



# MIDDLE SCHOOL PLANNING GUIDE

**2023-2024**







# MIDDLE SCHOOL PLANNING GUIDE 2023-2024

**Explore your future. Start it today.**

CFBISD – High Expectations for All

Use this guide to explore your interests and begin planning your future.

Learn about the possibilities that are in your grasp.

**DISCRIMINATION DISCLAIMER**

**Carrollton-Farmers Branch Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.**

Be aware that, because this material is published early in the preceding school year, some changes in procedures, policy, or course offerings may be required.

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## About CFBISD

### VALUE STATEMENTS

#### CFBISD BELIEVES IN....

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support & love of the whole student

### THE MISSION

The **Mission** of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepares them to compete in the world marketplace while contributing to their community.

### THE VISION

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

### THE MOTTO

High Expectations for ALL

### GUIDING OBJECTIVES

1. Optimize engaging & diverse learning
2. Optimize facility, safety, and security & infrastructure to be adaptable to student needs
3. Optimize community engagement
4. Optimize social emotional health of all students
5. Optimize all available resources

## District Leadership

### BOARD OF TRUSTEES

**Les Black, Ph.D.**  
President

**Sally Derrick**  
Vice President

**Cassandra Hatfield**  
Secretary

**Carolyn Benavides**  
Member

**Kim Brady**  
Member

**Ileana Garza-Rojas**  
Member

**Tara Hrbacek**  
Member

### DISTRICT LEADERSHIP

**Brian Moersch**  
Interim Superintendent

**Dana West, Ed.D.**  
Associate Superintendent  
for Teaching & Learning

**Lance Hamlin, Ed.D.**  
Assistant Superintendent

**Tracy Smith**  
Assistant Superintendent

**Jo Gillen**  
Chief of SEL &  
Post-Secondary Readiness

**Maggie De La Rosa**  
Chief of Strategic Initiatives

**Larry Guerra**  
Chief Financial Officer

**Susan Machayo**  
Chief of School Leadership  
Elementary

**Kelly O'Sullivan**  
Chief of School Leadership  
Secondary

### SECONDARY TEACHING AND LEARNING

**Stacy Carroll**  
Adv Academic Services &  
World Languages

**Olivia Perez**  
Bil/ ESL Instructional Services

**Erica Obert**  
Secondary Language Arts

**Patricia Parker, Ph.D.**  
Assessment and  
Accountability

**Mark Rohwer, Ph.D.**  
Fine Arts

**Tanya Garvey**  
Secondary Mathematics

**Patricia Franklin, Ed.D.**  
Student Services

**Renee Putter**  
Health, Physical Ed, Athletics

**Christy McClain**  
Science

**Robin Stout, Ed.D.**  
Digital Learning

**Pier Larsen**  
Social Studies

### MIDDLE SCHOOL PRINCIPALS

**Keith Davis, Ed. D.**  
Charles M. Blalack

**Lacey Tilley**  
Barbara Bush

**Chad Hunter**  
Vivian Field

**Leon Sulak**  
Dan F. Long

**Vicky Cisneros**  
Dewitt Perry

**Kara Miller**  
Ted Polk

## Planning Your Future

### EXPLORE YOUR INTERESTS

This guide is designed to clarify the basic requirement for successful steps from 6th through 8th grades and to prepare for a smooth transition into the high school programs.

Explore the possibilities. Ask questions of your family members, counselor and teachers. Start your future today!

### MAKE A PLAN

CFBISD recognizes the importance of future planning for our students. There are so many avenues you can choose upon finishing your middle and high school years and we hope you graduate feeling prepared for what awaits you. Part of a plan for your future is knowing what is required but now and in high school. Take a look through this information from Texas Education Agency (TEA) about high school requirements to help set your goals and develop a plan to get you there.

### A PERSONAL GRADUATION PLAN (4-YEAR PLAN)

Students in middle school begin their investigation of colleges, careers and interests through the use of the district's online tool, Xello. The assessment and planning features of this program give access to various career interest inventories, resume and portfolio tools, detailed information about colleges, majors, and careers, and access to college and career guidance lessons.

Middle School students access Xello from their school's Digital Resources for Students webpage, using their district username and password.

Xello may be accessed 24 hours a day and 7 days a week by students. The CFBISD College, Career and Military Readiness Department encourages students to share their exploration with guardians to facilitate conversations about college and career.

<https://www.cfbisd.edu/departments/college-career-and-military-readiness>

### GRADUATION TOOL KIT

The 2020 Grad Toolkit, a TEA-produced brochure for high school students and their families, provides details about the Foundation High School Program, benefits and explanation of the Distinguished Level of achievement option, endorsement choices, checklists and resources.

[https://tea.texas.gov/sites/default/files/Graduation\\_Toolkit\\_2020%20English%20Website.pdf](https://tea.texas.gov/sites/default/files/Graduation_Toolkit_2020%20English%20Website.pdf)



## PROGRAMS OF STUDY

The CFB Programs of Study initiative is designed to help students plan for their future. The pathways concept is incorporated and aligned into our personal graduation planning process. The Texas CTE initiative helps students develop a personal graduation plan that connects career interests with secondary and postsecondary education. This process helps make education more relevant and encourages students to remain in school and graduate college and/or workforce ready. A major goal of the district is to ensure relevancy and integrate meaning into the delivery of core skills in math, science, social studies, and English.

The district has adopted all 14 of the Texas Education Agency's (TEA) Career Clusters which are organized around broad career fields. With the help of career assessments, careful consideration and guided discussion, each student can identify specific career pathways that match their interests and desired skills. When one or more pathways appears interesting, students should look carefully at the possible degrees, careers and working conditions associated with these area(s).



All of the identified career pathways include challenging, relevant courses that provide roadmaps to future career goals. Additionally, because all students take a "core" of academic courses, career paths overlap enough to allow the flexibility to change pathways if interests change or new knowledge and skills are acquired.

The curriculum associated with Texas CTE Career Pathways includes broad areas of study that are flexible enough to allow students to change as they acquire new knowledge and experiences. Using each student's individual interests and aptitudes, identified in the 8<sup>th</sup> grade, parents, counselors, teachers, or other district professionals can help students develop a personal graduation plan.

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-of-study>

# Grading System

## FORMATIVE AND SUMMATIVE GRADES

Numeric grades 0-100 are assigned during nine-weeks grading cycles. Formative work is 25% and summative assessments/projects are 75% of the nine-weeks grade. Each nine weeks average counts 50% for the semester average.

## HIGH SCHOOL COURSES TAKEN PRIOR TO GRADE 9

High school classes taken in middle school will have semester exams. Those averages are calculated as 40% each nine-weeks and 20% semester exam. Semester credit is awarded for averages of 70 and above.

Grades awarded for high school credit taken prior to grade 9, regardless of the school district where it was taken, shall be included in the high school grade point average (GPA) and shall be used to determine high school rank in class.

## GRADE POINT AVERAGES (GPA) AND RANKING

Grade points are awarded as follows:

- Numerical grade +9 points for Advanced and other designated course(s)
- Numerical grade +5 points for Honors
- Student GPA is also reported on an unweighted 4.0 scale

Rank in class for grades 9-12 is determined by using a weighted grade point system on a 100 point scale. GPA and Rank are calculated at semester and end of school. For 12<sup>th</sup> grade students, GPA and Rank are also calculated before the first nine-weeks for the purpose of early acceptance applications and again after the third nine-weeks for Honor Graduate designation.

