DENTON™
INDEPENDENT SCHOOL DISTRICT

Middle School Course Planning Guide
2026-2027

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Superintendent's Message



Dear Denton ISD Students and Families,

I am thrilled to welcome you to a new academic year! This is an exciting time filled with new opportunities for growth, learning and personal development.

As you embark on your educational journey, I encourage you to explore and select courses that align with your interests and career goals. Our diverse range of courses has been designed to cater to a variety of academic pursuits, and we believe you will find something that inspires you and satisfies graduation requirements. Denton ISD is committed to ensuring our students graduate from high school ready to pursue college and/or career to fulfill their greatest hopes and dreams.

Remember, your education is a personal journey, and the courses you choose will contribute significantly to your overall experience. I encourage you to get involved, participate actively and make the most of your time in Denton ISD.

We are here to support you every step of the way. Please take a look at all of our course offerings and work with your school counselor to maximize your school experience. We are committed to your success.

It is our mission to empower lifelong learners to be engaged citizens who positively impact their local and global community. And, by making informed choices we know you will achieve your goals.

Sincerely,
Dr. Susannah Holbert O'Bara
Superintendent of Schools

Denton ISD Board Goals

Vision Statement

A premiere destination district committed to growth and excellence

Mission Statement

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



Campus Contacts

Calhoun MS Phone: 940-369-2400 Jacqueline San Miguel, Principal Counseling Staff Heather Carty: 7th Grade M-Z, 8th Grade Alex Smerdon: 6th Grade, 7th Grade A-L	**Myers MS** Phone: 940-369-1500 Ron Sterling, Principal Counseling Staff Emily Valenta: A-K (Lead) Emily Gauthier: L-Z
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Instructional Contacts

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Bilingual / ESL	Caleb Leath, Director	940-369-0151
Career and Technology Education	Will Milne, Coordinator	940-369-0451
Counseling Services	Amy Lawrence, Director	940-369-0065
Federal Programs	Jairia Diggs, Director	940-369-0676
Digital Learning	Ross Garison, Director	940-369-0112
Fine Arts	Eddy Russell, Director	940-369-0227
English Language Arts	Natalie Nash, Coordinator	940-369-0657
Mathematics	Gina Anderson, Coordinator	940-369-0661
Science	Brianna Morris, Coordinator	940-369-0658
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Special Education	Dr. Stacie Bonner, Director	940-369-0136
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World Languages	Allie Barish, Specialist	940-369-0678

Middle School Curriculum

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

MS Course Requirements:

- English Language Arts (ELA) block, 3 years
- Mathematics, 3 years
- Social Studies, 3 years
- Science, 3 years
- Fine Arts, 2 semesters (recommended to take in 6th grade)
- Physical Education, 4 semesters
- Health (1 semester taken separately if not embedded in physical education)
- CTE Principles Course, 1 year
- 5 semesters of additional electives

Sample Schedule – 8 periods in a day

	Sixth Grade	Seventh Grade	Eighth Grade
1	ELA 6 or EXPO ELA 6 (blocked, 2 periods)	ELA 7, ELA 7 Honors, or EXPO ELA 7 (blocked, 2 periods)	ELA 8, ELA 8 Honors, or EXPO ELA 8 (blocked, 2 periods)
2			
3	Mathematics 6 or Math 6 Honors	Mathematics 7 or Math 7 Honors	Mathematics 8 or MS Algebra I Honors
4	Contemporary World Cultures 6	Texas History 7 or Texas History 7 Honors	US History 8 or US History 8 Honors
5	Science 6	Science 7 or Science 7 Honors	Science 8 or Science 8 Honors
6	Physical Education with Embedded Health	Physical Education	*Elective*
7	Fine Arts Elective	*Elective*	*Elective*
8	*Elective*	*Elective*	CTE Principles Course (College and Career Readiness Standards)

Tips for Middle School Success

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

New to Middle School? Did you know…

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

Student Clubs, Organizations, and Competitions

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

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

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

Grading Guidelines

Beliefs about Assessments and Grading

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

At the heart of our beliefs are two underlying questions:

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

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

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

Professional Practices for Grading and Assessment

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

- All assignments and assessments will be referenced to the standards.
- Grades will be reflective of student learning.
- Students will be expected to complete all assignments on time and in their entirety.
- Students will be given the opportunity for reassessment of summative assessments (excluding process assignments and semester exams).

Determining Grades

Grading Scale

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

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

Grading Categories

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

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

Pass/Fail Courses

Middle school intervention courses in math and reading and dyslexia classes use a pass/fail grading system rather than traditional numerical or letter grades. This ensures that grading reflects progress in developing focus skills, which can sometimes be aligned to content from previous grade levels.

Semester Grades

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

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

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

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

High School Credit Courses in Middle School

Some middle school courses award high school credit, and these courses follow a specific set of rules. In Denton ISD, the middle school options for high school credit are:

MS Algebra I Honors
Principles of Applied Engineering
Principles of Arts, Audio/Video Technology and Communications
Principles of Business, Finance, & Marketing
Principles of Human Services
Principles of Information Technology
Spanish I
Spanish II (at Dual Language Campuses - Calhoun MS, Myers MS, Strickland MS)
Spanish III (at Dual Language Campuses - Calhoun MS, Myers MS, Strickland MS)
French I (at Calhoun MS)
ASL I (at Calhoun MS)

Semester Exams

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

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

Semester Averaging

The semester averaging option applies in middle school courses taken for high school credit. In these courses, a student who receives a grade of 60 or higher in a semester is eligible to earn credit for that semester if the final averaged grade of both semesters in the course is 70 or above. If the average for both semesters in the course is less than 70, the student is awarded credit for only the semester with the passing grade.

Award of credit through semester averaging affirms that the student has satisfactorily met all state and local requirements for the course and functions as credit earned toward state graduation requirements.

Transcripts and GPA

Once a student completes a course that earns high school credit, the course is required by state law to appear on the student's transcript. The award of HS credit upon the successful completion of the course is not optional. Students cannot re-take the course in high school for a higher grade. When credit is earned, credit for a course or the accompanying grade cannot be removed from the student's academic record.

Grade Point Average (GPA)

When you get to high school, you will begin building your grade point average (GPA), which is one way to demonstrate your academic performance for college admissions, scholarships, and other postsecondary opportunities. In Denton ISD, your high school GPA begins only when you enter 9th grade; even if you take high school credit courses in middle school, those courses do not count toward your high school GPA or class rank.

To keep your high school GPA competitive, you will still need to take four full years of mathematics and two years of a world language in high school. For example, if you take MS Algebra I Honors in middle school but only take three more years of math in high school, your GPA will be lower than students who take math all four years in high school.

Absence Failures

When a student earns a passing grade in a course taken for high school credit but does not meet the attendance requirement, credit may be denied. This is called an absence failure – the grade appears on the transcript, but no credit is awarded. Students may be able to recover the credit by completing a principal-approved plan that meets the instructional requirements of the course. Making up time (seat time) is not an approved option for Absence Credit Recovery. The Denton ISD Summer Credit Recovery program (summer school) is not available for Absence Credit Recovery. Students who have passed the class but had credit denied because of absences must complete their Absence Credit Recovery plan within seven days of the end of the semester or pursue an alternative process for credit recovery.

World Language Requirements

In Texas, all students are required to earn 2 high school credits in the same language for graduation. Earning high school credit for world languages prior to high school is optional; however, only students who leave middle school with at least one credit in Spanish are able to access the highest level of the program -- AP Spanish V, available at all high schools. After completion of a Level I credit in a world language in middle school, students would then complete their second credit in the same language in high school, or they could choose to switch to an additional language in high school (such as ASL, French, German, or Latin) and take 2 years of that language for graduation credits.

Grade Level 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]

Required Summer Learning

Students who do not pass their classes may be required to attend a summer learning program to ensure they are prepared for the next course in the sequence.

 Important Note: Successful completion of Math 8 is required for enrollment in Algebra I for all students in Texas. Students who do not pass the Math 8 course will be required to attend summer learning or will have to enroll in an additional math support course in 9th grade.

