The De Soto Independent School District Course Catalog lists the courses that our middle schools generally make available to students. The Course Catalog provides a Table of Contents to assist in locating specific areas of information. The first section of the guide contains 6-8 grade curriculum requirements. The second section provides the specific description of courses by department. Descriptions, prerequisites, grade levels, and credits are listed for each course.

Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

The Course Catalog is also available online. The De Soto ISD web site address for the Course Catalog is as follows: desotoisd.org located under Guidance Counseling Tab.
Campus Administrators and Counselors

DeSoto East Middle School
601 E. Beltline Rd
DeSoto, Texas 75115
Phone: 972-223-0690 Fax: 972-274-8156

Brandon Ward, Principal
Dr. Courtney Johnson, Asst. Principal
Dr. Lori Mathis, Asst. Principal
Sherretta Ellison, Counselor
Lisa Green, Counselor

DeSoto West Middle School
800 N. Westmoreland Rd.
DeSoto, Texas 75115
Phone: 972-230-1820 Fax: 972-274-8183

Reginald Lewis, Principal
Travis Anderson, Asst. Principal
Lauren Dellert, Asst. Principal
Leetonia Foster, Counselor
Portia Smith, Counselor

Curtistene S. McCowan
1500 Majestic Meadows Dr.
Glenn Heights, Texas 75154
Phone: 972-274-8090 Fax: 972-274-8099

Nicholas Johnson, Principal
Marilyn Bates, Asst. Principal,
Samad Abdur-Razzaq, Asst. Principal
Sherretta Ellison, Counselor
Lisa Green, Counselor
MISSION STATEMENT

The mission of DeSoto ISD is to prepare each student academically and socially to be a problem solver and productive citizen for a 21st century global society.

CALL TO ACTION

DeSoto ISD is committed to empower all students with knowledge and skills to become competitive analytical thinkers who work collaboratively and individually in the pursuit of future endeavors.

OBJECTIVES

A DeSoto ISD Learner

• communicates as an effective leader; in a group setting; across cultural boundaries; to solve problems, make decisions and resolve interpersonal conflicts;

• adapts to change; demonstrates resiliency; exercises self-discipline; practices ethical behaviors; and demonstrates socio-economic sensitivity;

• demonstrates personal accountability; perseveres and completes tasks; collaborates effectively; and demonstrates problem-solving skills.

• uses technology to research and resolve complex issues; is multi-lingual/culturally aware; utilizes connections from experiences to enhance learning.

Board of Trustees

Sherman, Carl - President
Hooper, Aubrey - Vice President
Daniel, Karen - Secretary
Gant, Donald
Hall, Jerry
Moncriffe, Sandre
Stripling, Vandous
Dear Students and Parents:

The De Soto Independent Schools Course Selection Catalog has been developed to provide important information for students and parents. The information will assist you in making wise decisions concerning programs and course choices that you will be making during these secondary school years.

The goal of De Soto Middle Schools is to prepare students as thoroughly as possible for their next step in life. Designing a comprehensive program of study that will meet the needs of our students with different goals and aspirations is one of the most important tasks undertaken at De Soto Middle Schools. In addition to address the needs and interests of all students, it is imperative that our courses are in compliance with state laws and approved by the local Board of Trustees.

The curriculum offerings reflected in this manual are a result of many hours of needs assessment and planning by the counseling, instructional, and administrative staffs. To achieve our goal, parents and students are urged to study the information contained in the manual and give the necessary time to plan the student’s course of study for the middle school years. Selecting the proper courses to coincide with future plans and academic ability, is paramount to success and a key ingredient for later achievements.

School personnel are available to clarify and answer questions for students and parents. I encourage parents and students to use all of the information in this manual, as well as that provided by the counselors to plan future goals.

Sincerely,

Dr. David C. Harris
Superintendent of Schools
**Discrimination Statement**

No person in the United States shall, on the grounds of race, creed, age, color, sex, disability, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. No qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal assistance.

Title IX Coordinator for concerns regarding discrimination on the basis of sex: Ms. Levatta Levels, 972-223-6666

Section 504 Coordinator for concerns regarding discrimination on the basis of disability: Dr. Cheryl Ensley, 972-223-6666

Services for the Homeless and for Title I Participants: Dr. Cheryl Ensley, 972-223-6666

Liaison for Homeless Children and Youths, who coordinates service for homeless students: Dr. Cheryl Ensley, 972-223-6666

Parent Involvement Coordinator, who works with parents of students participating in Title I programs: Dr. Amber Reed, 972-223-6666

**Violent Victim Policy**

To ensure compliance with NCLB under PBM, each LEA should not only have such a transfer policy, but maintain evidence that the transfer policy has been distributed to the applicable parents on each campus, if a violent criminal offense has occurred on that campus. In such cases, the district should notify the parent of the student who is a victim of that violent criminal offense so that the parent/student can request to transfer to another campus if available within the district.
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Middle School Information

De Soto ISD middle schools serve students in grades 6-8. De Soto ISD middle schools are designed to meet the needs of young adolescents.

**Curriculum at a Glance**

De Soto ISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The De Soto ISD academic program offers all students the same basic course of study. Students in grades 6-8 are required to take courses in English language arts, math, science, and social studies all three years of middle school.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, languages other than English, courses in technology education and career exploration, or they may take additional physical education courses. All students must complete one fine arts credit in grades 6-8.

**Pre-Advanced Placement (Pre-AP) Requirements**

Middle schools offer Pre-Advanced Placement courses in English, math, science and social studies. These courses provide additional challenges within the traditional program of instruction. Currently Pre-AP Reading and Math classes use Springboard, the official Pre-AP curriculum from College Board.

De Soto Middle School offers Pre-AP courses in grades 6-8. Please be aware that Pre-AP courses require a commitment of a full semester or a year. See schedule change procedures.

Pre-AP courses include specific content and activities designed to prepare students for both STAAR exams and success in college-level Advanced Placement (AP) courses. Depth of material requires students to read and write extensively in and out of class.

1. In order to continue in a Pre-AP course, a student must maintain an average of 70 or higher in each grading period.
2. If a student does not maintain an average of 70 or higher for 2 grading periods in a year, he or she will be removed from the program.
3. Any student removed from the program for not maintaining an average of 70 or higher each grading period will receive 10 points toward their grade upon entering a regular class.

**Who Should Take Pre-AP Classes?**

Consider these factors:

- **Your child’s past performance in the subject area.** If a student has always excelled at science, AP Science may be a great idea. On the other hand, if he or she tends to struggle in math, AP Calculus might be too much of an ordeal.
- **Your child’s skills.** AP courses in the Reading—require heavy amounts of reading and writing. Is your student prepared for long, difficult reading assignments, multiple essays, and in-depth research papers?
- **Your child’s schedule.** A student who plays sports year-round, holds leadership positions in one or more extracurricular activities, and/or has a part-time job may find it difficult to meet the sizeable obligations of an AP class.
High School Courses Available to the Middle Schools
The middle schools also offer selected courses for high school credit. A school counselor will assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into Pre-AP courses.