## MINIMUM ATTENDANCE FOR CLASS CREDIT

Students must be in attendance at least 90% of the time a class is in session to receive credit. (Texas Education Code 25.092) The actual number of days a student must attend in order to receive credit will vary, depending on the number of days in the semester. A student who attends fewer than 90% of the days the class is offered cannot receive credit for the class unless the Attendance Committee finds that the absences are the result of extenuating circumstances. More information is available on the district's attendance website - <https://www.cfbisd.edu/about-us/district-policies/attendance>

## Additional Course Credit Options

### SUMMER SCHOOL

A student may earn a maximum of  $\frac{1}{2}$  credit for each summer semester for a total of 1 credit in summer school.

Students may be recommended for summer school for the opportunity to increase their knowledge and understanding of curriculum standards not met during the school year. Students may also take selected courses for acceleration according to summer school guidelines and administrative approval. There is an enrollment fee for accelerated secondary CFB Summer Academic Courses. Course selection and enrollment is limited and contingent upon teacher availability.

Course selection and enrollment forms are available in the campus counselors' offices in the spring. Enrollment in any of CFB courses requires approval of the student's home campus, counselor, diagnostician, and/or principal.

#### Additional Guidelines:

- Dates, times, fees and locations of the CFB Summer School term are announced each spring.
- Registration for these courses is separate from regular school enrollment and is announced in the spring.

### CREDIT BY EXAMINATION

Carrollton-Farmers Branch ISD offers two types of Credits by Exam (CBE): Credit by Exam for acceleration and Credit by Exam for course recovery.

#### Credit by Exam for Acceleration

Any student in grade 6-12 can earn credit for a course in which he or she has had no prior instruction if the student scores:

- Three or higher on an approved AP exam  
\*Students with a qualifying AP score may earn up to a maximum of 4 years of high school credit in World Languages.
- Scale score of 60 or higher on CLEP exam
- Minimum score of 80% on approved CBE

If a student is given credit on the basis of an examination on which the student scored 80% or higher, the CBE score must be entered on the student's transcript and the student is not required to take an applicable STAAR End-of-Course assessment for that course.

If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in the course according to our district's course sequence, the student must satisfactorily complete the course in order to earn credit.

### **Credit by Exam for Course Recovery**

Any student in grade 6-12 may be given credit for an academic subject in which he or she had some prior instruction if the student earns a minimum score of 70%.

What is considered prior instruction?

- A course taken and completed (evident by a grade recorded on transcript) but credit was not awarded due to failing grade or absence failure.
- A course taken from a non-accredited school
- A course taken at an equivalent agency from another state
- A course taken from an accredited association recognized by the Commissioner of Education
- CBE for remediation is not accepted for NCAA eligibility.

### **Additional Guidelines for CBE:**

- There is no charge for CBE for acceleration or credit recovery.
- Grades earned for taking Credit by Exam courses shall not be computed for determining class rank but do appear on the student transcript.
- A student may attempt to earn CBE for a specific high school course only two (2) times. Students who do not earn course credit may retest within a different testing window.
- Board approved Credit by Exams include University of Texas, Texas Tech, and Avant World Languages.
- Students are expected to review the course study guides on the university websites prior to testing as some content areas, such as English Language Arts, have pre-exam activities or reading assignments that must be completed outside of the testing environment before taking the Credit by Exam.

**TAC states that CBE testing is scheduled a minimum of three days during each of the following calendar dates:**

- January 1- March 31
- April 1-June 30
- July 1-September 30
- October 1-December 31

## Scheduling Guidelines

### COURSE SELECTION

Students select courses each year based on conversations with their guidance counselor and discussions with their parents. CFBISD encourages students to take courses that will challenge their thinking and offer the best opportunities for growth in areas of interest both personally and College/Career.

Course Descriptions are found in this Middle School Planning Guide and serve as a reference to help students select the most appropriate courses for future plans and their personal goals. Not all courses are offered at every campus and some courses listed may not be offered in a given year due to interest, teacher availability, or state curriculum changes.

### PHYSICAL EDUCATION AND ATHLETICS

The state of Texas requires students in grades 6-8 to take four semesters (two years) of Physical Education or Athletics. Students are encouraged to take Physical Education their 6<sup>th</sup> and 7<sup>th</sup> grade years if they express interest in taking electives in 8<sup>th</sup> grade that are only available to 8<sup>th</sup> graders. Students who express interest in Athletics in middle school may choose to take an elective such as Art their 6<sup>th</sup> grade year, reserving Athletics for 7<sup>th</sup> and 8<sup>th</sup> grade.

### SCHEDULE CHANGES

Changes in a schedule or a course may be made only on the published days before the start of the semester. Requests for schedule changes may be honored for the following reasons:

1. Error in scheduling;
2. Student failure in a prerequisite;
3. Change in program (athletics, band, choir, etc.); and
4. Level changes as recommended by teachers and counselor with parental knowledge and administrative approval.

Requests not meeting the listed reasons will not be considered. It should be understood that a schedule change to help balance a classroom enrollment will be done as needed. Appeals on schedule changes will not be heard beyond the building principal.



## ALTERNATIVE EDUCATION PROGRAM



Students are assigned to the Bea Salazar Learning Center (DAEP) from their local campus based upon disciplinary action.

Senate Bill 1, Chapter 37, as passed by the 74th Texas Legislature, establishes the following academic provisions for students placed into the disciplinary alternative education program: "Each school district shall provide an alternative education program that focuses on English Language Arts, mathematics, science, history, and self-discipline."

All DAEP students work under the direct supervision of a certified classroom teacher on individualized curriculum that correlates to the home campus curriculum. In addition, students are taught new ways of thinking and behaving to enhance their self-discipline.

## NEWCOMER AND ESL PROGRAM



The English as a Second Language program in Carrollton-Farmers Branch ISD follows the curriculum framework of the district. The purpose is to instruct students who speak another language and have been identified to benefit from this program in the foundations of the English language.

The English Learners Language Arts course is designed to provide instructional opportunities for recent immigrant students with little or no English proficiency. Newcomers less than 12 months in U.S. schools who have scored at the limited English level of the state approved English oral language proficiency test will be enrolled in English Learners Language Arts (ELLA). The development of communicative competence occurs through targeted lessons based on students' needs, with language proficiency as the focus of instruction. This course offering enables students to become increasingly more proficient in English in all four-language domains. Teachers validate students' native language and culture as a valuable resource and as a foundation to attain the target language by developing language, enriching vocabulary, and building literacy for newly arrived and preliterate students.

## SPECIAL EDUCATION PROGRAM



Special Education Services are available for eligible students in Carrollton-Farmers Branch ISD who have an identified disability and a need for specially designed instruction.

The campus Safety Net Acceleration Planning (SNAP) team can refer a student for a complete evaluation, at no cost to the parents, to determine if the student meets eligibility for special education services.

Carrollton-Farmers Branch provides a continuum of service options to assure that students with disabilities are successful.

## SECTION 504, DYSLEXIA AND RELATED DISORDERS

A 504 Plan lists accommodations related to the child's disability. A child may be eligible for accommodations under a 504 Plan if he or she has a physical or mental health disability that impacts one or more major life functions.



Dyslexia support programs in Carrollton-Farmers Branch I.S.D. have been designed to offer an educational option for both regular and special education students who exhibit primary difficulties in phonemic awareness, single-word decoding, reading, fluency, spelling, comprehension, and written expression and have an educational diagnosis of dyslexia.

Student screening, identification, placement, and monitoring procedures are designed to ensure that students receive the most appropriate support to address their identified needs. Screening for dyslexia may be initiated by teachers or by parents. Contact the dyslexia coordinator/support teacher at your child's campus.

