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## **SUPERINTENDENT'S LETTER**

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Teamwork for Excellence



**P L A N O**  
Independent School District

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Dear Students and Parents:

The goal of the Plano Independent School District is to prepare students as thoroughly as possible for their next step in life, whether that is admission to college or immediate entrance into the job market. Working together, parents, students and the schools can ensure that wise decisions are made concerning programs and course selections during the secondary school years.

This middle school Course Guide is designed to explain the basic requirements for a successful step from the sixth grade into the high school program. Each middle school has developed its own extra-curricular guide that is appropriate for that campus. Because of enrollment differences and student individuality, each campus may have some differences in these course offerings.

Counselors will be meeting with students and their parents to aid them in developing the appropriate educational plan. Again, I encourage parents and students to use all of the sources of information provided in this catalog and provided by the school counselors as they plan for future goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas Otto". The signature is written in a cursive style with a large initial 'D'.

Dr. Douglas Otto  
Superintendent of Schools

## **INTRODUCTION**

Teamwork for Excellence



**P L A N O**  
Independent School District

The Plano Independent School District Course Catalog lists the courses that our middle schools and high schools generally make available to students. It should be noted, however, that not all of the courses listed are scheduled every year. 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 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, prerequisite, grade levels, and credits are listed for each course.

In addition to this basic district curriculum guide, each middle school offers elective courses to the population it serves.

The Course Catalog is also available online. The Plano ISD web site address for the Course Catalog is as follows: <http://www.pisd.edu/AOS/SchProgs/course.htm>.

## **MISSION**

### **.... statement of purpose and function**

The Plano Independent School District  
Will provide an excellent education  
For all students.

## **MIDDLE SCHOOL PROGRAM**

### **Textbooks**

Textbooks are state-owned (the property of the state of Texas) and are issued to students in Plano ISD free of charge. Each student is responsible for his/her textbooks issued by their school and is responsible for payment for lost and/or damaged textbooks occurring in the school year.

### **Honors Courses**

Honors courses are those courses with specific entry criteria for highly motivated students. A differentiated honors curriculum includes a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. In the middle school program, these courses are offered in English, mathematics and science. Students must meet the selection criteria for these courses.

### **Acceleration**

At the middle school level, students may request to take examinations for acceleration in academic subjects. Please see the counselor for more information.

### **International Baccalaureate (starting in Grades 9-10)**

The International Baccalaureate (IB) Full-Diploma Program is an internationally recognized, comprehensive two-year curriculum of rigorous study in the 11th and 12th grade years that culminates in exams in six subject areas: English, a foreign language, social studies, science, mathematics, and an elective.

To qualify for the IB Program, a student must first be accepted into the pre-IB program. If a student is planning to apply to participate in the Pre-IB, please note the following recommendations for course selections:

1. As an international program, IB requires that students be fluent in a second language. Therefore, a student should begin the study of French or Spanish as early as possible, preferably in middle school. The examination the student takes, as a senior in a second language will demonstrate the student's oral communication skills as well as the student's written ones.
2. Students wishing to take an exam in calculus their senior year should begin Honors Algebra I in the eighth grade.
3. Students planning to take a higher-level IB exam in history will need to take IB US History as a junior at Plano East. This will satisfy the Plano ISD US History requirement as well as the IB requirement.

### **Mathematics**

In mathematics, an advanced student may begin the secondary course progression upon completion of middle school mathematics essential knowledge and skills. Students may complete Algebra I, geometry and higher-level mathematics courses in middle school and credit toward high school graduation is awarded for these courses. The students simply continue along the course progression. If Algebra I is taken in middle school, three additional math credits above Algebra I are required. Grades for these courses ARE used to figure high school GPA and class rank.

### **Foreign Language**

In foreign languages, students who successfully complete TWO years of the same middle school foreign language will earn one high school credit. The credit will count toward graduation. The course and grade will be recorded on the student's academic achievement record (transcript). Grade points will be counted toward rank in class. The course of study satisfies one of the two credits of the language requirement for the advanced SBOE (State Board of Education) Recommended High School Program and one of the three credits of the language requirement for the Distinguished Achievement Program. It also serves as the prerequisite for Spanish II or French II at the high school level.

### **Fine Arts**

#### **Music**

Sixth grade students may select Band, Choir or Orchestra to fulfill the state Fine Arts requirement. Sixth grade band and orchestra classes are scheduled in like-instrument groupings. There are no competitive UIL music events for sixth grade musicians. Limited after school rehearsals and performances may be required.