- Algebra
- Speech
- Spanish

State of Texas Assessments of Academic Readiness (STAAR)
In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) became the new state standardized assessment. The STAAR® program includes annual assessments in the following grades and subjects for middle school:

- Reading, Grades 6-8
- Mathematics, Grades 6-8
- Science, Grade 8
- Social Studies, Grade 8
- Writing, Grade 7

Students taking Algebra will take the Algebra EOC
In addition, the Student Success Initiative (SSI) requires students in grade 8 pass the STAAR® Reading and Mathematics assessment in order to move onto the next grade level.

All high school courses taken in the middle school will be recorded on the student’s transcript and grades will be used to determine a student’s overall high school grade point average (GPA). If the course is repeated, both grades will be recorded on the transcript in determining a student’s overall high school GPA.

Should students take all Pre-AP Classes?
Students are encouraged to challenge themselves but also to find a balance among advances courses, extra-curricular activities, and outside activities. Students should not feel that they have to take all classes at the Pre-AP/AP level. The decision on the number of Pre-AP/AP classes should be an individual decision based on the schedule and interest of each student.

No Pass/No Play
A student shall be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL seven days after receiving a six weeks grade lower than 70 in any class or receiving an incomplete that is not cleared within the seven day grace period. The suspension shall begin seven days after the final day of the grade period in which the failure occurred and continue until seven days after the next progress report or grading period in which all grades are above 70. Middle school students are not eligible for waivers of a failing grade in Pre-AP class.
ACADEMIC PROGRAMS

Duke Talent Identification Program (TIP)
Duke TIP is open to 7th graders who have scored at the 95th percentile or higher on one approved subtest of a grade level achievement or approved state’s criterion-referenced test like STAAR; or, who scored 125 or above on an IQ test. Enrollment for eligible students is in the fall semester. Participants take the SAT or ACT to better understand their academic abilities as well as receive helpful information about resources that will contribute to their educational development. Interested students and parents should contact their 7th grade counselor or visit www.tip.duke.edu

Gifted and Talented
In De Soto ISD, the needs of Gifted and Talented (GT) students are met in several ways. In the four core subject areas- language arts, mathematics, science and social studies-identified gifted students may choose to participate in Pre-Advanced Placement courses with gifted instruction being provided by teachers trained in both gifted education and Advanced Placement strategies. Gifted students may also choose to participate in UIL academic events, which offer students an opportunity to deepen their knowledge in core subject areas as well as areas of special interest. Although not formally identified, students gifted in athletics, dance, art, graphics, computers, music, drama, speech and leadership may choose to participate in any of the District’s outstanding elective programs. It is strongly recommended that gifted students participate in the Distinguished Level of Achievement Graduation Plan

Special Education
Students with identified special needs will be provided appropriate accommodations and modifications in general education classes as specified in their Individual Education Plan (IEP). Students should always be served in the general education classroom unless prohibited by a significant disability. Should students indicate a need for modification of the state standards, the ARD Committee must provide justification for modified instruction and mutually agree upon services that will be provided to the student. The student may be served in specialized classes’ according to his or her Individual Education Plan (IEP). These courses are listed in this course book.

REJUV (Re-Engagement in Education: Jumpstarting and Unleashing Victories)
This is a dropout prevention program for students who have been retained in prior years. It is De Soto ISD’s goal to keep students on track for graduation, as well as ensure college and career readiness. According to the National Dropout Prevention Center, alternative schooling and a variety of options can lead to graduation. With the REJUV program students are allowed to complete courses using the Plato software to earn course credit.

504
Students with disabilities must be given the same opportunities to participate in academic, nonacademic and extracurricular activities as their nondisabled peers. This law applies to public elementary and secondary schools, as well as other education entities. Under Section 504, students with disabilities may receive accommodations and modifications as well as supplementary aids and services to ensure that their individual educational needs are met as adequately as those of non-disabled students. Please contact your child’s school counselor for more information.

ENGLISH AS A SECOND LANGUAGE
English as a Second Language (ESL) is intensive English language instruction by teachers trained and certified in English second language acquisition strategies. The second language strategies are used with TEKS based content, as well as language development. The curriculum is delivered as differentiated instruction based on language proficiency levels. The ESL program develops competence in English and prepares the student to be successful in all academic subjects. Please contact your child’s school counselor for information.

LANGUAGE SCIENCE
Language science services are available for students impacted by a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Secondary consequences may include: problems in reading comprehension and reduced reading experiences that can impede growth of vocabulary and background knowledge. Please contact your child’s school counselor for information.
LANGUAGES OTHER THAN ENGLISH
De Soto ISD - Languages Other Than English (LOTE) program supports the belief that it is important for every student to communicate effectively in more than one language. Language study enables students to understand other cultures and times in order to interact in our borderless world community. The course offerings in this catalog are available to students throughout the district.

HOMEBOUND
Homebound instruction is available to any De Soto ISD student who is expected to be confined for a minimum of four weeks as documented by a physician licensed to practice in the United States. Homebound enrollment forms may be obtained at each school campus. If there are further questions regarding homebound instruction, please contact the Coordinator for Homebound Instruction for General Education in the Special Programs Department or for Special Education in the Special Education Department.

Homeless
The McKinney-Vento Homeless Education Assistance Act was reauthorized in 2002 to ensure that children experiencing homelessness have full and equal educational opportunities to succeed in school. Policy under this Act ensures that those deemed to be homeless have access to the education and other services of other children and youths in order to meet the same challenging state student academic achievement standards to which all are held. If you feel you might be in a homeless situation, please contact your child’s school counselor for information. Your temporary situation does not have to impact the quality of education for your child. We can help. Call us today.
Magnet Programs

i-STEAM
The iSTEAM3D academies are middle school magnet programs that focus on creativity, innovation, and design and capitalizes on artistic learning in a unique instructional setting called, Project Based Learning. The iSTEAM3D academies prepare students for an engaging program of study, each of which provide a strong foundation in the knowledge and skills necessary for success in the 21st Century.

International Baccalaureate (IB)
Middle Years Programs - A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation. (Candidacy Phase)

Male Leadership
The mission of the West International Male Leadership Magnet Academy is to provide holistic, high quality education that develops young men into world-class leaders. Young men in the program will follow the foundational pillars of Leadership, Service, Scholarship and Stewardship.