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:

- English Language Arts, grades 6-8
- Mathematics, grades 6–8
- Science, grade 8
- Social Studies, grade 8

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

Additional information on the state's testing program can be found on the TEA website:
https://tea.texas.gov/student-assessment/testing/staar/staar-resources

The Texas Assessment Agency sets the calendar for STAAR/EOC testing. Current and future testing calendars can be found on the TEA website:
https://tea.texas.gov/student-assessment/testing/student-assessment-overview/testing-calendars

Emergent Bilingual Program

Denton ISD provides programming designed to support emergent bilingual students in developing both their academic and language skills. Below are the recommended courses to help our emergent bilingual students succeed during their middle school years:

	Grade 6	Grade 7	Grade 8
English Language Arts (2 periods/day)	**English Language Arts 6 ESL or Newcomer**	**English Language Arts 7 ESL or Newcomer**	**English Language Arts 8 ESL or Newcomer**
Mathematics	**Mathematics 6 ESL or Newcomer***	**Mathematics 7 ESL or Newcomer**	**Mathematics 8 ESL or Newcomer**
Science	Science 6*	Science 7 or Science 7 Honors*	Science 8 or Science 8 Honors*
Social Studies	Contemporary World Societies 6	Texas History 7 or Texas History 7 Honors	US History 8 Or US History 8 Honors
Physical Education (4 semesters required)	Physical Education with Embedded Health	Physical Education	CTE Principles Course (College and Career Readiness Standards)
Fine Arts (1 year required)	Fine Arts Elective	Elective	Elective
Additional Electives	Elective	Elective	Elective

*At some campuses, students may be able to elect to take a Science ESL course.

Dual Language Program

Students at Calhoun MS, Myers MS, and Strickland MS can enroll in Dual Language courses where students learn a second language while simultaneously continuing to develop their first language. In middle school, students in the DL Program enroll in two courses – the Spanish language course, and the companion social studies (or science) dual language course. This program can be used as a continuation of the elementary DL program, or students can enter the program in MS for the first time.

This program serves both emergent bilingual students and students who are not in the EB program.

	Grade 6	Grade 7	Grade 8
English Language Arts (2 periods)	English Language Arts 6	English Language Arts 7 or ELA 7 Honors	English Language Arts 8 or ELA 8 Honors
Mathematics	Math 6 or Math 6 Honors	Math 7 or Math 7 Honors	Math 8 or MS Algebra I Honors
Science	Science 6	Science 7 or Science 7 Honors	Science 8 or Science 8 Honors
Social Studies	**Dual Language Contemporary World 6****	**Dual Language Texas History 7****	**Dual Language US History to 1877****
Physical Edu (4 semesters required)	Physical Education with Embedded Health	Physical Education	CTE Principles Course (College and Career Readiness Standards)
Fine Arts (1 year required)	Fine Arts Elective	Elective	Elective
Spanish Electives (required)	**DL Spanish I or II**	**DL Spanish I, II, or III**	**DL Spanish I, II, or III, or AP Discovering Languages and Culture**

**At some campuses, students may be able to elect to take a science or math dual language companion course, in place of the social studies dual language course.

Advanced Academics

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 referral of the student. Students can be referred by their teachers, parents, peers, or they may refer themselves. Following referral, the students are screened by an established district process. at the high school level will be accepted each semester according to the district calendar. Information may be found at http://www.dentonisd.org/expo. In middle school, EXPO students are served through the English Language Arts block in grades 6, 7, and 8.

To ensure continuous gifted services, students identified for EXPO who cannot be served during the English Language Arts block cay receive their support through their advanced math courses (coded as - MMA06X, MMA07X, MMA1JX). EXPO students not enrolled in either EXPO ELA or advanced math are furloughed or exited from the program.

Honors Courses

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 can access and complete college-level work in high school and improving the rates of college readiness for all students.

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.

Because Denton ISD is committed to the elimination of barriers that restrict access to advanced level courses, the district offers "open enrollment" so that all students who aspire to grow and be challenged in course content may enroll in advanced level courses without application or the required completion of advanced assignments. Math Honors courses are an exception to this "open enrollment" option, since Math Honors courses are part of an "acceleration" program (see more information below).

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

Compare the typical pathway to a sample accelerated pathway:

	Typical Pathway	One Year Accelerated Pathway
6th Grade	Math 6	Math 6 Honors
7th Grade	Math 7	Math 7 Honors
8th Grade	Math 8	MS Algebra I Honors
9th Grade	Algebra I or Algebra I Honors	Geometry or Geometry Honors
10th Grade	Geometry or Geometry Honors	Algebra II or Algebra II Honors
11th Grade	Algebra II or Algebra II Honors	Precalculus or AP Precalculus
12th Grade	Precalculus or AP Precalculus	AP Calculus AB or BC

Accelerated Mathematics

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

A full explanation of the accelerated middle school mathematics pathways is found on the Denton ISD Secondary Mathematics webpage (www.dentonisd.org/Page/244). This comprehensive document includes explanations of options for transitioning into the honors pathway, available further accelerated pathways, and criteria for honors placement. Parents: Please carefully review this document before selecting the accelerated mathematics program for your student.

Additional Notes:

- Successful completion of MS Algebra I Honors earns students 1.0 credits of high school Algebra I Honors credit, which counts toward graduation requirements. Once a student completes a course that earns high school credit, the course is required by state law to appear on the student's transcript. Students cannot re-take the course in high school for a higher grade. When credit is earned, credit for a course or the accompanying grade cannot be removed from the student's academic record.
- For students whose fall semester performance in this course suggests they may be unlikely to be successful in the spring semester of the course, the teacher, parents, and counselor will meet prior to the end of the fall semester to determine whether continued enrollment in the course is the most appropriate placement.
- Students enrolled in MS Algebra I Honors are required to meet the passing standard on Algebra I End of Course exam in order to graduate.
- HS math courses completed in MS for HS credit are NOT included in the high school GPA calculation. Students are expected to take four years of math while in high school beyond any high school math credits earned in middle school.
- Beginning in the 2024-2025 school year, as required by state law, students who perform in the top 40% on STAAR 5 Math will automatically be enrolled in Math 6 Honors. Parents or guardians may elect to opt out a student from automatic enrollment.

Accelerated Math Pathways

	6th Gr	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Standard Pathway	Math 6	Math 7	Math 8	Algebra I or Alg I Honors	Geometry or Geom Honors	Algebra II or Alg II Honors	Precalculus or AP Precalculus
1 Year Accelerated	Math 6 Honors	Math 7 Honors	Algebra I or Alg I Honors	Geometry or Geom Honors	Algebra II or Alg II Honors	Precalculus or AP Precalculus	AP Calculus
2 Years Accelerated	Math 7 Honors	Algebra I or Alg I Honors	Geometry or Geom Honors	Algebra II or Alg II Honors	Precalculus or AP Precalculus	AP Calculus	Any Advanced Math

Credit by Exam

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

Credit by Exam is available for these purposes:

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

Important Considerations

- Approval for the use of a CBE must be made by the campus or district in advance of test administration.
- In Denton ISD, the board approved CBEs are: Texas Tech, UT High School, Stamp AVANT, CLEP, and AP [19 TAC 74.24(a)(4)]. (Teacher-developed courses do not meet the criteria for credit recovery.)
- Per state guidelines, students may not attempt to earn credit by exam for the same high school subject more than two times.
- If a student fails to earn credit by examination for a course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.
- When a student earns credit by CBE, the school district is required to enter the exam score on the student's transcript. Once the student has earned credit for the course, the course cannot be re-taken. By law, transcript grades, once entered, cannot be changed unless they were recorded in error.
- In Denton ISD, grade points for CBE are calculated in GPA, unless the CBE is taken in middle school. No grades for high school credit taken prior to 9th grade could in high school GPA calculations, regardless of how they were earned. This includes credit by exam.
- A student may take an exam for a specific course only once during each CBE quarterly testing window: (Jan 1 – Mar 31; Apr 1 – Jun 30; Jul 1 – Sept 30; Oct 1 – Dec 31).