## ADVANCED ACADEMIC SERVICES / GIFTED AND TALENTED PROGRAMMING

Carrollton Farmers Branch ISD's gifted and talented programs are designed to challenge the advanced learner who demonstrates the need for an augmented curriculum. Typically, advanced students differ from their age peers in three important ways. First, they absorb information at a faster rate and process it very efficiently. Second, they are often able to comprehend information with greater depth than their classmates, showing greater insight and understanding. Third, they often have interests that are more typical of older children or even adults. These three learning differences are frequently enhanced by other complementary characteristics: independence, persistence, nonconformity, and motivation. For more information: [cfbgifted.com](http://cfbgifted.com)

CFBISD demonstrates its commitment to educational excellence through the comprehensive programs developed for gifted and talented students in kindergarten through twelfth grade. Having a child-centered education program as its primary goal, the Carrollton Farmers Branch ISD offers a two-tiered multifaceted level program. These services are offered through the Advanced Learners (AL) program and the Leading Exceptional Academic Producers (LEAP) program. The structure of the district's programs forms an inverted pyramid model beginning as a broad base designed to discover and nurture the intellectual talents of the young child and gradually move into specific specialized course offerings. Classroom teachers who work with gifted students are required to receive at least 30 hours of training in gifted education.

### **Referral**

A student may be referred for gifted and talented services by teachers, parents, administrators, counselors, students, and other members of the community who believe the student may qualify for gifted and talented services. Identification of students is conducted to determine which students require program alterations because of their unique educational needs.

*\*Referral forms may be obtained at the student's campus through the counselor's office.*

## HONORS AND ADVANCED PLACEMENT (AP) COURSE OPTIONS

Honors courses prepare students to be successful in college level courses in English, mathematics, social studies, and science. They are intended to ensure that middle and high school students are taught the skills, concepts, and habits of mind needed for college.

Grades earned in courses with Honors weighting shall receive five (5) additional grade points in the calculation of the numeric weighted GPA.



The Advanced Placement Program (AP) allows students to take rigorous college level courses while still in high school. Students can choose to undertake college-level academic learning in a wide array of content areas: English, Math, Social Studies, Science, Fine Arts, and World Languages.

To show that they have mastered the advanced material, students participate in taking the AP exam for each course. Students can check with the college or university they plan to attend regarding their AP Exam credit qualification.

AP courses make substantial academic demands on students. Most courses are a full year in length. Students are required to do considerable outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first year students in a strong college program. This experience helps students develop the intellectual skills and self-discipline they will need in college.

Grades earned in courses with AP academic weighting shall receive nine (9) additional grade points in the calculation of the weighted numeric GPA.

*\* Textbook and other fees may apply*



## UIL ELIGIBILITY AND ADVANCED CLASSES

According to SB 1517 and Section 33.081 of the Texas Education Code, students enrolled in identified advanced courses including *Honors*, *Advanced Placement (AP)* and *International Baccalaureate* are eligible for exemption from the state's *No-Pass, No-Play* policy. Additionally, local school boards are authorized to identify and approve a listing of such "advanced" courses and set the exemption standard students must meet to retain UIL eligibility.

The courses listed below have been identified as "advanced" by the CFBISD Board. Students earning grades between 60-70 at the end of an evaluation period can retain UIL eligibility. Students earning grades below 60 can retain UIL eligibility if they meet the following standards:

1. Are not a disciplinary concern
2. Do not have multiple zeroes in an advanced course
3. Have made a "good faith" effort to earn a passing grade in an advanced course by attending all required tutorials and utilizing retest opportunities

6 ELAR - Honors  
6 ELAR - AL  
6 ELAR - AL LEAP  
6 Math - Honors  
6 Science - Honors  
6 Soc Stud - Honors  
6 Soc Stud - AL  
6 Soc Stud - AL LEAP  
6 Writing - Honors  
6 Writing - AL  
6 Writing - AL LEAP  
7 ELAR - Honors  
7 ELAR - AL  
7 ELAR - AL LEAP  
7 Math - Honors  
7 Science - Honors  
7 TX History - Honors  
7 TX History - AL  
7 TX History - AL LEAP  
8 ELAR - AL  
8 ELAR - AL LEAP  
8 US History - AL  
8 US History - AL LEAP  
Algebra I - Honors  
Biology - Honors  
Gateway to Tech I  
Gateway to Tech II  
Gateway to Tech III  
Geometry - Honors



Courses are listed by Grade Level and Subject. Some courses allow state credits earned toward the high school graduation requirements. These courses are noted with credit counts and are included in the High School GPA.

Not all courses listed within these pages are offered at all campuses and are subject to teacher availability, student interest, and curriculum changes that may occur after the publication of this guide.

































# 7<sup>th</sup> Grade Students

All 7<sup>th</sup> grade students must complete core classes - English Language Arts, Mathematics, Science, and Social Studies. They may select three electives from Physical Activity, Fine Arts, or Electives of Choice options. In addition to these classes, students will be assigned an Advisory class.



## Core Classes

- OnLevel
- Honors
- Advanced Learner
- Dual Language
- ESL & Newcomer
- PAS
- Fundamentals
- MAC
- Applied
- Developmental



## Physical Activity

- P.E.
- Karate
- Dance
- Off-Campus P.E.



## Fine Arts

- Art
- Theatre
- Band
- Choir
- Orchestra



## Elective of Choice

- Exploratory Languages
- Gateway to Technology
- Technology Applications
- Investigating Careers
- College and Career Readiness
- AVID
- Journalism
- Life Skills
- Character Education

In place of an elective, a support class may be selected by campus staff to meet the needs of the student.

- Reading Support
- Math Connections

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## **CORE CLASSES – 7<sup>th</sup> Grade English Language Arts and Reading**

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### **English Language Arts and Reading**

03200540

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

### **0705 English Language Arts and Reading**

#### **0703 Honors English Language Arts and Reading**

This course is designed for students who wish to have a more challenging and rigorous seventh-grade English Language Arts experience. Students will be afforded opportunities to engage in more challenging reading and writing experiences with deeper levels of instruction.

#### **Advanced Learner English Language Arts and Reading**

Designed to meet the needs of identified talented and gifted (GT) or highly-GT students. Thinking skills, exploratory learning, and leadership qualities are promoted. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

#### **0702 Honors ELAR: Advanced Learner**

#### **0704 Honors ELAR: LEAP (Only at Perry)**

#### **0713 PAS English Language Arts and Reading**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0712 Fundamentals of English Language Arts and Reading**

ARD Placement Required. Designed to meet the needs of students through accommodations, slower pacing and repeated review of key concepts. Curriculum does not require an alternate academic standard.

#### **0714 Modified Academic Class (MAC) English Language Arts and Reading**

ARD Placement Required. Designed for students with mild to moderate intellectual disability, autism, or other health impairment (OHI). Alternate curriculum mastery is met through pre-requisite skills taught with the needs of the individual student in mind.

**0756 Adaptive Language Arts 03200520**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

**0710 Developmental Language Arts**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

**ELA for the English Language Learner**

03200400

**0706 Language Arts: ESL Level I**

Offered to the limited English-speaker with TELPAS reading level I or II to develop proficiency in English and proceed into English Language Arts courses. If ESL Level I is not double-blocked, ESL students must also take one period of ESL reading.

**0707 Language Arts: ESL Level II**

Offered to the limited English speaking students with TELPAS reading level III in order that they may develop proficiency in English and proceed into English Language Arts courses. If ESL Level II is not double-blocked, Students also take regular Language Arts or Reading Improvement.

**0708 Language Arts: ESL Level III**

Offered to the limited English speaking students with TELPAS reading level IV and four years or less in US schools in order that students may develop proficiency in English and proceed into regular English courses. Students also take regular Language Arts or Reading Improvement.

**0709 Language Arts: Newcomers**

Offered to the non-English speaking newcomer student less than 12 months in US schools in order to develop proficiency in English and proceed into ESL I. This course is an intensive English language, self-contained class that meets two periods daily with a third period of reading ESL or level I.