Medical Magnet
The East MS Medical Magnet Academy program offers a rigorous curriculum that focuses on the medical concepts and prepares students for a wide range of careers in the healthcare field. Students in the program will work closely with faculty members and community partners including surgeons, professors, hospital personnel and other professionals to create an environment supportive of creative and independent academic exploration with real-world relevance.

Fine Arts
The Mc Cowan MS Fine Arts Magnet Academy will provide an inspiring and robust program for students who are pursuing an accelerated arts curriculum as fine arts majors. The academy will offer its students both meaningful and enriching opportunities in the areas of visual arts, dance, band, orchestra, choral music, drama, and piano. Additionally, the middle school program serves as a continuum from Woodridge Fine Arts Magnet and as a feeder for De Soto High School fine arts program.

High School Magnet Program Requirements

CMP- Collegiate Magnet Program is unique in offering a variety of degree opportunities for students to choose. This rigorous program will be supported with De Soto administration and teacher guidance as students will be completing their traditional high school diploma while simultaneously completing college courses online, at the high school and even at the college. Students selected for this program should follow the recommendations below:

- Do not take Spanish I / Speech
- Required to take Algebra I (8th Grade year) □ Participate in Pre-AP courses.
ECHS- Early College High Schools (ECHS) blend high school and college curricula into a simultaneous educational experience that gives traditionally underserved students the chance to earn up to two years (60 hours) of college credit while they finish high school. The facilities, usually located on college or university campuses, make higher education more accessible and also help students become more comfortable in a higher education environment. Students selected for this program should follow the program recommendations below:

- Do not take Spanish
- Do not take Speech

T-STEM- T-STEM academies are rigorous secondary schools focusing on improving instruction and academic performance in science and mathematics-related subjects, with a goal of increasing the number of students who study and enter STEM careers such as scientist, medicine, computer programming and engineering.
In an effort to meet our students’ needs, DeSoto ISD now offers students Grades 8-12 flexible learning options. Starting in the 2016-2017 school year DeSoto ISD will now offer 6 online courses. 8th Grade students will be allowed to take the following two courses. Upon completion one high school credit will be applied to their high school transcript.

**World Geography**  
8th Grade  
This online course is designed to acquaint the student with the geographical make-up of the earth and the physical forces that can alter it. Geographical terminology will be defined. Physical and cultural geography will be compared. Students will explore the physical setting of the earth, the interaction of physical environments and will analyze patterns of urban growth in relationship to the geography of the area.

**Business Information Management (BIM)**  
8th Grade  
This online course provides students the opportunity to implement personal and interpersonal skills to strengthen individual performance in the workplace and/or postsecondary education. Students apply technical skills, using Microsoft Office, to create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation.
College & Career Pathways

DeSoto ISD
academic excellence by design
Endorsement Graduation Plan Overview (Class of 2018+)

This section of the Course Guide is designed to provide you with information about the new Texas Foundation Endorsement Graduation Plan which takes effect for the Class of 2018 and beyond. The purpose of the State’s change to the new graduation plan is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas workforce have encouraged career oriented training and certification at the high school level to help meet their growing demands.

Starting in the spring of 2014, all eighth-graders will be required to choose one of five endorsements as outlined in the new graduation plan.

The five endorsement areas are:
- Science, Technology, Engineering and Mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

The earned Endorsement will be reflected on the student’s official transcript at the completion of their high school career.

How are Endorsements organized?
As you use this catalog, you will see recommended Pathways (or coherent sequences of courses) organized by career clusters within each of the Endorsements. These career clusters are part of the Achieve Texas College and Career Initiative that is designed to help students (and their parents) make informed education decisions. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the "relevance" of what they are learning. The Pathways allow students to study a particular field in depth and help to facilitate a seamless transition from secondary to postsecondary opportunities.

Required Parent Conference:
Please join your 8th grade student and a De Soto ISD school counselor to discuss high school course selection and your child’s individual Endorsement Graduation Plan as it relates to his/her unique interests and future career goals. This meeting benefits your child’s school success and also satisfies state law, which requires an individual meeting with each parent about the new Endorsement Graduation Plan.

✓ Use Course Catalog to help your student select an Endorsement and Pathway
✓ Attend scheduled appointment with your student and De Soto ISD counselor during course selection season. Your involvement in the process of helping your student prepare for high school is critical. We hope this Endorsement Catalog will be a valuable resource in this exciting journey!
1. **Campus to Careers:** Through this site, students can create a virtual resume and e-transcript for life, beginning in Middle School. Students can also complete an interest and skills inventory, research occupations, colleges, and career paths, and apply for internships, jobs, volunteer, and mentoring opportunities. Employers and mentors, meanwhile, can create profiles and post positions to develop students and fill their part-time, full-time, volunteer and internship positions. In addition, the site has a number of community resources like a calendar, video wall, and folders to share college and career content.

2. **Career Portals**- Course that all 7th graders must take.
   The career development process is unique to every person and evolves throughout one's life. Students will use decision making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

3. **Match Maker (Career Cruising)**- is a great starting point for people who want to find careers that suit their interests.
   Matchmaker is based on one of the most respected interest assessment tools in the world. It starts by asking 39 questions. For each question, there are 5 responses to choose from: Dislike Very Much, Dislike, Does Not Matter, or Like Very Much. There will also be additional questions to answer to help to point you to career areas that match your answers. Career Matchmaker provides a list of 40 suggested careers, ranked according to how well they suit the user's interests. Users can learn more about any of these careers by clicking on the career name.

4. **Real Time (Career Cruising):** Students can further engage in career exploration with ccTheRealGame, which brings the real world directly into the classroom. Students experience what it’s like to be an adult with real responsibilities to manage. Students who have played ccTheRealGame are more confident, optimistic and excited about their future. They’re motivated to take career exploration and planning more seriously after learning how current actions impact future options and success. cTheRealGame also opens important new communication channels between parents and their children. Students gain more respect for the adults in their lives, having learned for themselves the challenges all adults face in balancing career, family and financial responsibilities. They see their parents, and the real world outside the classroom, in a whole new light.

5. **Four Year Plan**- DeSoto ISD has built our curriculum offerings into the Endorsements plan using the subsection of Pathways and then adding defined Concentrations to drive students toward their graduation goals and college and career aspirations. Students will select their Personal Graduation Plan based on their Endorsement, Pathway and Concentration.
COLLEGE AND CAREER PREPARATION TIMELINE

**Grades** | **Goals and Objectives**
--- | ---
Grade 8 | Plan a four-year high school academic program and become aware of the 16 career clusters. Each student attends an academic conference with parents and a school counselor during which course selections are chosen for the high school years. Review Catalogs, publications and websites, which give college profiles and entrance requirements. Take advantage of district programs. Start researching scholarships and financial requirements. Attend evening parent meetings regarding academic planning and college admission.