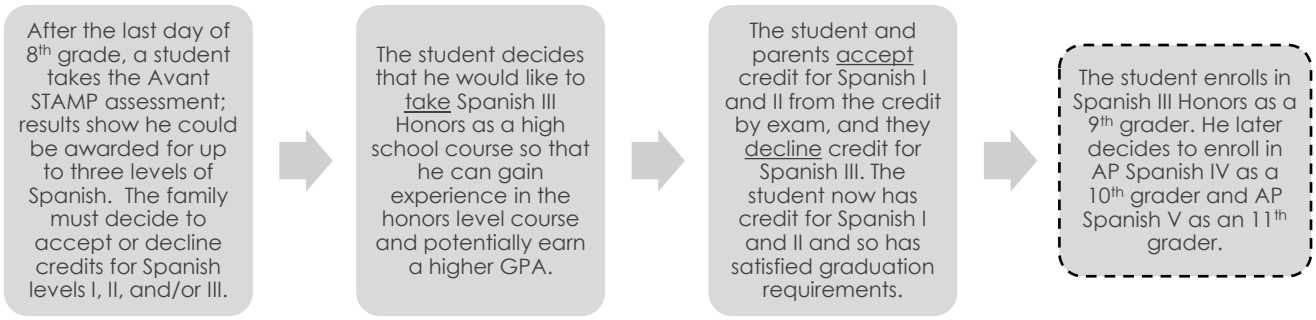
Spanish Credit by Exam for Native and Heritage Spanish Speakers

When a student demonstrates Level I or above Spanish proficiency (determined by home language survey and teacher identification) but has not been enrolled in the Dual Language program in middle school, the student can take a **credit by exam** (CBE) after 8th grade in order to access the accelerated language pathway in high school, which could lead to a higher GPA and college credit. All credit by exam guidelines apply.

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

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

  One Example:



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

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

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

Currently in Texas, over 30,000 Spanish-speaking students earn high school credit for Spanish through an early access program. Typically, 90% of the students in this program who enroll in AP Spanish IV in grades 8 or 9 earn a passing score (3 or higher) on the AP Spanish IV exam.

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

Spanish Course Proficiency Levels

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

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

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

Counseling Services

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

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

SchooLinks

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

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

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

Schedule Changes

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

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

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

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

Schedule changes will not be made:

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

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

Career and Technical Education

Career and Technical Education (CTE) courses are designed to prepare students in the technical and professional skills necessary to succeed in today's high-demand occupational environment. Career and Technical Education can help a student explore his/her potential and establish future career goals. Our mission is to provide a positive difference in the lives of our students by making connections through technology-rich, academically rigorous curriculum and real-world applications that empower our students to become contributing members of the global community. All Denton ISD middle schools offer multiple CTE courses for 7th and 8th grade students.

Fine Arts

In Texas, middle school students are required to take 2 semesters of Fine Arts classes. Denton ISD recommends that students take Fine Arts in their 6th grade year so that they have the option of continuing to take more advanced levels throughout their middle school experience, should they choose to. The Fine Arts courses in Denton ISD include music, theatre, visual arts, and dance (at some campuses). These courses are designed to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving.

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.

IB MYP Program at Calhoun MS

In Denton ISD, Calhoun Middle School is the authorized International Baccalaureate (IB) Middle Years Programme (MYP) campus. Students in the MYP programme are guided in making practical connections between their studies and the real world in this challenging and rewarding program. The MYP is a five-year program implemented in a partnership between Calhoun HS (grades 6-8) and Denton HS (grades 9-10). Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) at Denton HS.

Research shows that students participating in the MYP:

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

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

- Enroll in a three-year sequence of a single world language (Introduction to Spanish, Spanish 7, and Spanish 8; or Introduction to French, French 7, and French 8)
- Enroll in a performing art and a visual art 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

HAC – Home Access Center

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

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

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

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

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

Automatic College Admissions

School districts are required to notify parents of the Texas Automatic College Admissions program prior to their students enrolling in the 9th grade:

Students who graduate with a grade point average in the top of their high school graduating class may be eligible for certain privileges when applying to college. Please visit the Texas Education Agency cite where information on this program can be found:
https://tea.texas.gov/academics/graduation-information.

UIL "No Pass, No Play"

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

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

Texas Education Code §33.081 establishes that the "No-Pass, No-Play" rules of eligibility for students in UIL competitions or extracurricular activities do not apply to certain advanced level courses when those courses are identified in advance by the district. In Denton ISD, the following courses identified as advanced for this purpose are listed each year on the Secondary Curriculum website (www.dentonisd.org/secondarycurriculum).

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
MLAN64	English Language Arts 6 ESL Newcomer	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
MLAN74	English Language Arts 7 ESL Newcomer	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
MLAN84	English Language Arts 8 ESL Newcomer	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

MLA06R **English Language Arts 6** Grade level: 6 Prerequisites: None	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, poetry genre study, social issues literature, and research-based informational writing.
MLA064 **English Language Arts 6 ESL** Grade level: 6 Prerequisites: None	The ELA 6 ESL course is for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to English Language Arts 6, instruction in this course includes sufficient linguistic scaffolds 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.
MLAN64 **English Language Arts 6 Newcomers** Grade level: 6 Prerequisites: None	The ELA 6 Newcomers course is for emergent bilingual students in their first three years of US schools who are at the pre-production or beginning levels of English proficiency. This course addresses the expectations that apply to the English Learners Language Arts (ELLA) TEKS, and instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) 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.
MLA06X **English Language Arts 6 EXPO** Grade level: 6 Prerequisites: EXPO Program	ELA 6 EXPO is an advanced level version of ELA 6 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.
MLA07R **English Language Arts 7** Grade level: 7 Prerequisites: None	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 power of nonfiction, poetry and drama genre studies, the art of argument, historical fiction, and writing about reading.

MLA07H **English Language Arts 7 Honors** Grade level: 7 Prerequisites: None	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.
MLA074 **English Language Arts 7 ESL** Grade level: 7 Prerequisites: None	The ELA 7 ESL course is for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to English Language Arts 6, instruction in this course includes sufficient linguistic scaffolds 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.
MLAN74 **English Language Arts 7 Newcomers** Grade level: 7 Prerequisites: None	The ELA 7 Newcomers course is for emergent bilingual students in their first three years of US schools who are at the pre-production or beginning levels of English proficiency. This course addresses the expectations that apply to the English Learners Language Arts (ELLA) TEKS, and instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) 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.
MLA07X **English Language Arts 7 EXPO** Grade level: 7 Prerequisites: EXPO Program	ELA 7 EXPO is an advanced level version of ELA 7 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.
MLA08R **English Language Arts 8** Grade level: 8 Prerequisites: None	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.
MLA08H **English Language Arts 8 Honors** Grade level: 8 Prerequisites: None	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.
MLA084 **English Language Arts 8 ESL** Grade level: 8 Prerequisites: None	The ELA 8 ESL course is for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. In addition to addressing the expectations that apply to English Language Arts 6, instruction in this course includes sufficient linguistic scaffolds 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.
MLAN84 **English Language Arts 8 Newcomers** Grade level: 8 Prerequisites: None	The ELA 8 Newcomers course is for emergent bilingual students in their first three years of US schools who are at the pre-production or beginning levels of English proficiency. This course addresses the expectations that apply to the English Learners Language Arts (ELLA) TEKS, and instruction in this course includes sufficient linguistic scaffolds in accordance with the English Language Proficiency Standards (ELPS) 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.

MLA08X **English Language Arts 8 EXPO** Grade level: 8 Prerequisites: EXPO Program	ELA 8 EXPO is an advanced level version of ELA 8 for students who have been identified as Gifted and Talented and is designed to prepare students for entry into honors and Advanced Placement (AP) courses at the high school level while modifying the depth and complexity of reading and writing throughout the year. Students participate in the Texas Performance Standards Project that results in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom. The course focuses on choice of text and product to pursue student passion and research in the areas of reading, writing, listening and speaking.
MRI06R **Reading Intervention 6** (elective) Grade level: 6 Prerequisites: None	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.
MRI064 **Reading Intervention 6 ESL** Grade level: 6 Prerequisites: ESL Program	This elective course serves as a supplement/support for the ELA 6 and ELA 6 ESL courses and is designed for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. This course will provide EB students with focused, targeted, and systematic second language acquisition instruction grounded in the practice of reading to build the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to accelerate learning in English.
MRI07R **Reading Intervention 7** Grade level: 7 Prerequisites: None	This elective course serves as a supplement/support for the ELA 7 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.
MRI074 **Reading Intervention 7 ESL** Grade level: 7 Prerequisites: ESL Program	This elective course serves as a supplement/support for the ELA 7 and ELA 7 ESL courses and is designed for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. This course will provide EB students with focused, targeted, and systematic second language acquisition instruction grounded in the practice of reading to build the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to accelerate learning in English.
MRI08R **Reading Intervention 8** Grade level: 8 Prerequisites: None	This elective course serves as a supplement/support for the ELA 8 course and is designed for students who would benefit from additional opportunities to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Time in this course is provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for writing.
MRI084 **Reading Intervention 8 ESL** Grade level: 8 Prerequisites: ESL Program	This elective course serves as a supplement/support for the ELA 8 and ELA 8 ESL courses and is designed for emergent bilingual students who have acquired intermediate to high intermediate levels of English proficiency. This course will provide EB students with focused, targeted, and systematic second language acquisition instruction grounded in the practice of reading to build the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to accelerate learning in English.

