of standard grammar, expands vocabulary, and includes the culture of various Hispanic countries.</p>
<p>MWSS7R Spanish for Spanish Speakers II**</p> <p>Grade level: 7 Prerequisites: Spanish I, Native/Heritage Spanish speaker</p>	<p>This course further extends the conversational patterns native-Spanish speakers already utilize in their homes and focuses on reading and writing and broadening student vocabulary and usage of standard Spanish grammar and structure. Additionally, the course promotes recognition of the role of culture and language components in communications.</p>
<p>MWSS8R Spanish for Spanish Speakers III**</p> <p>Grade level: 8 Prerequisites: Spanish II, Native/Heritage Spanish speaker</p>	<p>This highly rigorous course continues students' progress toward gaining Spanish language proficiency in reading and writing as well as continued development of students' oral Spanish proficiency. The course incorporates the study of the Spanish language and Hispanic culture, history, and literature to form a base for analytical reading and writing that prepares students for the AP Spanish Language Course.</p>

MWS6DJ

**Dual Language
Spanish I****

Grade level: 6 Prerequisites:
Previous participation in a
dual language program or
Native/Heritage Spanish
speaker

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.

MWS7DJ

**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.

MWS8DJ

**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
MFDA2R	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	6
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

<p>MFAR11 Art 1</p> <p>Grade level: 6 Prerequisite: None</p>	<p>Art 1 is a two-semester introductory course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. Students develop visual literacy, and communicate ideas through original artwork. Students explore history and culture and develop global awareness. Students learn how to form and articulate critical assessments of art. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.</p>
<p>MFAR22 Art 2</p> <p>Grade level: 7 Prerequisite: Art 1</p>	<p>Art II is a two-semester intermediate course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. The student expands visual literacy skills using critical thinking, imagination, and the senses. Students expand on skills to articulate critical assessments of art. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.</p>

<p>MFAR33 Art 3</p> <p>Grade level: 8 Prerequisite: Art 1 and 2</p>	<p>Art 3 is a two-semester advanced course exploring the elements and principles of art and applying them to produce a variety of two and three-dimensional art media. This includes drawing, painting, printmaking, sculpture, ceramics, and fibers. The student develops disciplined effort and progressive problem-solving skills to create original art works, and demonstrates an understanding of art history and culture. The student analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. Students engage in building a process-based portfolio in this course. Students are responsible for a course fee and/or purchasing and maintaining a set of art supplies.</p>
<p>Band 1</p> <p>Grade level: 6-7 Prerequisite: audition and instructor approval</p>	<p>Band 1 Clarinet - MFB1CL Band 1 Euphonium - MFB1EU Band 1 Flute - MFB1FL Band 1 French Horn - MFB1FH Band 1 Oboe-Bassoon - MFB1OB Band 1 Percussion - MFB1PC Band 1 Saxophone - MFB1SA Band 1 Trombone - MFB1TB Band 1 Trumpet - MFB1TR Band 1 Tuba - MFB1TU</p> <p>Band 1 is a full year course for students who are beginning to learn how to play a band instrument: flute, oboe, clarinet, alto saxophone, trumpet, F horn, trombone, euphonium, tuba, or percussion. This course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFB2NV Band 2 Non-Varsity</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	<p>Band 2 (Non-Varsity) is a full year course for students who have completed Band 1. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFB2SV Band 2 Sub Non-Varsity</p> <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>
<p>MFB2VA Band 2 Varsity</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	<p>Band 2 (Varsity) is a full year course for students who have completed Band 1 and are the most technically proficient on their instruments. A challenging repertoire will be developed throughout the year. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. In the second semester, students will perform in the University Interscholastic League Concert and Sight-reading Assessment. Students are responsible for a course fee and purchasing and maintaining supplies.</p>

<p>MFB3NV Band 3 Non-Varsity</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</p>	<p>Band 3 (Non-Varsity) is a full year course for students who have completed Band 1 and 2. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFB3SV Band 3 Sub Non-Varsity</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</p>	<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>MFB3VA Band 3 Varsity</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</p>	<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>MFC1MX Choir 1 Mixed</p> <p>Grade level: 6-8 Prerequisite: audition and instructor approval</p>	<p>Choir 1 (Mixed) is a full year course for first year choir students in a setting for mixed voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee.</p>
<p>MFC1TB Choir 1 Tenor-Bass</p> <p>Grade level: 6-8</p>	<p>Choir 1 (Tenor-Bass) is a full year course for first year choir students with tenor and bass range voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee.</p>
<p>MFC1TR Choir 1 Treble</p> <p>Grade level: 6-8 Prerequisite: audition and instructor approval</p>	<p>Choir 1 (Treble) is a full year course for first year choir students with soprano and alto range voices. In this course, students will develop safe and effective vocal performance skills, breath and articulation skill, ensemble performance skills, music literacy, critical evaluation and response to music, and creative expression. Students will explore the historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee.</p>
<p>MFC2MX Choir 2 Mixed</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</p>	<p>Choir 2 (Mixed) is a full year course for students in a choir of mixed voices to develop their singing skills toward higher levels of reading and ensemble performing required in choral literature. This course develops music performance skills, music literacy, critical evaluation, and creative expression. It explores the historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee.</p>