Grade 9 | Re-evaluate career goals and objectives. Review academic four-year plan and begin building a high school transcript. Research colleges and universities of interest. Attend campus evening meetings about post-secondary planning and college admission.

Grade 10 | Review academic plan. Re-evaluate goals and objectives. Participate in an individual academic conference with parent(s) and the high school counselor to decide on courses for the 11th grade. Take advantage of district programs. Review college catalogs, publications, and websites which give college profiles. Attend campus evening meeting(s) about post-secondary planning and college admission.

Grade 11 | Review academic plans and narrow college choices. Participate in an individual academic conference with parent(s) and the senior high school counselor to decide on courses for the senior year and to discuss post-graduation plans. Attend college nights. Take PSAT in October. Take the SAT or ACT in the late spring. Explore scholarship opportunities.

Course Descriptions

English
Grade 6
Grade 6 English provides opportunities for students to increase and refine their communication and literacy skills by engaging in meaningful activities in five key areas. Reading: Students read a wide variety of literary and informative texts. Writing: Students compose a variety of well-organized and detailed texts. Listening and Speaking: Students listen to others and contribute their own ideas in groups. Oral and Written Conventions: Students learn and apply the standards of English in speaking and writing.

English
Grade 7
Grade 7 ELA provides opportunities for students to increase and refine their communication and literacy skills by engaging in meaningful activities in five key areas. Reading: Students read a wide variety of literary and informative texts. Writing: Students compose a variety of well-organized and detailed texts. Listening and Speaking: Students listen to others and contribute their own ideas in groups. Oral and Written Conventions: Students learn and apply the standards of English in speaking and writing.

Pre-AP English
Grade 7
Pre-AP English is a rigorous course recommended for students who achieve commended scores on STAAR Reading, have a love of reading and writing and a strong work ethic. Students will experience the 7th grade ELA curriculum with an emphasis on developing critical thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. This course includes a summer reading component.

English
Grade 8
Grade 8 ELA provides opportunities for students to increase and refine their communication and literacy skills by engaging in meaningful activities in five key areas. Reading: Students read a wide variety of literary and informative texts. Writing: Students compose a variety of well-organized and detailed texts. Listening and Speaking: Students listen to others and contribute their own ideas in groups. ORAL AND Written Conventions: Students learn and apply the standards of English in speaking and writing.

Pre-AP English
Grade 8
Pre-AP English is a rigorous course recommended for students who achieve commended scores on STAAR Reading, have a love of reading and writing and a strong work ethic. Students will experience the 8th grade ELA curriculum with an emphasis on developing critical thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. This course includes a summer reading component.

English - Resource
Grades 6-8
Prerequisite: ARD Committee recommendation

Resource classes provide accommodations in the general education curriculum and supplements with specialized instruction that addresses all 5 components of reading, plus writing, phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, comprehension, and speaking and writing. The supplemental instruction provides effective,

Student schedules are final and changes cannot be made after the start of a new semester.
explicit, sequential, linguistically logical, and systematic instruction for struggling readers, writers, speakers, and spellers. This course utilizes multisensory learning strategies and direct instruction methodology.

**Reading Grade 6**
This course is designed to emphasize reading as a process. Reading concepts and strategies will be taught through the reading of fiction, nonfiction, poetry, and drama, and students will write in response to their reading.

**Reading Grade 7**
This course is designed to emphasize reading as a process. Reading concepts and strategies will be taught through the reading of fiction, nonfiction, poetry, and drama, and students will write in response to their reading.

**Reading Grade 8**
This course is designed to emphasize reading as a process. Reading concepts and strategies will be taught through the reading of fiction, nonfiction, poetry, and drama, and students will write in response to their reading.

**Reading (Pre-AP iS3D) Grade 6-8**
The Core elements of this course include reading, research, and listening and speaking skills. This course is designed to prepare students for the complex reading and in-depth analysis required for the AP English courses and testing offered at the junior and senior levels.

**Reading (Resource) Grade 6-8**
Prerequisite: ARD Committee recommendation

Resource classes modify the general education curriculum and supplements with specialized instruction that addresses all 5 components of reading, plus writing, phonemic awareness and phonics, word recognition and spelling, vocabulary and morphology, grammar and usage, comprehension, and speaking and writing. The supplemental instruction provides effective, explicit, sequential, linguistically logical, and systematic instruction for struggling readers, writers, speakers, and spellers. This course utilizes multisensory learning strategies and direct instruction methodology.

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Student schedules are final and changes cannot be made after the start of a new semester.
Mathematics

Recommended Entry Points into Pre-AP Mathematics

<table>
<thead>
<tr>
<th>Options</th>
<th>Course Completed in Current School Year</th>
<th>Course Desired for Next School Year</th>
<th>Process</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>5th Grade</td>
<td>6th Pre-AP</td>
<td>Register – Open Enrollment</td>
<td>Most accessible entry point for all students</td>
<td>Access to Pre-AP is still attainable through District Acceleration Assessment</td>
</tr>
<tr>
<td>#2</td>
<td>6th Grade</td>
<td>7th Pre-AP</td>
<td>DAA - 7th Grade (80% passing)</td>
<td>Will not have received instruction on many essential 7th Grade standards</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>7th Grade</td>
<td>Algebra I</td>
<td>*CBE Grade 8 (80% passing)</td>
<td>Will not have received instruction on essential 8th grade standards. Must demonstrate mastery of 8th Grade standards through a CBE.</td>
<td></td>
</tr>
</tbody>
</table>

Math
This course expands the study of using rational numbers operations, representing proportional relationships, understanding data representations, and using expressions and equations in multiple contexts.

Pre-AP Math
6th Grade Pre-AP Math is an accelerated program designed to prepare the student to study algebra in the 8th grade and to continue their high school math education to AP Calculus. The course will cover the entire 6th grade curriculum and half of the 7th grade curriculum. **NOTE:** Students taking 6th grade Pre-AP will take the 6th grade STAAR test in the spring, students taking 7th grade Pre-AP will take the 8th grade STAAR test in the spring.

Math
This course continues the development of fluency with rational number operations, representing and applying proportional relationships, using expressions and equations in multiple contexts including geometry and comparing sets of data.

Pre-AP Math
7th Grade Pre-AP Math is an accelerated program designed to prepare the student to study Algebra in the 8th grade and to continue their high school math education to AP Calculus. The course will cover the second half of the 7th grade curriculum and the entire 8th grade curriculum. **Please see Who Should Take AP and Pre-AP Classes on page 5**
**Note:** Students taking 7th grade Pre-AP will take the 8th grade STAAR test in the spring. Students taking Algebra I in 8th grades will take the Algebra I EOC in the spring.