SPECIAL EDUCATION ENGLISH LANGUAGE ARTS COURSE DESCRIPTIONS

MLA061 **English Language Arts 6 Resource**	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.
MLA06A **English Language Arts 6 AVLS**	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.
MLA063 **English Language Arts 6 DE**	The ELA 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 6; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 6 DE class is determined by the student's ARD Committee.
MLA06F **English Language Arts 6 FLS**	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.
MLA06P **English Language Arts 6 PABS**	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.
MLA071 **English Language Arts 7 Resource**	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.
MLA07A **English Language Arts 7 AVLS**	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.
MLA073 **English Language Arts 7 DE**	The ELA 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 7; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 7 DE class is determined by the student's ARD Committee.

MLA07F **English Language Arts 7 FLS**	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.
MLA07P **English Language Arts 7 PABS**	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.
MLA081 **English Language Arts 8 Resource**	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.
MLA08A **English Language Arts 8 AVLS**	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.
MLA083 **English Language Arts 8 DE**	The ELA 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to ELA 8; however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 8 DE class is determined by the student's ARD Committee.
MLA08F **English Language Arts 8 FLS**	The ELA 8 FLS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the ELA 8 FLS class is determined by the student's ARD Committee.
MLA08P **English Language Arts 8 PABS**	The ELA 8 PABS course is for students served by special education. This course addresses all the expectations that apply to English Language Arts 8 however, instruction is in the PABS classroom with accommodations and modifications to meet the unique and individual needs of the student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the ELA 8 PABS class is determined by the student's ARD Committee and is based on the student's behavioral needs being so significant that it is impeding their learning in the general ELA 8 classroom.

Mathematics Courses

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MMA06R	Math 6	6
MMA064	Math 6 ESL	6
MMAN64	Math 6 ESL Newcomer	6
MMA06H	Math 6 Honors	6
MMA06D	Math 6 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	6
MMA07R	Math 7	7
MMA074	Math 7 ESL	7
MMAN74	Math 7 ESL Newcomer	7
MMA07H	Math 7 Honors	7
MMA07D	Math 7 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	7
MMA08R	Math 8	8
MMA084	Math 8 ESL	8
MMAN84	Math 8 ESL Newcomer	8
MMA08D	Math 8 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	7
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

MMA06R **Math 6** Grade level: 6 Prerequisites: None	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.
MMA064 **Math 6 ESL** Grade level: 6 Prerequisites: ESL Program	The Math 6 ESL course is for emergent bilingual students who have been in U.S. schools for more than 3 years or have already acquired intermediate to advanced levels of English in one or more modalities. In addition to addressing all of the expectations that apply to Math 6, this course focuses on providing emergent bilingual students with sufficient linguistic supports in accordance with the English Language Proficiency Standards (ELPS) to ensure the development of academic language through conceptual and linguistic transfer across languages.
MMAN64 **Math 6 Newcomers** Grade level: 6 Prerequisites: ESL Program	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.
MMA06H **Math 6 Honors** Grade level: 6 Prerequisites: None	Math 6 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 6 Honors includes all Math 6 TEKS plus ½ of Math 7 TEKS. ***Per Texas Education Code, students scoring in the top 40th percentile on the Math 5 STAAR are automatically admitted to Math 6 Honors; parents may opt the student out, should they wish. Students who do not meet this benchmark may self-enroll in Math 6 Honors if they believe they have the prerequisite skills and are prepared for an accelerated pace.***

MMA06D **Math 6 Dual Language** Grade level: 6 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.
MMA07R **Math 7** Grade level: 7 Prerequisites: None	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.
MMA074 **Math 7 ESL** Grade level: 7 Prerequisites: Program	The Math 7 ESL course is for emergent bilingual students who have been in U.S. schools for more than 3 years or have already acquired intermediate to advanced levels of English in one or more modalities. In addition to addressing all of the expectations that apply to Math 7, this course focuses on providing emergent bilingual students with sufficient linguistic supports in accordance with the English Language Proficiency Standards (ELPS) to ensure the development of academic language through conceptual and linguistic transfer across languages.
MMAN74 **Math 7 Newcomers** Grade level: 7 Prerequisites: Program	The Math 7 ESL Newcomers 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.
MMA07H **Math 7 Honors** Grade level: 7 Prerequisites: Math 6 Honors	Math 7 Honors is an acceleration and enrichment course designed for students who wish to access the MS Algebra 1 Honors course as 8th graders. Course content in Math 7 Honors includes ½ of the Math 7 TEKS (those not taught in Math 6 Honors) plus all Math 8 TEKS. ***Students who did not successfully complete Math 6 Honors but wish to enroll in Math 7 Honors must demonstrate proficiency in the Math 6 Honors curriculum through a credit by exam, which includes all Math 6 TEKS and half of the Math 7 TEKS.***
MMA07D **Math 7 Dual Language** Grade level: 7 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.
MMA08R **Math 8** Grade level: 8 Prerequisites: None	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.
MMA084 **Math 8 ESL** Grade level: 8 Prerequisites: ESL Program	The Math 8 ESL course is for emergent bilingual students who have been in U.S. schools for more than 3 years or have already acquired intermediate to advanced levels of English in one or more modalities. In addition to addressing all of the expectations that apply to Math 8, this course focuses on providing emergent bilingual students with sufficient linguistic supports in accordance with the English Language Proficiency Standards (ELPS) to ensure the development of academic language through conceptual and linguistic transfer across languages.

MMAN84 **Math 8 Newcomers** Grade level: 8 Prerequisites: ESL Program	The Math 8 ESL Newcomers 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.
MMA08D **Math 8 Dual Language** Grade level: 8 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.
MMAA1JH **MS Algebra I Honors** Grade level: 8 Prerequisites: Math 8 or Math 7 Honors	MS Algebra I Honors is an advanced course designed for students who would like to pursue an accelerated pathway in high school (including eventual access to AP-level Calculus). In this advanced level course, emphasis is placed upon real numbers and their operations, the language of algebra, and quadratic functions. Applications of algebraic concepts to problem solving are also stressed. Students learn to solve and graph linear equations and inequalities, translate among and use algebraic, tabular, and graphical methods to represent linear and quadratic functions, and to solve systems of equations. Students will investigate, describe, and predict the effects of changes on the graphs of linear and quadratic functions and relate direct variation to linear functions and solve problems involving proportional change. ***Students will receive 1.0 high school credit upon successful completion of this class.*** ***Students who did not successfully complete Math 7 Honors but wish to enroll in MS Algebra I Honors must demonstrate proficiency in the Math 8 curriculum through a credit by exam.***
MMI06R **Math Intervention 6** (elective) Grade level: 6 Prerequisites: None	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. (This class is graded on a pass/fail basis.)
MMI064 **Math Intervention 6 ESL** (elective) Grade level: 6 Prerequisites: None	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. (This class is graded on a pass/fail basis.)
MMI07R **Math Intervention 7** (elective) Grade level: 7 Prerequisites: None	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. (This class is graded on a pass/fail basis.)
MMI074 **Math Intervention 7 ESL** (elective) Grade level: 7 Prerequisites: None	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. (This class is graded on a pass/fail basis.)

MMI08R **Math Intervention 8** (elective) Grade level: 8 Prerequisites: None	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. (This class is graded on a pass/fail basis.)
MMI084 **Math Intervention 8 ESL** (elective) Grade level: 8 Prerequisites: None	This course serves as a supplement/support for the Math 8 ESL course and is designed for students whose first language is not English. In this course, the students' native language serves as a foundation for English language acquisition and language learning. (This class is graded on a pass/fail basis.)

SPECIAL EDUCATION MATHEMATICS COURSE DESCRIPTIONS

MMA06A **Math 6 Resource**	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.
MMA06A **Math 6 AVLS**	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.
MMA063 **Math 6 DE**	The Math 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 6 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 6 DE class is determined by the student's ARD Committee.
MMA06F **Math 6 FLS**	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.
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 be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 7 DE class is determined by the student's ARD Committee.
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**	The Math 8 AVLS course is for students served by special education. This course addresses all the expectations that apply to Math 8 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Math 8 AVLS class is determined by the student's ARD Committee.
MMA083 **Math 8 DE**	The Math 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Math 8 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Math 8 DE class is determined by the student's ARD Committee.