## **Reading Support**

### **0701 Reading**

03273410

This course is for students who are not successful on the state reading assessment, score below the district criteria, or need additional reading and writing instruction. This course is to be taken in addition to the regular language arts class. Students will be taught how to use a range of comprehension strategies so that these strategies influence how they make meaning from a text. Additional instruction provided in reading, thinking, writing, and vocabulary will allow students to develop specific reading and writing strategies for mastery of secondary school content area subjects.

### **0718 Reading: ESL Level I-Newcomers**

Designed to be taken in addition to the Newcomers ESL class, develops the four language skills in students to build an English language foundation. The course provides systematic instruction in improving reading in English. Students who meet the criteria as Newcomers take Reading ESL I. This is one of three language arts sections for Newcomers.

### **0722 PAS Accelerated Literacy**

ARD Placement Required. This is taught in the Positive Attitude to Success (PAS) classroom.

### **0721 Fundamentals of Accelerated Literacy**

ARD Placement Required. Designed to meet the needs of the individual student.

### **0723 Modified Academic Class (MAC) Accelerated Literacy**

ARD Placement Required. Designed for the student who reads significantly below grade level. The class is designed to improve communication skills, vocabulary development, comprehension skills, and functional reading skills.

### **0755 Adaptive Reading**

ARD Placement Required. Offers an alternate curriculum emphasizing independent living skills, functional academics, vocational training, and recreation/leisure skills for students with moderate to severe disabilities.

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## Core Classes - 7<sup>th</sup> Grade Mathematics

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### Math

03103000

Provides the student with a well-balanced mathematics curriculum. The primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 7, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

### 0727 Math

#### 0724 Honors Math

Designed to meet the needs of the district's advanced mathematics learners who meet district criteria based on AP Potential. Critical thinking skills will be addressed through the use of unconventional problems, contracting, classifying, deducing, discarding irrelevant information and evaluating solutions. This course assists in preparing students for the challenges offered by the Advanced Placement (AP) program through sustained habits necessary for success in the College Board's AP Program. This course compacts the Grade 7 and Grade 8 Math TEKS and should be followed by Honors Algebra I.

#### 4649 Honors Algebra I (Typically for LEAP 7<sup>th</sup> grade)

03100500

PREREQUISITE: GT Math 6 – LEAP or Teacher Approval

CREDIT: 1 UNIT on HS transcript

GPA: +5 on HS weighted GPA

*NOTE: Course does not satisfy grad requirements of 4 math credits taken at the HS campus. Uses a variety of representations (concrete, numerical, algorithmic, and graphical) to expand the understanding of functions, linear functions and quadratic and other nonlinear functions. Graphing calculators will be used extensively in this course. This course should be followed by Honors Geometry.*

#### 0724D Dual Language Math

As part of the two-way dual language program, this class will be taught completely in Spanish. Students must have participated in the two-way dual language program or be native Spanish speakers.

#### 0729 PAS Math

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### 0728 Fundamentals of Math

ARD Placement Required. Designed to meet the needs of students through accommodations, slower pacing and repeated review of key concepts. Curriculum does not require an alternate academic standard.

**0730 MAC Math**

ARD Placement Required. Designed to facilitate independence in functional situations at the student's ability level. This course may include numeration, computation, and personal and consumer math.

**0757 Adaptive Math**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

**0731 Developmental Math**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

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## Core Classes – 7<sup>th</sup> Grade Science

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### Science

03060700

This course is interdisciplinary in nature. Student will develop a rich knowledge of science and the natural world through scientific investigations and reasoning to propose explanations based on evidence derived from their work. Topics of study will embrace matter and energy, force, motion, and energy. Earth and space science, and organisms and environments.

#### **0739 Science**

#### **0737 Honors Science**

Differentiated to meet the needs of the district's advanced students, this course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

#### **0738 Science: LEAP (Only at Perry)**

This class will go beyond the required curriculum to provide for the needs of the gifted student. In addition, this course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

#### **0737D Dual Language Science**

*As part of the two-way dual language program, this class will be taught completely in Spanish. Students must have participated in the two-way dual language program or be native Spanish speakers.*

#### **0740 PAS Science**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0741 MAC Science**

ARD Placement Required. Focuses on academic science topics and functional living application as related to science.

#### **0758 Adaptive Science**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

#### **0736 Developmental Science**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

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## Core Classes – 7<sup>th</sup> Grade Social Studies

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### **Texas History & Geography**

03343000

This course is designed to help students develop historical thinking by studying the history and geography of Texas as well as the state's cultural heritage from ancient times to the present. Students will analyze primary sources, explore different points of view, make connections to U.S. history and develop disciplinary literacy.

### **0745 Texas History & Geography**

#### **0743 Honors Texas History & Geography**

This course is designed for students who wish to have a more challenging and rigorous seventh grade Texas history experience. Differentiated to meet the needs of the district's advanced social studies students, this course prepares students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

#### **Advanced Learner Texas History & Geography**

Designed for identified gifted and highly motivated students with above grade level proficiency. This multidisciplinary study will emphasize problem solving, critical and higher level thinking, and creative production through group work and project studies. Students must meet the criteria established by the District and assessed by the Campus Admission, Review and Exit Committee. Along with studying the foundations of Texas history, students will develop research skills needed to analyze primary and secondary sources. Critical thinking skills are also emphasized in regards to contextualizing the history of Texas within the larger national identity of the United States.

#### **0742 Honors Texas History & Geography: Advanced Learner**

#### **0744 Honors Texas History & Geography: Social Studies: LEAP (Only at Perry)**

#### **0743D Dual Language Texas History/Geography (only at Long)**

As part of the two-way dual language program, this class will be taught completely in Spanish. Students must have participated in the two-way dual language program or be native Spanish speakers.

#### **0747 PAS Texas History & Geography**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0748 MAC Texas History & Geography**

ARD Placement Required. This course is designed to help students develop an understanding and appreciation of the history, geography and cultural heritage of Texas. Students also learn the skills and attitudes of responsible citizenship.



**0759 Adaptive Texas History & Geography**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

**0746 Developmental Texas History & Geography**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

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**Physical Activity – 7<sup>th</sup> Grade** (Students must have 2 years while in Middle School. Only one physical activity course should be taken per year.)

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**Physical Education (PE)**

03823000

**0751 Physical Education – 1 year**

**Karate**

Assists students in developing lifetime recreational interests and fitness habits that improve the quality of life. This course is designed to focus specifically in the area of martial arts.

**0752 Karate I** 02850000

**0753 Karate II**

**Dance**

Introduces basic movement skills and an awareness of fundamental dance vocabulary in genres such as aerobics, ballet, folk, modern, jazz and tap. Emphasis placed on activities that will promote healthy behaviors and an enjoyment of life-long physical activity Year 2 introduces intermediate movement skills in these areas.

**0665 Dance I** 02850000

**0765 Dance II**

**Athletics**

Designed for students interested in participating in competitive sports. Students must be available before school, after school, evenings and Saturdays for practice sessions and games. A physical examination is required. *Maximum team size for each sport will be established and maintained based on written criteria. Students who are not selected for a team will be assigned to an off-season conditioning class until the beginning of a new sport. This procedure will be used for each sport*

**Sports Available**

Football	Volleyball
Basketball	Basketball
Soccer	Soccer
Track	Track

**0749 Athletics - Girls**

**0750 Athletics - Boys**

**0925 Off-Campus Physical Education**

**Category I:** Olympic/Level- Participation includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in this program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education. See *counseling office for additional requirements and application.*

**Category II:** Private or Commercially Sponsored- sponsored physical activities include those certified by the superintendent to be of highly qualified and well supervised by appropriately trained instructors. Student participation of 5 hours per week is required. Students certified to participate at this level may not be dismissed from any part of the regular school day. See *counseling office for additional requirements and application.*

**0760 PE Special Pops**

82931760

Students will participate in activities that include physical fitness, recreational/lifetime sports, team sports, dance, and outdoor skills. Emphasis will be placed on health-related and skill-related fitness components. Students will be exposed to technological advances including but not limited to heart rate monitors and pedometers, which will provide immediate feedback on fitness levels and time spent in MVPA during a workout session. The use of fitness assessment data will enhance understanding of fitness levels and the areas in which one needs to improve.