Student schedules are final and changes cannot be made after the start of a new semester.
Math  
Grade 8  
The primary focus of this course is to use algebraic thinking to apply and analyze proportional relationships, use expressions and equations to describe relationships including the Pythagorean Theorem, and make inferences from data. This Course prepares students for the future study of Algebra.

Algebra I  
Grade 8  Credit 1  
Prerequisite: Successful completion of Grade 7 Pre-AP Math or Mastery of District Assessment of Acceleration  
This course covers Algebra I TEKS and other necessary prerequisite topics for high school mathematics courses. Students will learn algebra concepts which form the basis for all other math courses. Students will also be instructed in the use of graphing calculators and other technology.  
Included in the admission requirements to Algebra I is demonstrated mastery of 8th grade TEKS.  
Note: One high school credit is earned upon successful completion of this course. Students will be required to take the Algebra I EOC which all students must pass to graduate from high school.

Resource Math  
Grade 6-8  
Prerequisite: ARD Committee recommendation  
Resource classes modify the general education curriculum and provide supplemental, specialized instruction. Instructors utilize explicit instruction and mathematical support to promote effective teaching of math concepts and problem solving skills. Engagement strategies are used to facilitate student learning. The specialized instruction provides in-depth, sequential skill building of foundational math concepts and utilizes multisensory learning strategies and direct instruction methodology.

Student schedules are final and changes cannot be made after the start of a new semester.
Science

6th Grade Science is interdisciplinary; however, much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes and the solar system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.

Science

7th Grade Science is interdisciplinary; however, much of the content focus is on organisms and the environment. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as the chemical processes of life, energy transformations, the interrelationships between organisms and their environments, systems of the human body and natural and human processes that impact Earth systems. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout.

Science

8th Grade Science is interdisciplinary; however, much of the content focus is on earth and space science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as the Periodic Table, chemical reactions, Newton’s Laws of Motion, processes that have shaped the Earth, the interdependence of living systems and their environment and cycles within the Sun, Moon, and Earth system. Recurring themes such as change and constancy, patterns, cycles, systems, models, and scale are highlighted throughout.

Pre-AP Science

8th Grade Pre-AP Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is on earth and space science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as the Periodic Table, chemical reactions, Newton’s Laws of Motion, processes that have shaped the Earth, the interdependence of living systems and their environment and cycles within the Sun, Moon, and Earth system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout. Students in Pre-AP Science will extend their knowledge and apply their scientific skills by solving complex problems. All students in Pre-AP Science are expected to carry out an independent scientific research project as part of their coursework.
Social Studies (World Cultures)  
**Grade 6**  
Students will use critical-thinking skills to study people and places of the contemporary world within broad regions, such as SubSaharan Africa, South America, and East Asia. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics as well as different ways of organizing economic and governmental systems. Students also describe the nature of citizenship in various societies and compare institutions common to all societies such as education and religious institutions. Students explain how the level of technology affects the development of selected societies. Students will be expected to read, write, and discuss analytically to increase their knowledge about the various regions.

Social Studies (Texas History)  
**Grade 7**  
Students will use critical-thinking skills to study the full scope of Texas history from early times to the present, from the cultures of Native Americans prior to European exploration through the eras of mission-building, colonization, revolution, republic and statehood, with a focus on individuals, events and issues and their impact. Students identify the regions of Texas, describe the structure and function of the government, examine the rights and responsibilities of Texas citizens, identify the different ethnic groups who contributed to Texas culture and analyze the impact of science and technology on the lives of Texans. Students will be expected to read, write, and discuss analytically to increase their knowledge about Texas history.

Social Studies (US History through Reconstruction)  
**Grade 8**  
Students will use critical-thinking skills to study the history of the United States from the early colonial period through Reconstruction. Students analyze political, social and economic issues and events within the colonial and revolutionary eras, the development of the U.S. Constitution, the challenges of the early Republic, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and reform movements and the impact of science and technology on the development of the U.S. Students identify the origins of the free enterprise system and examine the rights and responsibilities of citizenship of the United States as well as the importance of effective leadership in a democratic society. Students will be expected to read, write, and discuss analytically to increase their knowledge about U.S. history.

Pre-AP Social Studies (US History through Reconstruction)  
**Grade 8**  
Students will use critical-thinking skills to study the history of the United States from the early colonial period through Reconstruction. Students analyze political, social and economic issues and events within the colonial and revolutionary eras, the development of the U.S. Constitution, the challenges of the early Republic, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and reform movements and the impact of science and technology on the development of the U.S. Students identify the origins of the free enterprise system and examine the rights and responsibilities of citizenship of the United States as well as the importance of effective leadership in a democratic society. Self-motivated students will be expected to read, write, and work more independently and with greater depth and complexity in preparation for advanced placement courses in high school.

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Electives

Technology Applications

Technology Applications 6  
Grade 6  
A one-year course emphasizing knowledge and skills associated with applying technology in real world settings. This course will help prepare students for future technology applications and computer science courses by developing skills in publications, database, multimedia, web, collaborative technologies and beginning programming languages.

Career Portals  
Grade 7  
The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Medical Magnet

Principles of Biomedical Science (AP)  
Grade 6-7  
Principles of Biomedical Science (PBS) provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems.

Human Body Systems (AP)  
Grade 7-8  
The Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Male Leadership

Pre-AP Mathematics/Algebra  
This course will emphasize the study of linear functions. Student will use functions to represent, model, analyze, and interpret relationships in problem situations. Topics include graphing, solving equations and inequalities, and systems of linear equations. Quadratic and nonlinear functions will be introduced. This course grants high school credit, which may be applied toward one of the four required high school math courses. Grade 8 Algebra I will be factored into the student’s

Student schedules are final and changes cannot be made after the start of a new semester.
overall high school grade average/GPA, and the course will become a permanent part of the student’s high school transcript.

**Pre-AP Reading**

This is an accelerated course designed especially for the abilities and interest of the Male Leadership students. This reading class is above and beyond that which is offered in the regular reading grade level course.

**Pre-AP English Language Arts**

Pre-AP Language Arts students will participate in an in-depth study of Pre-Advanced Placement strategies in reading and writing using materials specifically selected for the Pre-Advanced Placement students. These skills are developed through Close reading, critical thinking, composition, vocabulary and grammar. This course is designed to expose students the background knowledge and skills needed to be successful in the high school Advanced Placement program.

**Pre-AP Science**

Pre-AP Science will focus on the objectives prescribed by the State of Texas, and extends the district core curriculum by providing:

- Complex Inquiry lessons and lab activities,
- Independent projects with product differentiation, and
- Scientific article analysis.