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

Science Courses

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MSC06R	Science 6	6
MSC064	Science 6 ESL	6
MSC06D	Science 6 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	6
MSC07R	Science 7	7
MSC074	Science 7 ESL	7
MSC07H	Science 7 Honors	7
MSC07D	Science 7 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	7
MSC08R	Science 8	8
MSC084	Science 8 ESL	8
MSC08H	Science 8 Honors	8
MSC08D	Science 8 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	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

MSC06R **Science 6** Grade level: 6 Prerequisites: None	Science 6 engages students in scientific inquiry and scientific and engineering practices as they explore matter, energy, Earth systems, and living organisms. Students conduct laboratory and field investigations to study the properties of solids, liquids, and gases, classify elements on the Periodic Table, and investigate mixtures, density, and chemical changes. They examine Newton's Third Law, different ways energy manifests or is stored, and wave behavior, while also exploring the Sun–Earth–Moon system, Earth's spheres, and resource management in the use of Earth's resources. In life science, students learn about cells, levels of organization in ecosystems, variation within organisms, and the interactions of living and non-living factors.
MSC064 **Science 6 ESL** Grade level: 6 Prerequisites: ESL Program	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.
MSC06D **Science 6 Dual Language** Grade level: 6 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.
MSC07R **Science 7** Grade level: 7 Prerequisites: None	Science 7 challenges students to investigate the natural world through scientific inquiry and scientific and engineering practices. Students compare elements and compounds, explore chemical reactions and solutions, and apply Newton's First Law to the study of motion and forces. They examine thermal energy transfer, Earth's changing surface and hydrosphere, and the organization of the solar system. In life science, students study cells, human body systems, heredity, natural and artificial selection, and the role of biodiversity in sustaining ecosystems. Throughout the course, students learn how evidence supports scientific explanations and how science connects to everyday life.
MSC074 **Science 7 ESL** Grade level: 7 Prerequisites: ESL Program	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.
MSC07H **Science 7 Honors** Grade level: 7 Prerequisites: None	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.
MSC07D **Science 7 Dual Language** Grade level: 7 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.

MSC08R **Science 8** Grade level: 8 Prerequisites: None	Science 8 builds on concepts from Science 6 and 7, completing the middle school science sequence. Students investigate the natural world through scientific inquiry and scientific and engineering practices. Students connect prior learning about elements, compounds, and mixtures as they investigate the properties of water, acids, bases, and conservation of mass. They apply Newton's Second Law and explore how all three laws of motion interact, while also studying wave characteristics and applications. Earth and space topics include stars, galaxies, theories of the universe's origin, and how solar, weather, and ocean systems shape climate. In life science, students examine cell organelles, genetics, and how species adapt to environmental changes, including those caused by human activities.
MSC084 **Science 8 ESL** Grade level: 8 Prerequisites: ESL Program	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.
MSC08H **Science 8 Honors** Grade level: 8 Prerequisites: None	Science 8 Honors is the advanced level version of the Science 8 course (above). It is designed to provide students with content and learning experiences that reach greater depths of complexity than the Science 8 course. Learning experiences are made challenging through an emphasis on critical thinking skills, productive thinking, and complexity of learning experiences.
MSC08D **Science 8 Dual Language** Grade level: 8 Prerequisites: None	In the dual language course, students participate in a rigorous academic program that accelerates their learning by developing high linguistic proficiency in two languages. This course focuses on academic Spanish language development and addresses all grade course content TEKS through Spanish language instruction and metalinguistic transfer opportunities.

SPECIAL EDUCATION SCIENCE COURSE DESCRIPTIONS

MSC06A **Science 6 AVLS**	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.
MSC063 **Science 6 DE**	The Science 6 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 6 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 6 DE class is determined by the student's ARD Committee.
MSC06F **Science 6 FLS**	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.
MSC06P **Science 6 PABS**	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.

MSC061 **Science 6 Resource**	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.
MSC07A **Science 7 AVLS**	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.
MSC073 **Science 7 DE**	The Science 7 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 7 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 7 DE class is determined by the student's ARD Committee.
MSC07F **Science 7 FLS**	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.
MSC07P **Science 7 PABS**	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.
MSC071 **Science 7 Resource**	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.
MSC08A **Science 8 AVLS**	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.
MSC083 **Science 8 DE**	The Science 8 DE course is for students served by special education and the RDSPD program. This course addresses all the expectations that apply to Science 8 however, instruction in this course may involve accommodations or be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Science 8 DE class is determined by the student's ARD Committee.

MSC08F **Science 8 FLS**	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.
MSC08P **Science 8 PABS**	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.
MSC081 **Science 8 Resource**	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.

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 (Calhoun MS, Myers MS, Strickland MS only)	6
MSS07R	Texas History 7	6
MSS07H	Texas History 7 Honors	7
MSS074	Texas History 7 ESL	7
MSS07D	Texas History 7 Dual Language (Calhoun MS, Myers MS, Strickland MS only)	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 (Calhoun MS, Myers MS, Strickland MS only)	8

SPECIAL EDUCATION SOCIAL STUDIES COURSES

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

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

SOCIAL STUDIES COURSE DESCRIPTIONS

MSS06R **Contemporary World Societies 6** Grade level: 6 Prerequisites: None	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.
MSS064 **Contemporary World Societies 6 ESL** Grade level: 6 Prerequisites: ESL Program	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.
MSS06D **Contemporary World Societies 6 Dual Language** Grade level: 6 Prerequisites: DL Program	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.
MSS07R **Texas History 7** Grade level: 7 Prerequisites: None	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.
MSS07H **Texas History 7 Honors** Prerequisites: None	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.
MSS074 **Texas History 7 ESL** Grade level: 7 Prerequisites: DL Program	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.
MSS07D **Texas History 7 Dual Language** Grade level: 7 Prerequisites: DL Program	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.

MSS08R **US History to 1877 8** Prerequisites: None	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.
MSS08H **US History to 1877 8 Honors** Prerequisites: None	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.
MSS084 **US History to 1877 8 ESL** Prerequisites: ESL Program	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.
MSS08D **US History to 1877 Dual Language** Grade level: 8 Prerequisites: DL Program	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.

SPECIAL EDUCATION SOCIAL STUDIES COURSE DESCRIPTIONS

MSS06A **Contemporary World Societies 6 AVLS**	The Contemporary World Societies 6 AVLS course is for students served by special education. This course addresses all the expectations that apply to Contemporary World Societies 6 however, instruction in this course is modified with alternate achievement standards to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Goals and objectives may address pre-requisite skills based on the student's academic abilities. Placement in the Contemporary World Societies 6 AVLS class is determined by the student's ARD Committee.
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 be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Contemporary World Societies 6 DE class is determined by the student's ARD Committee.
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 be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the Texas History 7 DE class is determined by the student's ARD Committee.
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 be modified to meet the unique and individual needs of each student in accordance with the goals and objectives developed in the Individual Education Plan (IEP). Placement in the US History to 1877 8 DE class is determined by the student's ARD Committee.
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 Courses

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MWS01J	Spanish I*	8
MWS1DJ	Dual Language Spanish I*	6-8
MWS2DJ	Dual Language Spanish II*	6-8
MWS3DJ	Dual Language Spanish III*	7-8
MWDLCJ	Discovering Languages and Cultures 8*	8
Calhoun MS Only Courses / IB MYP Programme		
MWA06R	ASL 6 (Calhoun MS only)	6-8
MWA07R	ASL 7 (Calhoun MS only)	7-8
MWA08R	ASL 8 (Calhoun MS only)	8
MWF06R	Introduction to French (Calhoun MS only)	6-8
MWF07R	French 7 (Calhoun MS only)	7-8
MWF08J	French 8 (Calhoun MS only)	8
MWS06R	Introduction to Spanish (Calhoun MS only)	6-8
MWS07R	Spanish 7 (Calhoun MS only)	7-8
MWS08J	Spanish 8 (Calhoun MS only)	8

*Before enrolling in a course that awards students high school credit, carefully review the "High School Credits via World Languages" information found on page 18 of this course planning guide.