<p>MFC2NT Choir 2 Non-Varsity Treble</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</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>MFC2TB Choir 2 Tenor-Bass</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</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>MFC2VT Choir 2 Varsity Treble</p> <p>Grade level: 7-8 Prerequisite: audition and instructor approval</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>MFC3MX Choir 3 Mixed</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFC3NT Choir 3 Non-Varsity Treble</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFC3TB Choir 3 Tenor-Bass</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFC3VT Choir 3 Varsity Treble</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFDA11 Dance 1</p> <p>Grade level: 6-8 Prerequisite: None</p>	<p>Dance 1 is a two-semester introductory course providing students the opportunity to practice and perform dance skills through a variety of dance forms and choreographic processes. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely with a sensitive kinesthetic awareness. Dance 1 can satisfy both the fine arts and PE requirements for middle school when the teacher is certified in those content areas.</p>
<p>MFDA2R Dance 2</p> <p>Grade level: 6-8 Prerequisite: Dance 1</p>	<p>Dance 2 is a two-semester course designed to provide Dance 1 students with a continued exploration of the program. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely with a sensitive kinesthetic awareness. Dance 2 can satisfy both the fine arts and PE requirements for middle school when the teacher is certified in those content areas.</p>
<p>MFO2MA Instrumental Ensemble 2 Mariachi</p> <p>Grade level: 7-8 Prerequisite: Audition, open to currently enrolled members of the performing band, choir, or orchestra ensembles.</p>	<p>Mariachi ensemble is a full year course that provides the opportunity to learn and perform Mariachi music and explore the history and tradition of mariachi performance. Each student will sing and/or play a mariachi instrument: trumpet, violin, vihuela, or guitarron. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFO3MA Instrumental Ensemble 3 Mariachi</p> <p>Grade level: 8 Prerequisite: Audition, open to currently enrolled members of the performing band, choir, or orchestra ensembles.</p>	<p>Mariachi 3 is a full year course that provides the opportunity for students that have completed Mariachi 2 to continue learning Mariachi music and exploring the history and tradition of mariachi performance. Each student will sing and/or play a mariachi instrument: trumpet, violin, vihuela, or guitarron. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFB2JE Jazz Ensemble 2</p> <p>Grade level: 7-8 Prerequisite: Audition, open to currently enrolled members of the performing band, choir, or orchestra ensembles. Exceptions: students auditioning on guitar, bass, or piano.</p>	<p>Jazz ensemble is a full year course that provides the opportunity to learn and perform a variety of styles such as: swing, big band, Latin, blues, and rock. Students explore jazz improvisation and small group performances. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>

<p>MFB3JE Jazz Ensemble 3</p> <p>Grade level: 8 Prerequisite: Audition, open to currently enrolled members of the performing band, choir, or orchestra ensembles.</p>	<p>Jazz ensemble is a full year course for students that have completed Jazz Ensemble 2 that provides the opportunity to continue to learn and perform a variety of styles such as: swing, big band, Latin, blues, and rock. Students further develop jazz improvisation and small group performances. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFO1NV Orchestra 1 Non-Varsity</p> <p>Grade level: 6 Prerequisite: audition and instructor approval</p>	<p>String Orchestra 1 (Non-Varsity) is a full year course designed for first year orchestra students and students that were enrolled in 5th grade strings. Students will develop playing skills to accommodate higher levels of reading and performing orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFO1VA Orchestra 1 Varsity</p> <p>Grade level: 6 Prerequisite: audition and instructor approval</p>	<p>String Orchestra 1 (Varsity) is a full year course designed for the most highly proficient 6th grade orchestra students. Students will develop playing skills to accommodate advanced levels of reading and a challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFO1VL Orchestra 1 Violin/Viola</p> <p>Grade level: 6 Prerequisite: audition and instructor approval</p>	
<p>MFO2NV Orchestra 2 Non-Varsity</p> <p>Grade level: 7 Prerequisite: audition and instructor approval</p>	<p>String Orchestra 2 (Non-Varsity) is a full year course designed for orchestra students to develop playing skills to accommodate higher levels of reading and performing orchestral literature. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students are responsible for a course fee and purchasing and maintaining supplies.</p>
<p>MFO2VA Orchestra 2 Varsity</p> <p>Grade level: 7 Prerequisite: audition and instructor approval</p>	<p>String Orchestra 2 (Varsity) is a full year course designed for the most highly proficient 7th grade orchestra students. Students will develop playing skills to accommodate advanced levels of reading and a challenging repertoire will be developed throughout the year. Through orchestra as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. Students will perform in the University Interscholastic League Concert and Sight-Reading Assessment. Students are responsible for a course fee and purchasing and maintaining supplies.</p>