**0764 Pep Squad/Cheer**

Based on individual campuses, Pep Squad/Cheer may be offered as class or strictly after school.

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## Fine Arts – 7<sup>th</sup> Grade

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### Art

03154110, 03154210

Designed to help students learn foundational art concepts and develop knowledge and application of the elements and principles of design. The course emphasis is two and three dimensional, with activities in basic design, drawing, painting, printmaking, pottery, and sculpture.

**0771 Art 1**

**0768 Art 2** (Teacher Recommendation or full year of Art 1)

### Music

Some music programs require audition and teacher recommendation. Each campus determines the level of approval for each group. *Students entering the music program are expected to develop their musical aptitudes to the greatest extent possible. Advancement in the program shall be conditional upon performance in the class and/or audition. Students are expected to attend all performances and extra rehearsals/sectionals. Students may be asked to obtain an inexpensive uniform to be used at all concerts, festivals, and contests. Students using a school owned instrument would be required to maintain the instrument. Participation in UIL activities and other competitions is expected.*

### **0779 Music Ensemble**

03154501

PREREQUISITE: Concurrently enrolled in another Music program

Affords students the opportunity to refine their musical and technical skills, and use methods appropriate to the type of ensemble. The students will have the opportunity to perform ensemble music at school and in public. Opportunities will be provided for self-expression and to explore career and recreational potentials through participation in music.

### Band

03154101

Emphasizes a continued growth in technique, tone production, tuning, musical style, and in responsibility as a member of a performing organization. This organization may perform at University Interscholastic League Concert & Sight-reading Contest as well as other festivals.

**0780 Cadet Band** (May not be offered at every campus)

**0782 Concert Band**

**0783 Symphonic Band**

## **Choir**

03154301

Designed as a performing choir in which students will focus on reading music and correct vocal and choral techniques. This organization may perform at University Interscholastic League Concert & Sight-reading Contest as well as other festivals.

**0787 Concert Choir**

**0788 Advanced Choir**

**0790 Advanced Select Choir**

**0789 Tenor/Bass Choir**

## **0788P Show Choir**

03823000

Designed as a performing choir in which students explore a variety of music appropriate to the young vocalist. Students will learn correct vocal and choral techniques as well as learn fundamental choreography appropriate for singing. This course also may satisfy 1 year of physical activity required for middle school students.

## **Orchestra – Strings Only**

03154201

Designed to develop or increase technique, music reading and playing ability and to provide a student the opportunity to function as a member of a performing musical organization. This group may perform at University Interscholastic League Concert & Sight-reading Contest as well as other festivals.

**0784 Concert Orchestra**

**0785 Philharmonic Orchestra**

**0786 Symphonic Orchestra**

## **Theatre Arts**

03253000, 03253001

Designed to help students develop skills through participation in the performing and technical aspects of theatre. Included are activities such as pantomime, group improvisation, storytelling, dramatic interpretation, and the study of theatre history, stage lighting, make-up, costume and set design. **Advanced Theatre Arts** places emphasis will be placed on more expressive use of the body and voice, acting and theatre concepts, and the skills, analysis and evaluation of theatrical experiences.

**0772 Theatre Arts I – 7/8**

**0774 Theatre Arts II – 7/8**

**0775 Advanced Theatre Arts II (Teacher Recommendation Required)**

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## Electives of Choice – 7<sup>th</sup> Grade

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### World Languages

#### **3809 Spanish for Spanish Speaker - Level II**

03440220

PREREQUISITE: Placement test

CREDIT: 1 UNIT on HS transcript

GPA: Counts on HS GPA

NOTE: *This class is taught 100% in Spanish.*

Strengthens spoken and written Spanish. Reading, grammar, and writing skills continue to be the focus as students learn more details about the Hispanic culture and its people. Success in this course earns students high school credit for Spanish II. If this is the first Spanish course taken and credit is earned for the full year, students may receive Spanish I credit as well.

#### **3819 Honors Spanish for Spanish Speakers - Level III**

03440330

PREREQUISITE: Placement test

CREDIT: 1 UNIT on HS transcript

GPA: Counts on HS GPA

NOTE: *This class is taught 100% in Spanish.*

Develops reading skills in addition to greater skills in listening, speaking and writing. Develops a fuller appreciation of Hispanic culture and civilization. By the end of Level III, students should perform on an intermediate low to intermediate mid proficiency level in interpersonal, presentational and interpretive communication. If successfully completed, students will receive up to 3 high school credits.



### Science, Technology, Engineering and Mathematics (STEM)

#### **Tech Applications**

02670060

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks.

**0791 Tech Applications - 1 semester**

**0792 Tech Applications - 1 year**

## **Gateway to Technology**

HS CREDIT: ½ UNIT on HS Transcript

GPA: Counts on HS GPA

Course options engage students in activities that not only build knowledge and skills in areas including computer science, engineering, and biomedical science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Although labeled as 1, 2, 3 these courses do not have to be taken in a particular order but they may not be repeated.

**0985 Gateway to Tech 1 – Science of Tech and Design & Modeling PLTW – 1 year**

**0986 Gateway to Tech 2 – App Creators and Computer Sci for Innovators & Makers PLTW – 1 year**

**0987 Gateway to Tech 3 – Automation & Robotics and Flight & Space PLTW – 1 year**



## **Business and Industry**

### **Investigating Careers**

12700400

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

**0924 Investigating Careers – 1 semester**

**0922 Investigating Careers – 1 year**

### **College and Career Readiness**

12700300

The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

**0921 College and Career Readiness – 1 semester**

**0920 College and Career Readiness – 1 year**

## Journalism

### **0773 Yearbook**

82990773

Designed to create, produce, and organize school yearbook.

## Study Skills & Character Education

### **0732 Math Connections**

82920732

Designed for students, identified by the campus, needing acceleration in mathematics.

### **0715 Skill Builders**

82990715

Designed to strengthen student content, thinking, and study strategies. Students will be identified based on academic need. This course is designed to provide remediation on existing curriculum objectives.

### **0762 Problem Solving**

82990770

Solving real world problems requires the integration and application of content knowledge in a variety of settings. Students will learn and practice a problem-solving approach that utilizes the core curriculum areas. Students may also have the opportunity to participate in problem solving competitions such as: Destination Imagination, Future Problem Solving, Sim City, News Currents, Math Counts, etc.

### **AVID**

82990799

Prepares students for success in postsecondary education. The content of AVID consists of skill development in areas specifically aligned with success in rigorous courses in the foundation content areas. Students will learn Cornell note taking, writing techniques and reading strategies as tools to learn material in core academic subjects. Time management strategies and personal organization skills will be developed. AVID Excel is designed for the Emergent Bilingual student to prepare them for success in the high school AVID elective classes. Emphasis is on study strategies that support the language learner in all class settings.

### **0799 AVID**

#### **0799E AVID Excel**

### **0793 Character Education**

82990793

Designed to help students focus on character traits that strengthen self-confidence and interpersonal skills.



**0763 PAS Social Skills**

82990781

ARD Placement Required. Focuses on the student's self-concept in the development of social/behavioral skills, in the school setting. Students will learn to learn to appropriately deal with stress and feelings, decision making and alternatives to their problem behavior and/or aggression. Emphasis is on the application of these skills to allow the student to successfully interact and function appropriately at school.