WORLD LANGUAGE COURSE DESCRIPTIONS

MWS01J **Spanish I** Grade level: 8 Prerequisites: None	In Spanish I, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Communication is the overarching goal of world language instruction. Students are provided with ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational. ***Successful completion of this course earns students high school world language credit for Spanish I.***
MWS1DJ **Dual Language Spanish I** Grade level: 6-8 Prerequisites: previous participation in DL, or 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. ***Successful completion of this course earns students high school world language credit for Spanish I.***

MWS2DJ **Dual Language Spanish II** Grade level: 6-8 Prerequisites: Spanish I; previous participation in DL, or 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. ***Successful completion of this course earns students HS world credit for Spanish II.***
MWS3DJ **Dual Language Spanish III** Grade level: 7-8 Prerequisites: Spanish II; previous participation in DL, or Spanish speaker	In this course, dual language students learn by developing high linguistic proficiency in two languages. This course must be taken with a dual language content course 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. ***Successful completion of this course earns students HS world credit for Spanish III.***
MWDLCJ **Discovering Languages and Cultures 8** Grade level: 8 Prerequisites: Spanish I and II (Spanish III recommended) HS Credits: 1.0 Elective	In this course, students develop effective language study skills by engaging in different types of language learning activities. Students will compare and contrast aspects of other languages, apply basic communication skills in the target language, and demonstrate an understanding of cultures. This course prepares students for success in high school advanced language courses, including AP Spanish IV and AP Spanish V. ***Successful completion of this course earns students 1.0 HS elective credits.***
Calhoun MS Only Courses / IB MYP Programme	
MWA06R **Introduction to ASL** Grade level: 6-8 Prerequisites: None	The Introduction to the ASL course serves as an introduction to the study of American Sign Language. (currently offered at Calhoun MS as part of the IB program)
MWA07R **ASL 7** Grade level: 7-8 Prerequisites: None	The ASL 7 course teaches the first half of the ASL I course. ***Students are awarded a full credit of ASL I after the successful completion of ASL 7 + ASL 8.***
MWA08R **ASL 8** Grade level: 8 Prerequisites: ASL 7	The ASL 8 course teaches the second half of the ASL I course. ***Students are awarded a full credit of ASL I after the successful completion of ASL 7 + ASL 8.***
MWF06R **Introduction to French*** Grade level: 6-8 Prerequisites: None	The Introduction to the French course serves as an introduction to the study of the French language. (currently offered at Calhoun MS as part of the IB program)
MWF07R **French 7** Grade level: 7-8 Prerequisites: None	The French 7 course teaches the first half of the French I course. ***Students are awarded a full credit of French I after the successful completion of French 7 + French 8.***

MWF08J **French 8** Grade level: 8 Prerequisites: French 7	The French 8 course teaches the second half of the French I course. 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. ***Students are awarded a full credit of French I after the successful completion French 7 + French 8.***
MWS06R **Introduction to Spanish** Grade level: 6-8 Prerequisites: None	This course serves as an introduction to the study of the Spanish language. (currently offered at Calhoun MS as part of the IB program)
MWS07R **Spanish 7** Grade level: 7-8 Prerequisites: None	The Spanish 7 course teaches the first half of the Spanish I course. ***Students are awarded a full credit of Spanish I after the successful completion of Spanish 7 + Spanish 8.***
MWS08J **Spanish 8** Grade level: 8 Prerequisites: Spanish 7 HS Credit: 1.0	The Spanish 8 course teaches the second half of the Spanish I course. 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. ***Students are awarded a full credit of Spanish I after the successful completion Spanish 7 + Spanish 8.***

Physical Education, Athletics, and Health

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MPE06R	PE 6	6
MPE07R	PE 7	7
MPE08R	PE 8	8
MPESSR	PE 6 Sports and Skills	6
MPE07B	Boys Athletics 7	7
MPE08B	Boys Athletics 8	8
MPE07G	Girls Athletics 7	7
MPE08G	Girls Athletics 8	8
MPET7R	Tennis 7	7
MPET8R	Tennis 8	8
MHE06R	MS Health (one semester)	6-8
MPP06R	PE 6: Partner PE	6
	PE 6: Partner PE Mentors	
MPP07R	PE 7: Partner PE	7
	PE 7: Partner PE Mentors	
MPP08R	PE 8: Partner PE	8
	PE 8: Partner PE Mentors	
MP07O	Off-Campus PE 7	7
MP08O	Off-Campus PE 8	8

PE, ATHLETICS, AND HEALTH COURSE DESCRIPTIONS

MPE06R **PE 6** Grade level: 6 Prerequisites: None	Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. In grades 6-8 physical education, students apply sport concepts; recognize key elements for success; develop plans for health-related fitness, skill-related fitness, and skill improvement; apply knowledge of safety practices and self-management; and understand in greater detail the function of the body. Students learn to use technology to assist in measuring and monitoring personal performance. An emphasis is placed on opportunities for participation, activity choices, enjoyment, and challenge, both in and out of school.
MPE07R **PE 7** Grade level: 7 Prerequisites: None	
MPE08R **PE 8** Grade level: 8 Prerequisites: None	
MPE06R **PE 6: Partner PE** **PE 6: Partner PE Mentors** Grade level: 6 Prerequisites: None	Partner P.E. provides students with disabilities currently served in Life Skills classes (FLS, AVLS) to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner PE students and Partner PE Mentors are scheduled together in the PE 6, PE 7, and PE 8 courses during the same period of the day. Partner P.E. meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters (or 225 minutes every two weeks).
MPE07R **PE 7: Partner PE** **PE 7: Partner PE Mentors** Grade level: 7 Prerequisites: None	
MPE08R **PE 8: Partner PE** **PE 8: Partner PE Mentors** Grade level: 8 Prerequisites: None	
MPESSR **PE 6 Sports and Skills** Grade level: 6 Prerequisites: None	This is an open-enrollment PE course (available to all interested students), where instruction is focused on the types of skills, knowledge, physical activities, and physical fitness that will support students interested in participating in athletics course in 7th or 8th grade and beyond. This course is designed for both (a) students who have had previous experiences in team sports and (b) students who have not had previous participation in team sports experiences but wish to learn more about them. While participation in this course will support future engagement in MS and HS athletics, it is not required; additionally, participation in this course does not guarantee enrollment in athletics. Participation in this course counts toward the four required semesters of PE in middle school.
MHE06R **MS Health** Grade level: 6-8 Prerequisites: None	The goal of health education in MS is to provide instruction that allows students to develop and sustain health-promoting behaviors throughout their lives. Students will gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills are presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards help students reinforce, foster, and apply positive character traits. This course is only used in situations where the required Health curriculum is not otherwise embedded in the four semesters of PE.

MPE07B **Boys Athletics 7** Grade level: 7 Prerequisites: Try-outs	Athletics is available for students who wish to participate in competitive volleyball, football, basketball, and/or track/cross country. Athletics is a year-long commitment and may require students to try-out for two or more sports. Athletes must maintain state required academic eligibility at all times in order to participate. Athletics meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters (or 225 minutes every two weeks).
MPE08B **Boys Athletics 8** Grade level: 8 Prerequisites: Try-outs	
MPE07G **Girls Athletics 7** Grade level: 7 Prerequisites: Try-outs	Athletics is available for students who wish to participate in competitive volleyball, football, basketball, and/or track/cross country. Athletics is a year-long commitment and may require students to try-out for two or more sports. Athletes must maintain state required academic eligibility at all times in order to participate. Athletics meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters (or 225 minutes every two weeks).
MPE08G **Girls Athletics 8** Grade level: 8 Prerequisites: Try-outs	
MWSS8R **Tennis** Grade level: 7-8 Prerequisites: None	Tennis is available for students who wish to participate competitively and grow their tennis skills. Athletes must maintain state required academic eligibility at all times in order to participate. This course meets the PE requirement for middle school students; students participate in moderate or vigorous daily physical activity for at least 30 minutes (or 225 minutes every two weeks).
MP07O **Off-Campus P.E.** Grade level: 7 Prerequisites: See application	The Off-Campus Physical Education (OCPE) program is designed to accommodate students who are making a serious effort to develop higher-level skills in a specific activity that exceed what the school district can offer through the general physical education program. The program is a partnership with off-campus agencies that provide activities such as equestrian, gymnastics, hockey, ice skating, martial arts, and swimming. Students may participate in one of two categories, depending on the number of hours per week of supervised training they engage in. OCP meets the PE requirements for middle school students. For more information about this program, visit: https://www.dentonisd.org/domain/13586.
MP08O **Off-Campus P.E.** Grade level: 8 Prerequisites: See application	

Career and Technical Education

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MC204J	Principles of Arts, A/V Tech, and Comm	7-8
MC130J	Principles of Information Technology	7-8
MC304R	Principles of Business, Finance, & Marketing	7-8
MC604J	Principles of Applied Engineering	7-8
MC120J	Principles of Human Services	7-8