Placement in seventh and eighth grade music classes may include individual auditions with the director. Some activities at this level are considered extra-curricular. Students must maintain a 70 in all subjects in order to participate in competitions and other extra-curricular components of the music program. Attendance at after school curricular rehearsals and performances will be expected in order to meet performance requirements outlined by state course objectives.

#### **Theater Arts**

Theater Arts may be included as a part of the sixth grade exploratory course offerings. Students may elect to participate in seventh and eighth grade Theater Arts. Students may be expected to participate in after school rehearsals and performances. There are no district-sponsored competitive theater arts activities at the middle school level.

#### **Visual Art**

Visual Art may be included as a part of the sixth grade exploratory course offerings. Students may elect Art as a course offering at the seventh and eighth grade level. Students may have opportunities to participate in competitions and exhibitions.

### **Gifted Program**

Gifted program services are provided for each student who is formally identified for the gifted program. Participation in the program is based on a referral, screening, and selection process. Middle school PACE (Plano's Academic and Creative Education) classes are made up of compacted course offerings along with special PACE activities. All PACE students will be scheduled into PACE English or PACE history classes. Additionally, sixth, seventh, and eighth grade PACE students may be identified for PACE math and/or PACE science instruction and curriculum differentiation. Presentations and research projects are important components of all PACE classes. In high school, course offerings include Humanities I and II.

### **Special Education Services**

Special education services are provided for each student who meets eligibility requirements. Students eligible for special education services may have learning differences, emotional/behavioral concerns and/or physical challenges (i.e., vision or hearing impairments). Consideration of a student's eligibility for special education services is initiated by a referral to the Campus Assessment Team, which may be requested by parents, school personnel or outside agencies. Separate parental consents are required in order to conduct the evaluation and initiate services.

Four components best describe the special education process:

- Determining the needs of each student
- Preparing an Individualized Education Program (IEP) for each student based on needs
- Implementing the IEP in the least restrictive environment
- Annually evaluating the student's needs and the IEP to address those needs

Special Education services are provided under state and federal guidelines. Students receiving special education services can earn course credit through general education, special education, or a combination of both. An Admission, Review, Dismissal (ARD) Committee will determine the courses that a student takes.

### **Athletic Program**

Students may schedule athletics instead of physical education. In the sixth grade, students take regular physical education classes, as there is no competitive athletic program. In the seventh and eighth grades, football, basketball, track, and tennis contests will be scheduled with schools inside and outside the district.

Students may try out for volleyball, basketball, and tennis in the early fall. Football and track are open to all students who meet the criteria. Students participating in athletics must maintain a 70 in all subjects and must pass the physical examination required by University Interscholastic League (UIL). Students interested in athletics should contact the head coach at the individual school campus to obtain the necessary forms.

**Off-Campus PE** – The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop high-level capabilities and to allow them to be involved in a program that provides training exceeding that offered in the school district. The student taking this course for physical education credit may NOT be enrolled in another physical education class or athletics while participating in the Off-Campus Physical Education Program. A maximum of 2 credits can be earned towards state high school graduation requirements. However, if a student has previously earned a maximum of two credits of physical education, the student receives NO CREDIT toward state high school graduation requirements, however, they do count toward the GPA (Grade Point Average). A student interested in this program should contact his/her campus counselor for application and guidelines concerning off-campus physical education.

Off-campus physical education, currently considers the following activities: **swimming, tennis, ballet (dance), ice hockey, ice-skating, gymnastics, equestrian, art skating, martial arts, fencing, track cycling and lacrosse**. There is a fee for participation in the off-campus physical education program. The student must participate in his/her activity, **under professional supervision, a minimum of 10 hours each week for Category 2 (cannot leave campus) OR a minimum of 15 hours for Category 1 (can leave campus one class period early) at one approved agency**. The student must participate a minimum of four (4) days during the week (Monday through Friday) plus one (1) additional day that may fall on either the weekend or during the week for a total of five (5) days per week.

### **Cheerleading Program**

The cheerleading program is open to any eighth grade student who desires to participate in the program. Interested students should contact the individual school campus cheerleading sponsor.

### **English as a Second Language (ESL)**

All students who register in this school district will complete a home language survey form. If this survey indicates that a language other than English is spoken in the home or is spoken by the student most of the time, the student must be referred to the ESL teacher or secondary ESL coordinator for evaluation. Tests will be administered, and students who are found to be limited English proficient (LEP) may enroll in ESL classes.