**0761 Adaptive Academics - Functional Skills**

82990767

ARD Placement Required. Offers alternate curriculum emphasizing independent living skills, functional academics, vocational training, and recreation/leisure skills for students with moderate to severe disabilities.

**0700 Advisory**

80800100

Required for all 7<sup>th</sup> grade students.

# 8<sup>th</sup> Grade Students

All 8<sup>th</sup> grade students must complete core classes - English Language Arts, Mathematics, Science, and Social Studies. They may select three electives from Physical Activity, Fine Arts, or Electives of Choice options. In addition to these classes, students will be assigned an Advisory class.



## Core Classes

- OnLevel
- Honors
- Advanced Learner
- Dual Language
- ESL & Newcomer
- PAS
- Fundamentals
- MAC
- Applied
- Developmental



## Physical Activity

- P.E.
- Karate
- Dance
- Off-Campus P.E.



## Fine Arts

- Art
- Theatre
- Band
- Choir
- Orchestra



## Elective of Choice

- World Languages (for HS credit)
- Technology Applications
- Gateway to Technology
- Investigating Careers
- College and Career Readiness
- AVID
- Journalism
- Life Skills
- Character Education
- Student or Office Aide

In place of an elective, a support class may be selected by campus staff to meet the needs of the student.

- Reading Support
- Math Connections
- Science Connections

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## Core Classes – 8<sup>th</sup> Grade English Language Arts and Reading

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### English Language Arts and Reading

03200550

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

### 0805 English Language Arts and Reading

#### 0803 Honors English Language Arts and Reading

Designed for students who wish to have a more challenging and rigorous eighth-grade English Language Arts experience. Students will be afforded opportunities to engage in more challenging reading and writing experiences with deeper levels of instruction.

#### Advanced Learner ELAR

Designed to meet the needs of identified gifted and talented (GT) or highly-GT student. The program provides direct, intensive assistance to students as they engage in independent projects. Thinking skills, exploratory learning, and leadership qualities are promoted. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

#### 0802 Honors ELAR: Advanced Learner

0804 Honors ELAR: LEAP (Only at Perry) 03273430

#### 0813 PAS Language Arts

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### 0812 Fundamentals of Language Arts

ARD Placement Required. Designed to meet the needs of students through accommodations, slower pacing and repeated review of key concepts. Curriculum does not require an alternate academic standard.

#### 0814 Modified Academic Class (MAC) Language Arts

ARD Placement Required. Designed for students with mild to moderate intellectual disability, autism, or other health impairment (OHI). Alternate curriculum mastery is met through pre-requisite skills taught with the needs of the individual student in mind.

**0856 Adaptive Language Arts**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

**0810 Developmental Language Arts**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

**ELA for the English Language Learner****0806 Language Arts: ESL Level I**

Offered to the limited English speaking students with TELPAS reading level I or II in order that they may develop proficiency in English and proceed into the regular courses. If ESL Level I is not double-blocked, ESL students must also take one period of ESL reading.

**0807 Language Arts: ESL Level II**

Offered to the limited English speaking students with TELPAS reading level III in order that they may develop proficiency in English and proceed into the regular courses. . If ESL Level II is not double-blocked, ESL students must also take one period of ESL reading.

**0808 Language Arts: ESL Level III**

Offered to the non-English speaking students with TELPAS reading level IV and four years or less in US schools in order that students may develop proficiency in English and proceed into regular English courses. Students may also take regular Language Arts or Reading Improvement.

**0809 Language Arts: Newcomers**

Offered to the non-English speaking newcomer students less than 12 months in US schools in order that students may develop proficiency in English and proceed into ESL I. This course is an intensive English language, self-contained class that meets two periods daily with a third period of reading ESL or level I.

## **Reading Support**

03273430

### **0801 Reading**

This course is for students who are not successful on the state reading assessment, score below the district criteria, or need additional reading and writing instruction. This course is to be taken in addition to the regular language arts class. Students will be taught how to use a range of comprehension strategies so that these strategies influence how they make meaning from a text. Additional instruction provided in reading, thinking, writing, and vocabulary will allow students to develop specific reading and writing strategies for mastery of secondary school content area subjects.

### **0818 Reading: ESL Level I-Newcomers**

Designed to be taken in addition to the Newcomers ESL class, develops the four language skills in students to build an English language foundation. The course provides systematic instruction in improving reading in English. Students who meet the criteria as Newcomers take Reading ESL I. This is one of three language arts sections for Newcomers.

### **0822 PAS Accelerated Literacy**

ARD Placement Required. This is taught in the Positive Attitude to Success (PAS) classroom.

### **0821 Fundamentals of Literacy**

ARD Placement Required. Designed to meet the needs of the individual student.

### **0823 MAC Accelerated Literacy**

ARD Placement Required. Designed for the student who reads significantly below grade level. The class is designed to improve communication skills, vocabulary development, comprehension skills, and functional reading skills.

### **0855 Adaptive Reading**

ARD Placement Required. Offers an alternate curriculum emphasizing independent living skills, functional academics, vocational training, and recreation/leisure skills for students with moderate to severe disabilities.

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## Core Classes – 8<sup>th</sup> Grade Mathematics

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### Math

03103100

#### **0827 Math**

Provides the students with a well-balanced mathematics curriculum. The primary focal points at Grade 8 are using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions. Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics. This course will be followed by Algebra I.

#### **0829 PAS Math**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0828 Fundamentals of Math**

ARD Placement Required. Designed to meet the needs of students through accommodations, slower pacing and repeated review of key concepts. Curriculum does not require an alternate academic standard.

#### **0830 MAC Math**

Designed to facilitate independence in functional situations at the student's ability level. The course includes numeration, computation, and personal and consumer math. Placement in this course is determined by the Admission, Review, and Dismissal (ARD) Committee.

#### **0857 Adaptive Math**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

#### **0831 Developmental Math**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

**4649 Honors Algebra I**

03100500

PREREQUISITE: Honors Grade 7 Mathematics

CREDITS: 1 UNIT on HS transcript

GPA: +5 on HS weighted GPA

NOTE: Course does not satisfy grad requirements of 4 math credits taken at the HS campus. Uses a variety of representations (concrete, numerical, algorithmic, and graphical) to expand the understanding of functions, linear functions and quadratic and other nonlinear functions. Graphing calculators will be used extensively in this course. This course should be followed by Honors Geometry.

**4680 Honors Geometry**

03100700

PREREQUISITE: Honors Algebra I

CREDITS: 1 UNIT on HS transcript

GPA: +5 on HS weighted GPA

NOTE: Course does not satisfy grad requirements of 4 math credits taken at the HS campus. Uses of a variety of representations (concrete, pictorial, algebraic, and coordinate) to expand the understanding of geometric structure, patterns, dimensionality, congruence and similarity. Major emphasis is placed upon the development of logical thinking in the writing of complex geometric proofs and the application of geometric concepts of algebra and trigonometry. Graphing calculators will be used extensively in this course. Technology programs will be integrated throughout the course. This course should be followed Honors Algebra II.

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## **Core Classes – 8<sup>th</sup> Grade Science**

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### **Science**

03060800

This course is interdisciplinary in nature; however, much of the content focus is on Earth and space science. Student will develop a rich knowledge of science and the natural world through scientific investigations and reasoning to propose explanations based on evidence derived from their work. Topics of study will embrace matter and energy, force, motion, and energy. Earth and space science, and organisms and environments.

#### **0839 Science**

#### **0837 Honors Science**

Differentiated to meet the needs of the district's advanced science students, This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.

#### **0840 PAS Science**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0841 MAC Science**

ARD Placement Required. Focuses on academic science topics and functional living application as related to science.

#### **0858 Adaptive Science**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

#### **0836 Developmental Science**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

#### **0837D Dual Language Science**

As part of the two-way dual language program, this class will be taught completely in Spanish. Students must have participated in the two-way dual language program or be native Spanish speakers.