Note: Not all courses are available at all campuses

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

MC204J **Principles of Arts, A/V Tech, and Comm** Grade level: 7-8 Prerequisite: None HS Credits: 1.0	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.***
MC130J **Principles of Information Technology** Grade level: 7-8 Prerequisite: None HS Credits: 1.0	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.***
MC304R **Principles of Business, Finance, & Marketing** Grade level: 7-8 Prerequisite: None HS Credits: 1.0	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.***
MC604J **Principles of Applied Engineering** Grade level: 7-8 Prerequisite: None HS Credits: 1.0	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 earn 1.0 high school credit upon successful completion of the class.***
MC120J **Principles of Human Services** Grade level: 7-8 Prerequisite: None HS Credits: 1.0	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.***

Fine Arts Courses

Texas Essential Knowledge and Skills (TEKS) – HERE

Local Course ID	Course	Grade Level
MFAR11	Art 1	6-8
MFPA11	Art 1: Partner Art	
	Art 1: Partner Art Mentors	
MFAR22	Art 2	7-8
MFPA22	Art 2: Partner Art	
	Art 2: Partner Art Mentors	
MFAR33	Art 3	8
MFPA33	Art 3: Partner Art	
	Art 3: Partner Art Mentors	
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
MFPC1MX	Choir 1: Partner Music	
	Choir 1: Partner Music Mentor	
MFC1TB	Choir 1 Tenor-Bass	6-8

MFC1TR	Choir 1 Treble	6-8
MFC2MX	Choir 2 Mixed	7-8
MFPC2MX	Choir 2: Partner Music	
	Choir 2: Partner Music Mentor	
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
MFPC3MX	Choir 3: Partner Music	
	Choir 3: Partner Music Mentor	
MFC3NT	Choir 3 Non-Varsity Treble	8
MFC3SH	Choir 3 Show	8
MFC3TB	Choir 3 Tenor-Bass	8
MFC3VT	Choir 3 Varsity Treble	8
MFDA11	Dance 1	6-8
MFDA2R	Dance 2	7-8
MFDA3R	Dance 3	8
MFO2MA	Instrumental Ensemble 2 Mariachi	7-8
MFO3MA	Instrumental Ensemble 3 Mariachi	8
MFB2JE	Jazz Ensemble 2	7-8
MFB3JE	Jazz Ensemble 3	8
MFO1CB	Orchestra 1 Cello/Bass	6-8
MFO1NV	Orchestra 1 Non-Varsity	6-8
MFO1VA	Orchestra 1 Varsity	6-8
MFO1VL	Orchestra 1 Violin/Viola	6-8
MFO2NV	Orchestra 2 Non-Varsity	7-8
MFO2VA	Orchestra 2 Varsity	7-8
MFO3NV	Orchestra 3 Non-Varsity	8
MFO3VA	Orchestra 3 Varsity	8
MFTA11	Theatre Arts 1	6-8
MFPT11	Theatre Arts 1: Partner Theatre	

	Theatre Arts 1: Partner Theatre Mentors	
MFTA22	Theatre Arts 2	7-8
MFPT22	Theatre Arts 2: Partner Theatre	
	Theatre Arts 2: Partner Theatre Mentors	
MFTA33	Theatre Arts 3	8
MFPT33	Theatre Arts 3: Partner Theatre	
	Theatre Arts 3: Partner Theatre Mentors	

FINE ARTS COURSE DESCRIPTIONS

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

MFAR11 **Art 1** Grade level: 6 Prerequisite: None	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.
MFPA11 **Art 1: Partner Art** **Art 1: Partner Art Mentors** Grade level: 6-8 Prerequisite: None	Partner Art provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Art students and Partner Art Mentors are scheduled together in the Art 1, Art 2, and Art 3 courses during the same period of the day.
MFAR22 **Art 2** Grade level: 7 Prerequisite: Art 1	Art 2 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.
MFPA22 **Art 2: Partner Art** **Art 2: Partner Art Mentors** Grade level: 7-8 Prerequisite: Art 1	Partner Art provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Art students and Partner Art Mentors are scheduled together in the Art 1, Art 2, and Art 3 courses during the same period of the day.
MFAR33 **Art 3** Grade level: 8 Prerequisite: Art 2	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.

MFPA33 **Art 3: Partner Art** **Art 3: Partner Art Mentors** Grade level: 8 Prerequisite: Art 2	Partner Art provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Art students and Partner Art Mentors are scheduled together in the Art 1, Art 2, and Art 3 courses during the same period of the day.
Band 1 Grade level: 6-7 Prerequisite: Audition 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	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.
MFB2NV **Band 2 Non-Varsity** Grade level: 7-8 Prerequisite: Audition	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.
MFB2SV **Band 2 Sub Non-Varsity** Grade level: 7-8 Prerequisite: Audition	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.
MFB2VA **Band 2 Varsity** Grade level: 7-8 Prerequisite: Audition	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.
MFB3NV **Band 3 Non-Varsity** Grade level: 8 Prerequisite: Audition	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.
MFB3SV **Band 3 Sub Non-Varsity** Grade level: 8 Prerequisite: Audition	Band 3 (Sub Non-Varsity) is a full year course for students who completed Band 1 and 2. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.
MFB3VA **Band 3 Varsity** Grade level: 8 Prerequisite: Audition	Band 3 (Varsity) is a full year course for students who have completed Band 1 and 2 and are most technically proficient on their instruments. A challenging repertoire will be developed throughout the year. Through band as a performance ensemble, this course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts. In the second semester, students will perform in the University Interscholastic League Concert and Sight-Reading Assessment.

MFC1MX **Choir 1 Mixed** Grade level: 6-8 Prerequisite: Audition	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.
MFPC1MX **Choir 1: Partner Choir** **Choir 1: Partner Choir Mentor** Grade level: 6-8 Prerequisite: Audition	Partner Music provides opportunities for students with disabilities currently served in Life Skills classes (FLS, AVLS) to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Music students and Partner Music Mentors are scheduled together in Choir 1, Choir 2, and Choir 3 courses during the same period of the day.
MFC1TB **Choir 1 Tenor-Bass** Grade level: 6-8 Prerequisite: Audition	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.
MFC1TR **Choir 1 Treble** Grade level: 6-8 Prerequisite: Audition	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.
MFC2MX **Choir 2 Mixed** Grade level: 7-8 Prerequisite: Audition	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.
MFPC2MX **Choir 2: Partner Choir** **Choir 2: Partner Choir Mentor** Grade level: 6-8 Prerequisite: Audition	Partner Music provides opportunities for students with disabilities currently served in Life Skills classes (FLS, AVLS) to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Music students and Partner Music Mentors are scheduled together in Choir 1, Choir 2, and Choir 3 courses during the same period of the day.
MFC2NT **Choir 2 Non-Varsity Treble** Grade level: 7-8 Prerequisite: Audition	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.
MFC2TB **Choir 2 Tenor-Bass** Grade level: 7-8 Prerequisite: Audition	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.
MFC2VT **Choir 2 Varsity Treble** Grade level: 7-8 Prerequisite: Audition	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.

MFC3MX **Choir 3 Mixed** Grade level: 8 Prerequisite: Audition	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.
MFPC3MX **Choir 3: Partner Choir** **Choir 3: Partner Choir Mentor** Grade level: 6-8 Prerequisite: Audition	Partner Music provides opportunities for students with disabilities currently served in Life Skills classes (FLS, AVLS) to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Music students and Partner Music Mentors are scheduled together in Choir 1, Choir 2, and Choir 3 courses during the same period of the day.
MFC3NT **Choir 3 Non-Varsity Treble** Grade level: 8 Prerequisite: Audition	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.
MFC3TB **Choir 3 Tenor-Bass** Grade level: 8 Prerequisite: Audition	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.
MFC3VT **Choir 3 Varsity Treble** Grade level: 8 Prerequisite: Audition	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.
MFDA11 **Dance 1** Grade level: 6-8 Prerequisite: None	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.
MFDA2R **Dance 2** Grade level: 7-8 Prerequisite: Dance 1; enrollment in fall semester is prerequisite for enrollment in spring semester	These courses extend the learner's knowledge of the history of dance and technique methods for jazz, tap, ballet, modern, world dance, drill team, musical theatre, and color guard. Students will recognize choreographed movement as a vehicle for understanding historical and cultural relevance, increasing an awareness of their heritage and traditions and those of others, and enabling them to participate in a diverse society. Evaluating, participating in and analyzing choreographed work will allow students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes. Students are required to participate in performances and rehearsals throughout the year.
MFDA3R **Dance 3** Grade level: 8 Prerequisite: Dance 2; enrollment in fall semester is prerequisite for enrollment in spring semester	

MFO2MA **Instrumental Ensemble 2 Mariachi** Grade level: 7-8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.	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.
MFO3MA **Instrumental Ensemble 3 Mariachi** Grade level: 8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.	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.
MFB2JE **Jazz Ensemble 2** Grade level: 7-8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles (unless auditioning on guitar, bass guitar, or piano)	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.
MFB3JE **Jazz Ensemble 3** Grade level: 8 Prerequisite: Audition; current enrollment in performing band, choir, or orchestra ensembles.	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.
MFO1NV **Orchestra 1 Non-Varsity** Grade level: 6 Prerequisite: Audition	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.
MFO1VA **Orchestra 1 Varsity** Grade level: 6 Prerequisite: Audition	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.
MFO1CB **Orchestra 1 Cello/Bass** Grade level: 6 Prerequisite: Audition	Orchestra 1 Cello/Bass is a full year course for students who are beginning to learn how to play violin or viola. This course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.