<p>MFO3NV Orchestra 3 Non-Varsity</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFO3VA Orchestra 3 Varsity</p> <p>Grade level: 8 Prerequisite: audition and instructor approval</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>MFTA11 Theatre Arts 1</p> <p>Grade level: 6</p>	<p>Theatre Arts I is a two-semester course that incorporates an introduction to theatre. The student is introduced to the role of the actor, designer, director, and technician in interpreting dramatic literature. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student relates theatre to history, society, and culture. The student learns to evaluate theatrical performances.</p>
<p>MFTA22 Theatre Arts 2</p> <p>Grade level: 7 Prerequisite: Successful completion of Theatre Arts I</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>MFTA33 Theatre Arts 3</p> <p>Grade level: 8 Prerequisite: Successful completion of Theatre Arts I & II</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>

Career and Technical Education

Local Course ID	Course	Grade Level
MC105R	Investigating Careers – Construction	6
MC160J	Investigating Careers – Hospitality, Human Services	6
MC100R	Investigating Careers – Technology	6
MC716J	Interpersonal Studies	7-8
MC125J	Lifetime Nutrition and Wellness	7-8
MC204J	Principles of Arts, A/V Tech, and Comm	7-8
MC304R	Principles of Business, Finance, & Marketing	7-8
MC130J	Principles of Information Technology	7-8
MC101J	Principles of Architecture	8
MC120J	Principles of Human Services	7-8
MC135R	Touch System Data Entry	7-8
MC111J	Principles of Construction	7-8
MC622J	Robotics 1	7-8
MC604J	Principles of Applied Engineering	8

Note: Not all courses are available at all campuses

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

MC105R Investigating Careers – Construction Grade level: 6	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.
MC160J Investigating Careers – Hospitality and Human Services Grade level: 6	
MC100R Investigating Careers – Technology Grade level: 6	

<p>MC125J Lifetime Nutrition and Wellness</p>	<p>Students in this laboratory class will learn how to use principles of wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Students will learn about dietary guidelines, food purchasing, food safety and sanitation, as well as food preparation and nutritional factors associate with food. Students receive .5 high school credit upon successful completion of the class.</p>
<p>MC716J Interpersonal Studies</p>	<p>Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students receive .5 high school credit upon successful completion of the class.</p>
<p>MC204J Principles of Arts, A/V Tech, and Comm</p>	<p>This course is an introduction to Arts, Audio/Video Technology and communications cluster. Students are introduced to different technology careers including Digital Imaging and Photography, Animation, Graphic Design, Audio Engineering, and Video Production. Through team and individual projects based on these careers, students improve their communication, interpersonal, and presentation skills. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC304R Principles of Business, Finance, & Marketing</p>	<p>Want to learn about owning your own business? In Principles of Business, Marketing, and Finance course students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles associated with owning a business. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC130J Principles of Information Technology</p>	<p>Students in this class will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will focus on applications that utilize personal and interpersonal skills, networking, computer programming and application development. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC101J Principles of Architecture</p>	<p>Like to draw houses? Principles of Architecture course provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development. Students earn a 1.0 high school credit for successful completion of this course.</p>
<p>MC120J Principles of Human Services</p>	<p>This hands-on course will allow the student to sample and gain knowledge about careers in the human services career cluster, including counseling and mental health, early childhood, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high wage, or high demand human service careers. Students earn a 1.0 high school credit for successful completion of this course.</p>

<p>MC135R Touch System Data Entry</p>	<p>Students will increase their speed and accuracy while learning to type by touch. Students will learn the alphabetic, numeric, and symbol keys, as well as the ten-key pad. Students will learn to format business documents such as letters, reports, outlines, and reports. Students receive .5 high school credit upon successful completion of the class.</p>
<p>MC111J Principles of Construction</p>	<p>Principles of Construction provides a solid foundation for students entering into the construction and craft skilled areas. The students will learn construction safety, construction math, hand and power tools and explore career paths in construction. Students will receive 1.0 high school credit upon successful completion of the class.</p>
<p>MC622J Robotics</p>	<p>In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. Students will receive 1.0 high school credit upon successful completion of the class.</p>
<p>MC604J Principles of Applied Engineering</p>	<p>Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Students will receive 1.0 high school credit upon successful completion of the class.</p>

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
MDY06R	Dyslexia 6	6
MDY07R	Dyslexia 7	7
MDY08R	Dyslexia 8	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