**6626 Honors Biology** (Only at Perry)

03060800

PREREQUISITE: LEAP identified

CREDITS: 1 UNIT on HS transcript

GPA: +5 on HS weighted GPA

NOTE: Provides an introductory laboratory course in biology for the LEAP students at Perry Middle School. Topics include cellular function, microorganisms, plant and animal processes and classification, genetics and ecology. Safety and manipulative laboratory skills are stressed. Students who successfully completed this course will receive state high school credit, but this course does not satisfy the district's graduation requirement of successfully earning three to four high school science credits (dependent on selected endorsement). This course will count toward high school GPA. This course can be followed by Honors Chemistry, AP Physics I or AP Biology.

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## **Classes – 8<sup>th</sup> Grade Social Studies**

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### **United States History & Civics**

03343100

This course is designed to help students develop historical thinking by studying United States history from the Early Colonial Period through the Civil War. Students will analyze the founding documents and other primary sources, explore the rights and responsibilities of citizenship and develop disciplinary literacy.

#### **0845 United States History & Civics**

#### **0843 Honors United States History & Civics**

This course is designed for the students who wish to have a more challenging and rigorous eighth grade United States history experience. Differentiated to meet the needs of the district's advanced social studies students.

#### **Advanced Learner United States History & Civics**

This course is designed for identified gifted and advanced learners. Students will study the political, social, economic and environmental history of this nation. In addition to focusing on founding documents and responsible citizenship, students will develop reading and writing skills necessary for success in future Advanced Placement courses.

#### **0846 Honors United States History & Civics: Advanced Learner**

#### **0844 Honors United States History & Civics: LEAP (Only at Perry)**

#### **0847 PAS United States History & Civics**

ARD Placement Required. Specially designed instruction and supports for students with emotional and/or behavioral challenges. Curriculum does not require an alternate academic standard. This course is taught in the Positive Attitude to Success (PAS) classroom.

#### **0848 MAC United States History & Civics**

ARD Placement Required. Designed to help students develop an understanding and appreciation of the United States as an independent and unified nation. Students also learn the skills and attitudes of responsible citizenship.

#### **0859 Adaptive United States History & Civics**

ARD Placement Required. Specially designed instruction and activities for the student with moderate to severe intellectual disability, autism and/or other health impairment (OHI) to increase their independent and functional skills through the mastery of pre-requisite skills. This course is taught as part of a self-contained program.

#### **0842 Developmental United States History & Civics**

ARD Placement Required. This course is part of a self-contained program for students with severe and profound intellectual disability. Emphasis is on pre-requisite skills necessary for improving developmental, communication, social, pre-vocational, and functional life skills.

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**Physical Activity – 8<sup>th</sup> Grade** (Students must have 2 years while in Middle School. Only one physical activity course should be taken per year.)

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## **Physical Education (PE)**

03823000

**0853 Physical Education – 1 semester**

**0851 Physical Education – 1 year**

### **Karate**

Assists students in developing lifetime recreational interests and fitness habits that improve the quality of life. This course is designed to focus specifically in the area of martial arts.

**0752 Karate I** 02850000

**0753 Karate II** 03823000

**0852 Karate III**

### **Dance**

Introduces basic movement skills and an awareness of fundamental dance vocabulary in genres such as aerobics, ballet, folk, modern, jazz and tap. Emphasis placed on activities that will promote healthy behaviors and an enjoyment of life-long physical activity. Year 2 introduces intermediate movement skills in these areas. Year 3 students explore dance movement elements through space, energy and time. Students interpret, evaluate and justify artistic decisions of personal dance works.

**0665 Dance I** 02850000

**0765 Dance II** 03823000

**0865 Dance III**

### **Athletics**

Designed for students interested in participating in competitive sports. Students must be available before school, after school, evenings and Saturdays for practice sessions and games. A physical examination is required. *Maximum team size for each sport will be established and maintained based on written criteria. Students who are not selected for a team will be assigned to an off-season conditioning class until the beginning of a new sport. This procedure will be used for each sport*

### **Sports Available**

Football	Volleyball
Basketball	Basketball
Soccer	Soccer
Track	Track

**0849 Athletics - Girls**

**0850 Athletics - Boys**

### **0925 Off-Campus Physical Education**

**Category I:** Olympic/Level- Participation includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in this program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education. See *counseling office for additional requirements and application*.

**Category II:** Private or Commercially Sponsored- sponsored physical activities include those certified by the superintendent to be of highly qualified and well supervised by appropriately trained instructors. Student participation of 5 hours per week is required. Students certified to participate at this level may not be dismissed from any part of the regular school day. See *counseling office for additional requirements and application*.

### **0860 PE Special Pops 82930859**

Students will build on concepts introduced in 7th grade physical education. Focus will be placed on competence in modified versions of various game/sport and recreational activities. Students will use skill combinations in dynamic and complex situations. Demonstration of appropriate use of speed, force, and form in a variety of movement activities will be modeled. Lastly, students will apply concepts and principles of training to improve fitness levels and participate in health enhancing activities at home and at school.

### **0854 Cheerleading**

Based upon try-out criteria, students will learn beginning cheerleading skills such as, stunting, jumps, tumbling, and motions following NFHS and AACCA safety progressions and techniques. Cheerleading is a yearlong course beginning with spring try-outs, summer camps and practices, and ending with the conclusion of the school calendar year. (Based on individual campuses, Cheerleading may be offered as class or strictly after school.)

### **0864 Pep Squad 83800864**

Based on individual campuses, Pep Squad/Cheer may be offered as class or strictly after school.

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## Fine Arts – 8<sup>th</sup> Grade

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### Art

03154110, 03154210, 03154310

Designed to help students further develop their abilities in foundational art concepts; and to apply students' knowledge and experience of the elements and principles of design to new art concepts. The course emphasis is two and three dimensional, with activities in basic design, drawing, painting, printmaking, pottery, sculpture, textiles and drafts.

**0769 Art I – 7/8**

**0768 Art II – 7/8**

**0869 Advanced Art III – 8**

Pre-requisite: 1 year of art & teacher approval

Designed as an advanced course in which students will continue to develop their artistic skills and comprehension. Students will focus on advanced drawing, design, painting and printmaking techniques, as well as advanced methods of creating three-dimensional sculptures using clay, wire and paper mache.

**0870 Honors Art History Studio**

Pre-requisite: 7<sup>th</sup> grade Art and/or teacher approval

Students will discover exciting things about art history as they create advanced projects relating to themes from prehistoric cave drawings to modern sculpture.

### Music

Some music programs require audition and teacher recommendation. Each campus determines the level of approval for each group. *Students entering the music program are expected to develop their musical aptitudes to the greatest extent possible. Advancement in the program shall be conditional upon performance in the class and/or audition. Students are expected to attend all performances and extra rehearsals/sectionals. Students may be asked to obtain an inexpensive uniform to be used at all concerts, festivals, and contests. Students using a school owned instrument would be required to maintain the instrument. Participation in UIL activities and other competitions is expected.*

**0879 Music Ensemble**

03154507

PREREQUISITE: Concurrently enrolled in another Music program

Affords students the opportunity to refine their musical and technical skills, and use methods appropriate to the type of ensemble. The students will have the opportunity to perform ensemble music at school and in public. Opportunities will be provided for self-expression and to explore career and recreational potentials through participation in music.

## **Band**

03154503

Emphasizes a continued growth in technique, tone production, tuning, musical style, and in responsibility as a member of a performing organization. This organization may perform at University Interscholastic League Concert & Sight-reading Contest as well as other festivals.