MFO1VL **Orchestra 1 Violin/Viola** Grade level: 6 Prerequisite: Audition	Orchestra 1 Violin/Viola is a full year course for students who are beginning to learn how to play violin or viola. This course develops music performance skills, music literacy, critical evaluation and response to music, creative expression, and teaches historical and cultural relevance of music. All students will be required to perform in public concerts.
MFO2NV **Orchestra 2 Non-Varsity** Grade level: 7 Prerequisite: Audition	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.
MFO2VA **Orchestra 2 Varsity** Grade level: 7 Prerequisite: Audition	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.
MFO3NV **Orchestra 3 Non-Varsity** Grade level: 8 Prerequisite: Audition	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.
MFO3VA **Orchestra 3 Varsity** Grade level: 8 Prerequisite: Audition	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.
MFTA11 **Theatre Arts 1** Grade level: 6-8 Prerequisite: None	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.
MFPT11 **Theatre 1: Partner Theatre** **Theatre 1: Partner Theatre Mentors** Grade level: 6-8 Prerequisite: None	Partner Theatre provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Theatre students and Partner Theatre Mentors are scheduled together in the Theatre 1, Theatre 2, and Theatre 3 courses during the same period of the day.

MFTA22 **Theatre Arts 2** Grade level: 7-8 Prerequisite: Theatre Arts 1	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.
MFPT22 **Theatre 2: Partner Theatre** **Theatre 2: Partner Theatre Mentors** Grade level: 7-8 Prerequisite: None	Partner Theatre provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Theatre students and Partner Theatre Mentors are scheduled together in the Theatre 1, Theatre 2, and Theatre 3 courses during the same period of the day.
MFTA33 **Theatre Arts 3** Grade level: 8 Prerequisite: Theatre Arts 2	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.
MFPT33 **Theatre 3: Partner Theatre** **Theatre 3: Partner Theatre Mentors** Grade level: 8 Prerequisite: None	Partner Theatre provides students with disabilities currently served in Life Skills classes (FLS, AVLS) the opportunity to learn alongside students without disabilities who serve as mentors to assist and encourage learning. Partner Theatre students and Partner Theatre Mentors are scheduled together in the Theatre 1, Theatre 2, and Theatre 3 courses during the same period of the day.

Other Electives

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

Local Course ID	Course	Grade Level
MELA6R, MELA7R, MELA8R	Advisory 6-8	6-8
MAV06R, MAV07R, MAV08R	AVID 6-8	6-8
MEL01I, MEL02I, MEL03I	IB Design 1, 2, 3 (IB Programme)	6-8
MELMER	Student Mentors	8
MELSL7R, MELSL8R	Strengths and Leadership 7-8	7-8
MELSSR	Study Skills 6	6
MELSH7, MELSH8	Study Hall 7-8	7-8
MELTA6	Technology Applications 6	6
MELWHR	Wheel – Block	6
MELWHF	Wheel – Skills for Living	6
MELYBR	Yearbook	7-8
ACADEMIC SUPPORT ELECTIVES		
MELA6A2, MELA7A2, MELA8A2	Academic Intervention 6-8 (pass/fail)	6-8
MDY06R	Dyslexia 6 (pass/fail)	6
MDY07R	Dyslexia 7 (pass/fail)	7
MDY08R	Dyslexia 8 (pass/fail)	8
FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES		
MELASC	AVLS Self Care	6-8
MDL06F, MDL07F, MDL08F	Daily Living Skills 6-8	6-8
MRL6F, MRL7F, MRL8F	Dev Rec & Leisure 6-8	6-8
MDS06F, MDS07F	Dev Self Care 6-7	6-7
MEL06P, MEL07P, MEL08P	PSA 6-8 PABS	6-8

OTHER ELECTIVES

<table>
<tr><td>MELA6R
Advisory
Grade level: 6</td><td rowspan="3">An advisory is a regularly scheduled time where teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues.</td></tr>
<tr><td>MELA7R
Advisory
Grade level: 7</td></tr>
<tr><td>MELA8R
Advisory
Grade level: 8</td></tr>
<tr><td>MAV06R
AVID 6-8
Grade level: 6
Prerequisites: Application</td><td rowspan="3">Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.</td></tr>
<tr><td>MAV07R
AVID 6-8
Grade level: 7
Prerequisites: Application</td></tr>
<tr><td>MAV08R
AVID 6-8
Grade level: 8
Prerequisites: Application</td></tr>
<tr><td>MEL01I
IB Design 1
Grade level: 6
Prerequisites: None</td><td rowspan="3">MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. (Available at Calhoun MS as part of the IB MYP Programme.)

Students who successfully complete two semesters of IB Design 2 <u>and</u> two semesters of IB Design 3 are awarded 1.0 credits for Principles of Applied Engineering MC604J (for high school credit) when the Design 2 and 3 teacher is certified to award credits in the CTE course.</td></tr>
<tr><td>MEL02I
IB Design 2
Grade level: 7
Prerequisites: None</td></tr>
<tr><td>MEL03I
IB Design 3
Grade level: 8
Prerequisites: None</td></tr>
</table>

MELMER **Student Mentors** Grade level: 7-8 Prerequisites: None	Students learn to serve in a mentorship role to younger students (including those at a neighboring elementary school). As mentors, students develop leadership skills to aid younger learners and work on communication skills. Mentors receive training in confidentiality, cueing, prompting, and positive reinforcement to be used with their "mentees." Mentors also assist the teacher of the younger students by modeling appropriate learning behaviors, assisting with hands on learning activities, and developing activities to facilitate personal growth. The goal is to create a relationship among age-differences, both socially and academically, that will last long beyond the classroom time.
MELSL7R, MELSL8R **Strengths and Leadership** Grade level: 7-8 Prerequisites: None	Strengths and Leadership is an innovative strengths-based course for middle school students. Students learn more about their individual strengths, which provides opportunities for them to build hope, engagement, and resiliency. Students "find their voice" in the classroom and through school leadership roles by learning and applying life-ready leadership skills.
MELSSR **Study Skills 6** Grade level: 6 Prerequisites: None	Students in this class engage in study lessons that are designed to assist their transition from elementary school into middle schools and prepare them to grow as independent and engaged learners. Topics included in this course are note-taking, studying, vocabulary, academic writing, presentation skills, listening skills, time management, and organization.
MELSH7 **Study Hall 7** Grade level: 6 Prerequisites: None	This course provides a structured environment for students to maximize their learning potential. In Study Hall, students work on assignments and practice effective study habits including time management skills and organization techniques crucial for academic achievement. Under the guidance of certified teacher, participants engage in focused study sessions, receive personalized assistance with homework, and learn strategies to conquer challenges. This course emphasizes self-discipline and goal setting.
MELSH8 **Study Hall 8** Grade level: 6 Prerequisites: None	
MELTA6 **Technology Applications 6** Grade level: 6 Prerequisites: None	Learning to apply data communication and data processing technologies, and the devices used for these tasks locally and across networks, motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.
MELYBR **Yearbook** Grade levels: 7-8 Prerequisites: Teacher recommendation	Students in the yearbook course assist the teacher/advisor in the development of the school yearbook. Students will plan, draft, examine and edit copy, and use electronic and digital tools to format the yearbook for publication. Students in this course will study audience, ethics and standards, and publication processes. Leadership and teamwork skills are also developed.