**Pre-AP US History**

Pre-AP History students study the history of Texas (7th Grade) and the United States from the early colonial period through Reconstruction in depth (8th Grade). This rigorous course will cultivate necessary habits of mind for success in high school AP courses, such as analysis and formulation of document-based essays. Students will be responsible for reading outside of class.

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**Art Offerings**

**Art Level I**  
Grades 6-8  
This course extends the learning of basic elements of art and principles of design, art history and art appreciation. Students design, develop and create art using a variety of media. **Note: This course is for 6th grade only.**

**Art Level II**  
Grades 6-8  
This course is sequential and uses second year middle school principles of design, drawing, painting, printmaking, sculpture, ceramics and textiles. The course also includes art history and art appreciation. **Note: This course is for 7th and 8th grade students taking Art for the second year in middle school.**

**Art Level III**  
Grades 6-8  
This course extends art concepts learned in Grade 7 and 8 Art 2. A variety of projects and materials reinforce the student’s knowledge of the elements of art and principles of design. The program also includes art history and art appreciation. **Note: This third-year course is for 8th grade students.**

**Art Exploration: (Fines Arts Magnet)**  
Grades 6-8  
(Required for all magnet art students) offered as a year-long class; artists will develop technical foundations for all major art mediums, art history, and art appreciation.

**Advanced Art: (Fine Arts Magnet)**  
Grade 7  
Offered as a year-long class and is open to 7th Grade students. Artists will continue technique development in all major art mediums.

**Master Class Art: (Fine Arts Magnet)**  
Grade 8  
Offered as a year-long class and is open to 8th Grade students. This Art studio technique class allows advanced students to work independently on visual arts projects under the guidance of the teacher and visiting professional artisans.

**Band:**

**Beginning Band**  
Grades 6-8 (Brass, Percussion, Woodwinds)  
This course is offered as a year-long class; musicians will develop foundational skills required to matriculate through a middle school band program. Emphasis on instrument technique, music theory, and ensemble playing. Prerequisite for participation in advanced ensembles.

**Symphonic Band, Honor Band**  
Grades 7-8  
The Honor Band and Symphonic Band are performing groups that are open normally to 7th and 8th grade students that have successfully completed at least one year of band with a grade average of 70 or higher for the year. Students continue to develop ear training and listening skills, music reading, individual/ensemble playing skills and musicianship. Band directors will place students in

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the appropriate performing group. Performance participation is required in order to be a member of these groups. Some practice outside of the school day is required. During the course of the year, all students will participate in the following types of performances: Pep rallies, football games, formal evening concerts, UIL band contest, music festivals, TMEA Region band auditions and other community performances.

**Sinfonia Jazz Band: (Fines Arts Magnet)**

Grades 7-8

Magnet band students will have the opportunity to participate in this ensemble. Focus will be on the continued development of instrument technique with advanced studies in music theory and ensemble technique. Repertoire will consist of non-traditional wind band literature including pop and jazz selections.

**Master Class Sinfonia: (Fines Arts Magnet)**

Grade 8

Continuation of magnet band studies for 8th Grade students. Focus will be on the development of solo/ensemble repertoire, auditioning, advanced theory, and will culminate in a recital performance.

**Vocal Music Offerings**

**Beginning Choir**

Grades 6-8

Beginning Choir is open to all students interested in learning to sing in a musical ensemble. No prior vocal musical training is necessary. Students will develop choral reading techniques, ear training, vocal production, solfege and basic theory. Special attention will be devoted to students with changing voices. During the course of the year students will participate in the following types of performances: Seasonal concerts, solo and ensemble, festival performances and school/community events.

**JV Choir**

Grades 7-8

Students will continue to develop ear training and listening skills, individual and ensemble singing skills, vocal production, music reading, solfege and musicianship. They will study the historical and cultural significance of works performed. During the course of the year, all students will participate in the following types of performances: pep rallies, formal evening concerts, UIL choir concert and sight-reading contest, music festivals, TMEA Region Choir auditions, solo and ensemble and other community performances. Choirs at the 7th and 8th grade level participate in several events in which eligibility is required.

**Varsity Choir**

Grades 7-8

In this more advanced course, students further extend their ear training/listening skills, individual and ensemble singing skills, vocal production, solfege, music reading, showmanship and musicianship. They will study the historical and cultural significance of works performed, and will do qualitative analysis of choral literature During the course of the year, all students might participate in the following types of performances: Pep rallies, formal evening concerts, UIL choir concert and sight reading contest, music festivals, TMEA Region Choir auditions, solo and ensemble contest and other community performances. Choirs at the 7th and 8th grade level participate in several events in which eligibility is required.

**Beginner Chorus: (Fine Arts Magnet)**

(Required for all magnet vocal students)

Grade 6-8

This course offers an introductory choral experience with emphasis on music theory, sight singing and ear training, and ensemble singing. This is the prerequisite choir for all advanced ensembles.

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Showstoppers:  (Fine Arts Magnet) Grades 7-8
Magnet vocal students that have successfully completed the Beginner Chorus requirement will have an opportunity to audition for this elite ensemble. The focus will be on all types of literature—jazz, musical theater, classical, foreign language pieces, pop, and show choir repertoire. Multiple performance opportunities will be available and are requirements for participation.

Master Class Vocal Music: (Fine Arts Magnet) Grade 8
Magnet vocal students in this class will have the opportunity for small group vocal instruction focused on advanced vocal technique, vocal coaching, foreign language and diction studies, character development, and audition techniques. Professional singers and voice teachers will work with students several times throughout the year on technique and overall vocal pedagogy.

Orchestra Offerings

Beginner Orchestra (Fine Arts Magnet) Grades 6-8
(Required for all magnet orchestra students)
This course is offered as a year-long class; focuses on foundations and development of strings technique on violin, viola, cello, or bass.

Chamber Strings 1 (Fine Art Magnet) Grade 7
7th Grade Magnet orchestra students will participate in this ensemble focused on advanced instruction for string instruments. Opportunities for solo/ensemble repertoire development, exploration of various styles of music for strings, audition preparation, and a culminating recital.

Master Class Orchestra (Fine Art Magnet) Grade 8
Continuation of Chamber Strings 1 for 8th Grade Magnet orchestra students with more in depth exploration of individual repertoire, audition preparation, and a culminating recital.

Theatre Arts Offerings

Theatre Arts Level I Grades 6-8
Students will be introduced to elements of drama and conventions of theatre, interpret characters, use the voice and body expressively and will study the relationship of theatre to history, society and culture. Content will vary, depending on each campus curriculum.

Theatre Arts Level II Grades 7-8
This course is sequential, using second year elements of students learning acting skills including pantomime, improvisation, storytelling, and character analysis, expressive use of the body and scene presentation. Note: This course is for 7th and 8th grade students taking Theater Arts for the second year in middle school.