**0880 Cadet Band** *(May not be offered at every campus)*

**0882 Concert Band**

**0883 Symphonic Band**

## **Choir**

03154504

Designed as a performing choir in which students will focus on reading music and correct vocal and choral techniques. This organization may perform at University Interscholastic League Concert & Sight-reading Contest as well as other festivals.

**0887 Concert Choir**

**0888 Advanced Choir**

**0890 Advanced Select Choir**

**0889 Tenor/Bass Choir**

## **0888P Show Choir**

03823000

Designed as a performing choir in which students explore a variety of music appropriate to the young vocalist. Students will learn correct vocal and choral techniques as well as learn fundamental choreography appropriate for singing. This course also may satisfy 1 year of physical activity required for middle school students.

## **Orchestra**

03154505

Designed to develop or increase technique, music reading and playing ability and to provide a student the opportunity to function as a member of a performing musical organization. Advanced Orchestras will emphasize continued growth in technique, tone production, tuning, musical style, music reading and in responsibility as a member of a performing organization. This organization may perform at University Interscholastic League Concert & Sight-reading contest as well as other festivals.

**0884 Concert Orchestra**

**0885 Philharmonic Orchestra**

**0886 Symphonic Orchestra**

## **Theatre Arts**

03154140, 03154240, 03154340

Designed to help students develop skills through participation in the performing and technical aspects of theatre. Included are activities such as pantomime, group improvisation, storytelling, dramatic interpretation, and the study of theatre history, stage lighting, make-up, costume and set design. **Advanced Theatre Arts** places emphasis will be placed on more expressive use of the body and voice, acting and theatre concepts, and the skills, analysis, and evaluation of theatrical experiences.

**0772 Theatre Arts I – 7/8**

**0774 Theatre Arts II – 7/8**

**0875 Advanced Theatre Arts III - 8** (Teacher Recommendation Required)

## **0876 Theatre Production**

PREREQUISITE: 0774 or 0775 and Teacher Recommendation

Designed for students who want to participate in full-length play production. Every effort will be made to ensure that each student will have a vital role in the production. Students will be required to attend after school rehearsals for several consecutive weeks, as well as purchase their own script and be responsible for their costumes. This is not a competitive theatre class, but a high-quality production. Students should expect daily homework, both oral and written.

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## Electives of Choice – 8<sup>th</sup> Grade

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### World Languages

#### **3804 Spanish I**

03440100

CREDIT: 1 UNIT on HS transcript

GPA: Counts on HS GPA

Introduces basic speaking, reading and writing skills. Emphasizes vocabulary building and the study of Hispanic culture. By the end of Level I, students should perform on a Novice Mid to Novice High proficiency level in interpersonal, presentational and interpretive communication.

#### **3809 Spanish for Spanish Speakers – Level II**

03440220

CREDIT: 1 UNIT on HS transcript

GPA: Counts on HS GPA

PREREQUISITE: Placement test

NOTE: *This class is taught 100% in Spanish.*

Strengthens spoken and written Spanish. Reading, grammar, and writing skills continue to be the focus as students learn more details about the Hispanic culture and its people. Success in this course earns students high school credit for Spanish II. If this is the first Spanish course taken and credit is earned for the full year, students may receive Spanish I credit as well.

#### **3819 Honors Spanish for Spanish Speakers – Level III**

03440330

PREREQUISITE: Placement test

CREDIT: 1 UNIT on HS transcript

GPA: Counts on HS GPA

NOTE: *This class is taught 100% in Spanish. Dual Language students will have the opportunity to sit for the AP Spanish Language and Culture test.*

Develops reading skills in addition to greater skills in listening, speaking and writing. Develops a fuller appreciation of Hispanic culture and civilization. By the end of Level III, students should perform on an intermediate low to intermediate mid proficiency level in interpersonal, presentational and interpretive communication. If successfully completed, students will receive up to 3 high school credits.



## Science, Technology, Engineering and Mathematics (STEM)

### **Tech Applications**

02670060

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks.

**0891 Tech Applications - 1 semester**

**0892 Tech Applications - 1 year**

### **Gateway to Technology**

CREDIT: ½ UNIT on HS transcript

GPA: Counts on HS GPA

Course options engage students in activities that not only build knowledge and skills in areas including computer science, engineering, and biomedical science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. Although labeled as 1, 2, 3 these courses do not have to be taken in a particular order but they may not be repeated.

**0985 Gateway to Tech 1 – Science of Tech and Design & Modeling PLTW – 1 year**

**0986 Gateway to Tech 2 – App Creators and Computer Sci for Innovators & Makers PLTW – 1 year**

**0987 Gateway to Tech 3 – Automation & Robotics and Flight & Space PLTW – 1 year**

### **0872 Cybersecurity 101 - 1 year**

83800872

Students are introduced to the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities.

## Business and Industry

### **0920 College and Career Readiness – 1 year**

12700300

This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan using interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.

Students will create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.

## **0871 Middle School Entrepreneurship – 1 year**

83800871

Students are introduced to knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business.

## **Project-Based Research**

12701500

HS CREDIT: 1 UNIT on HS Transcript

GPA: Counts on HS GPA

Students research careers and colleges to develop a portfolio of their interests that culminates in creating their own 4-Year Plan for high school. This portfolio is presented to a panel at the end of the year.



## **Journalism**

### **0898 Exploratory Journalism/Digital News**

83800898

This course provides an introduction to the basics of Journalism and Digital News. Students will focus on the processes of reporting while learning about the forms and styles of journalistic writing, including revising, editing, layout, design and production methods. Skills of critical thinking and writing are emphasized.



## **Study Skills & Character Education**

### **0832 Math Connections**

83100832

Designed for students, identified by the campus, needing acceleration in mathematics.

### **0838 Science Connections**

83700842

Designed for students, identified by the campus, needing acceleration in science.

### **0815 Skill Builders**

83800815

Designed to strengthen student content, thinking, and study strategies. Students will be identified based on academic need. This course is designed to provide remediation on existing curriculum objectives.

### **0862 Problem Solving**

83800870

Solving real world problems requires the integration and application of content knowledge in a variety of settings. Students will learn and practice a problem-solving approach that utilizes the core curriculum areas. Students may also have the opportunity to participate in problem solving competitions such as: Destination Imagination, Future Problem Solving, Sim City, News Currents, Math Counts, etc.

**AVID**

83800899

Prepares students for success in postsecondary education. The content of AVID consists of skill development in areas specifically aligned with success in rigorous courses in the foundation content areas. Students will learn Cornell note taking, writing techniques and reading strategies as tools to learn material in core academic subjects. Time management strategies and personal organization skills will be developed. AVID Excel is designed for the Emergent Bilingual student to prepare them for success in the high school AVID elective classes. Emphasis is on study strategies that support the language learner in all class settings.

**0899 AVID****0899E AVID Excel****0893 Character Education**

83800893

Designed to help students focus on character traits that strengthen self-confidence and interpersonal skills.

**0863 Social Skills - PAS**

83800881

ARD Placement Required. Focuses on the student's self-concept in the development of social/behavioral skills, in the school setting. Students will learn to learn to appropriately deal with stress and feelings, decision making and alternatives to their problem behavior and/or aggression. Emphasis is on the application of these skills to allow the student to successfully interact and function appropriately at school.

**0861 Functional Skills**

83800867

ARD Placement Required. Offers an alternate curriculum emphasizing independent living skills, functional academics, vocational training, and recreation/leisure skills for students with moderate to severe disabilities.

**Aide**

85000931

By Application Only. Students may volunteer to be an office, library, or teacher aide but receive no grade for the experience. If accepted, the aide period would be substituted for a one-semester elective.

**0931 Aide – 1 year****0933 Aide – 1 semester****0800 Advisory**

80800100

Required for all 8<sup>th</sup> grade students.





**Charles M. Blalack  
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