Theatre Arts Level III Grades 7-8
Students extend skills learned in Theatre I/II developing concepts about self, human nature and the environment, using elements of drama and conventions of theatre. Through in-class scene and play production, students interpret characters using the voice and body expressively, interpret scenes and plays and study the relationship of theatre to history, society and culture.

Student schedules are final and changes cannot be made after the start of a new semester.
Beginner Theater: (Fine Arts Magnet)  
Grades 6  
(Required for all magnet theater students) offered as a year-long class; exploration of foundations of theater, stage performance, technical theater studies, and theater history.

Advanced Theater: (Fine Arts Magnet)  
Grades 7-8  
Offered as a year-long class; 7th Grade students continue studies in on stage theater (acting, directing, character development)

Technical Theater: (Fine Arts Magnet)  
Grades 7-8  
Offered as a year-long class; 7th Grade students continue studies in off stage theater production (lighting, set design, costuming, sound design)

Master Class Theater: (Fine Arts Magnet)  
Grade 8  
(8th Grade) offered as a year-long class; Advanced and Technical Theater students will continue to develop theater skills specific to their area of focus (Stage, Technical) and will work collaboratively to produce a student driven production in the Spring semester, one on one/small group instruction with professional actors and theater technicians throughout the year.

Fine Arts Academy Electives:

Music Theory (1 semester):  
Grades 6-8  
Fine Arts Magnet music students will engage in the study of the theoretical elements of music including sound and pitch, rhythm, melody, harmony, and notation.

Piano (1 semester):  
Grades 6-8  
Fine Arts Magnet music students will learn the introductory concepts and fundamentals needed to perform on the piano including hand position, key recognition, finger patterns, and accompaniment.

Music History:  
Grades 7-8  
A survey of the various types of music that have existed in roughly the geographical United States from the time of the early European settlers to the present, of the various trends that have shaped American musical thoughts, the cultural environment in which this music was created and the importance of music in American life.

Art History:  
Grades 7-8  
A survey of the major movements of Western painting, sculpture and architecture through the end of the Middle Ages. Slide lectures will explore the development of artistic traditions through an analysis of style and cultural contexts.

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Dance History:  
Grades 7-8  
History of dance as a theater art form from ancient and primitive cultures through the 19th century. The course traces the development of ballet from the Renaissance and Baroque periods through Romanticism and the Russian classics. Movement classes to extend the understanding derived from reading, lectures, discussions and films.

Stage Movement  
(Dance for Theater Students)  
Grades 6  
Students will learn the basics of stage movement including dance terminology, simple dance combinations, warm ups, solo/partner dancing, and choreography.

Photography  
Grades 7-8  
This course combines practical instruction, field trips, group discussions, and individual reviews intended to foster a critical awareness of how images in our culture are produced and constructed. Student-initiated term projects are at the core of this exploration of the relationship of image to language and issues of interpretation and personal history. Besides, this course also offers practical instruction in basic black and white techniques, digital imaging, and fundamentals of camera operation, lighting, film exposure, development and printing. Course provides opportunity for continued exploration.

Musical Theater (1 semester):  
Grades 6-8  
Students in this course will learn proper vocal technique for speaking and singing, music reading skills, musicianship skills, choreographic principles, dance terminology, stage terminology, acting principles, and the cultural and historical context of musical theater. Students will participate in character acting, scene and costume design, script writing and song composing, group and individual singing, and evaluating and analyzing music and drama.

Graphic Design  
Grades 7-8  
An introduction to visual principles as the basis of graphic design communication and elements and issues of visual language. Covers the manipulation of graphic form to convey meaning, strategies for idea generation and development of unique concepts, and the designer’s role as visual storyteller.

Other Electives:

Spanish  
Grade 8  
Students will develop skills in listening, speaking, reading and writing Spanish while learning to appreciate and understand the culture of Spanish-speaking countries. Students will progress toward a novice skill level as they are introduced to the Five Program Goals of TEKS for Languages other than English: Communication, Cultures, Connections, Comparisons and Communities. Students will be assessed regularly in their abilities to produce and comprehend the language, both orally and in writing. Note: Course fulfills high school graduation requirement.

Communications Applications  
Grade 8  
Communications Applications focuses on communication skills necessary for social and professional life. Using technological resources, students will be expected to identify, analyze, develop and evaluate communication skills needed for success in interpersonal situations and personal/professional presentations.

Student schedules are final and changes cannot be made after the start of a new semester.
Note: One half high school credit is earned upon successful completion of this course and it fulfills a high school graduation requirement.

Jr ROTC: Grades 7-8
The Military Science (JROTC) program prepares students for leadership roles while making them aware of their rights, responsibilities and privileges as Americans. The mission of JROTC is to motivate young people to be better citizens. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community and nation.

SAT Prep Class: Grades 6-8
This class is designed to prepare students for the new SAT. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. In addition to reviewing topics from pre-algebra, algebra, and geometry, students will become familiar with the format of the test and learn strategies. This course will also include a discussion of the effective use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT.

Speech: Grade 8
This course is required for graduation for all high school students and is offered as an elective to 8th grade students. In this course, the student will learn the process of communication for both public speaking and interpersonal communication. The opportunity will be given to become more aware of the self as a communicator and of the interaction in communication. The student will be able to deliver different types of speeches and will become more self-confident. This course meets the one-half credit communication applications high school graduation requirement. Please be aware that this course will become a permanent part of the student’s high school transcript and will be factored into the student’s overall high school grade average/GPA.

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Physical Education

Each student must complete a yearly fitness assessment identified as FITNESS GRAM®. All information regarding this assessment is available on: www.fitnessgram.net all students must complete four (4) semesters of the following physical education courses:

Physical Education (Boys)  Grade 6-8
Students will develop fitness knowledge and motor skills basic to efficient movement. Students will learn about decision making skills that promote healthy lifestyle choices and improve the quality of student’s lives. Students are required to purchase a P.E. t-shirt and shorts identified by the campus P.E. Department.

Physical Education (Girls)  Grade 6-8
Students will develop skills in a physically active environment which may include fitness concepts and a variety of individual sport, recreational or team sport models. Students will learn about health-related decision making skills that promote healthy lifestyle choices. Students are required to purchase a P.E. t-shirt and shorts identified by the campus P.E. Department.

Athletics Boys’ Athletics Football,  Grade 7-8  Basketball and Track & Field
Students must be in the 7th or 8th grade and meet UIL age restrictions. All participants must have a yearly physical exam completed on a UIL form. Students may be required to try out for participation in athletic classes. Participants must pass all courses to be eligible for competitions. Participants will develop fundamental skills as well as learn strategies, rules and procedures used for each sport activity. Transportation by the parent will be required to accommodate before or after school hours for practice time. The District will provide transportation for competitions only.

Girls’ Athletics Volleyball,  Grade 7-8  Basketball, Track and Field
Students must be in the 7th or 8th grade and meet UIL age restrictions. All participants must have a yearly physical exam completed on a UIL form. Students may be required to try out for participation in athletic classes. Participants must pass all courses to be eligible for competitions. Participants will develop fundamental skills as well as learn strategies, rules and procedures used for each sport activity. Transportation by the parent will be required to accommodate before or after school hours for practice time. The District will provide transportation for competitions only.

Off-Campus Physical Education  Grade 7-8
De Soto ISD may approve an off-campus private or commercially-sponsored physical education program that provides special and/or accelerated activities that are not offered by the District’s physical education program. Students must receive prior approval from the District’s Coordinator of Physical Education, and the program must address the state TEKS. Students must meet the District’s deadline for submission of the request which is the second Monday in May for fall semester approval and the second Monday in November for spring semester approval. The request form is available on the District’s physical education webpage by following: District Home Page>Students>Curriculum Framework>Health & PE (resources tab). Information and a current list of approved programs are located there. For more information contact the counselor or the District’s Coordinator of Physical Education.

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Health
In health education, students acquire the health information and skills necessary to become healthy adults. The health education course promotes wellness and health literacy, encouraging positive behavior to ensure a lifetime of health. Ten life skills are incorporated into the course objectives of all topics. Those life skills include making great decisions, using refusal skills, assessing your health, effectively setting goals, being a wise consumer, practicing wellness, coping and using community resources. Note: Course fulfills high school graduation requirement

Beginning Tennis
An introductory course teaching the fundamental skills of tennis. Basic strokes; the forehand and the backhand drives, the flat serve, volley, lob, and smash; history, rules, scoring, and court etiquette. Basic singles and doubles court play and game strategies. In addition, warm-up and cool-down procedures, as well as conditioning and nutrition for sport participation will be covered.

Tennis Competition
This course is designed for students who have previous tennis experience. Students are expected to know serve and groundstroke technique and understand scoring and game management fundamentals. Emphasis in instruction will be to develop techniques and to explore other skills necessary to play competitively. Singles and doubles strategies will be covered in this course.

Student schedules are final and changes cannot be made after the start of a new semester.
# 6-8 Grade Curriculum Requirements

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<th>Subject Area</th>
<th>Grade 6</th>
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<td><strong>English</strong></td>
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<td><strong>Reading</strong></td>
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<td><strong>Mathematics</strong></td>
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<td><strong>History</strong></td>
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**Notes:**

1. **All Middle School students must complete:**
   a. 2 years of PE, Athletics, JROTC (7-8), or a combination of the two. (P.E. counts as one of your additional courses.)
Glossary of Terms

AP- AP courses are approved by the CollegeBoard® and are designed to provide high school students college level studies using college level materials and strategies. The course content requires students to read and write extensively in and out of class, as well as develop advanced reasoning and problem-solving skills. Support systems are offered to assist students. Advanced Placement courses prepare students to be successful on the CollegeBoard® AP exams administered annually in May by which students may earn college credit. AP syllabi are approved by the CollegeBoard® as meeting a national, college level standard. Pre-AP courses prepare students toward AP level work.

Articulated- Technical Preparation courses are higher-level academic Career and Technology Education (CTE) courses. A list of current courses articulated for college credit is found in the catalog.

Associate’s Degree-A degree that can be completed usually in two years after completing focused post-secondary course work in a particular specialty.

Award Letter-The official document issued by a college’s Financial Aid Office that lists all of the financial assistance offered to a student.

Distinguished Level of Achievement (DLA)- A graduation plan specified by the State Board of Education in support of the Texas Legislature passing the House Bill 5 Foundation High School Program graduation plans. It is the DeSoto ISD recommended graduation plan because it provides the student with the most post-secondary options, especially college admissions. It is the required plan to be eligible for the top 10% admission rule.

Dual Credit- College level courses that students can take for both high school graduation credit and college credit. Courses accepted for dual credit cover the TEKS for the high school course and meet college guidelines. A list of approved dual credit courses can be found in each content area and a complete list is found in the catalog.

Endorsements- An endorsement is a planned concentration of coursework in one of five areas: STEM, Public Service, Arts and Humanities, Business and Industry, and Multidisciplinary. They are specified by the State Board of Education in support of the Texas Legislature passing the House Bill 5 Foundation High School Program graduation plans.

English as a Second Language- English as a Second Language (ESOL) students are served in sheltered instruction in grades 9 and 10 as needed.

FAFSA-(Free Application for Federal Student Aid) is a standard federal form used to determine your eligibility for most types of financial aid including Federal Government backed student loans. The FAFSA is typically completed early in the year before March 15. It requires income, asset, and tax information from the students and/or parents.

Gifted and Talented- The needs of Gifted and Talented (GT) students are met in several ways. In the four core subject areas – language arts, mathematics, science and social studies-identified gifted students may choose to participate in PreAdvanced Placement and Advanced Placement courses with gifted instruction being provided by teachers trained in both gifted education and Advanced Placement methodologies. Gifted students may also choose to participate in UIL academic events, which offer students an opportunity to deepen their knowledge in core subject areas as well as areas of special interest. Although not formally identified, students gifted in athletics, dance, art, graphics, computers, music, drama, speech and leadership may choose to participate in any of the District’s outstanding elective programs. It is strongly recommended that gifted students participate in the Distinguished Achievement Program (DAP) or Distinguished Level of Achievement Program.
**Performance Acknowledgements**- Recognition of a student’s achievement in a particular category. They are specified by the State Board of Education in support of the Texas Legislature passing the House Bill 5 Foundation High School Program graduation plans.

**Pre-AP**- Pre-AP courses include specific content and activities designed to prepare students for both STAAR and success in college-level Advanced Placement courses. Depth of material requires students to read and write extensively in and out of class.

**PSAT**- Preliminary Scholastic Assessment Test is a two-hour test given once a year in October. As with the SAT, the student receives separate math and verbal scores. Each subject is scored on a scale of 20 to 80 and these scores are combined to create the national Merit Scholarship selection index for Juniors.

**Scholarships**- Like grants, these are a form of financial aid that do not have to be repaid. These are available from many sources including community groups, schools, and private corporations. Scholarships can be awarded based on a variety of criteria including scholastic achievement, hobbies, community service, and college majors.

**Special Education**- Students with identified special needs will be provided appropriate modifications and accommodations in general education classes as specified in their Individual Education Plan (IEP). Students should always be served in the regular classroom unless prohibited by a significant handicap. Should students need modification of the state standards, they may be served in specialized classes according to their Individual Education Plan (IEP). These courses are listed in this course book.