ESL classes, which focus on intensive development of listening, speaking, reading, and writing skills in English are offered to eligible limited English proficient students at Armstrong Middle School, Bowman Middle School, Carpenter Middle School, Haggard Middle School, Hendrick Middle School, Frankford Middle School, Murphy Middle School, Rice Middle School,

Robinson Middle School, Schimelpfenig Middle School and Wilson Middle School. Transportation is provided from the home school for students who must transfer to one of these schools in order to receive ESL services.

### **Required Courses**

These courses are required to fulfill local and state educational requirements. A course may or may not have a prerequisite. A prerequisite is a course that must be taken prior to the course under consideration.

### **Elective Courses**

In addition to these required courses, students may choose other courses to complete their schedules. The number of elective courses that students may choose varies from year to year.

### **Exploratory Courses**

The exploratory courses in middle school offer the students a chance to pursue special activities or to discover new interests. The exploratory courses vary from campus to campus.

### **Promotion and Retention**

#### **Requirements - Grade 6 - 8**

In grades 6-8,-promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, science and social studies.

Students in grades 6, 7, and 8 who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

Campus assignment shall be at the discretion of the District in the event that the student passes some, but not all, courses in the eighth grade.

#### **Grades 6, 7, and 8**

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the campus as soon as practical of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses.

#### **Courses Taken In Middle School For High School Credit**

Middle school credit is **NOT** granted until **BOTH** semesters are completed **AT** middle school. Students can **NOT** complete 1<sup>st</sup> semester at middle school and 2<sup>nd</sup> semester at summer school, re: Spanish, French, and Algebra I. If Algebra I is taken in 8th grade, three years of math above Algebra I must be completed.

#### **Requirements Special Education**

Students receiving special education services shall be promoted and shall graduate according to the criteria stated in their Individual Education Programs and by the decisions of the ARD/IEP committees.

## **PROCEDURE FOR ADMISSION TO AND EXIT FROM HONORS COURSES**

### I. Middle School Honors Recommendations

Honors courses are offered in 6<sup>th</sup> grade for mathematics only. Honors courses are offered in 7<sup>th</sup> and 8<sup>th</sup> grade for English, mathematics and science. Students must meet three of the four following criteria to qualify for honors placement. Students who do not meet at least three of the criteria may appeal the decision at the campus level. Decisions of the campus committee are final and not subject to further appeal.

	<b>MAP</b>	<b>Cog AT</b>	<b>Subject Area Grade</b>	<b>Teacher Recommendation</b>
<b>English</b>	90%ile or higher on the reading <b>AND</b> language sections	120 or higher on VERBAL section	87 or above in English	Yes
<b>Mathematics</b>	90%ile or higher on the mathematics section	120 or higher on Quantitative Section	87 or above in mathematics	Yes
<b>Science</b>	See Below *	120 or higher on Verbal <b>AND</b> Quantitative	87 or above in science	Yes

\* Use MAP science when:

- Students who meet only two out of these three criteria (Cog AT, science grade, and teacher recommendation) and,
  - no 5<sup>th</sup> grade ITBS Science and Reasoning scores exist for students in 6<sup>th</sup> grade then,
  - students must score at 90%ile or higher on the MAP Science Content and Processes test administered on the campus
- and
- **Do not** use the General Science MAP test for any purpose.

### II. Maintaining Honors Placement Status

- It is expected that a student will maintain a grade of 80 or higher every six weeks in order to maintain honors placement status.
- A student who does not maintain an 80 average in an honors course will be placed on probation for the next six weeks' grading period.
- Each six weeks' grade stands alone to determine eligibility for continuing honors status.
- At the end of the probationary period (six weeks), if the grade is still below 80, the student will be placed in a regular class.

#### **Formal Process**

Students requesting placement in an honors course but not meeting at least three of the four criteria may go before a site-based committee for placement consideration.

Middle schools should establish/designate a committee for this purpose.

The site-based committee decision is final and is not subject to appeal.

**PROCEDURE FOR ADMISSION TO AND EXIT FROM PACE AND THE GIFTED AND TALENTED PROGRAM**

- I. Plano Independent School District offers educational opportunities for gifted and talented students in the four core areas. Plano's Academic and Creative Education (PACE) program serves grades 6 – 10 through the Humanities class, with additional services for gifted students through advanced placement and International Baccalaureate classes serving grades 11 and 12.
  
- II. Procedure for Admission  
All students new to PISD must follow the screening/selection procedures for possible program admission. PACE students who transfer within the district automatically continue program placement.
  - A. The referral form (available at school) is completed prior to the designated deadline. Referrals may be made by a student, parent, teacher, counselor, administrator, or other professional.
  - B. Screening data is collected. Data may include the following:
    - 1. Aptitude test scores
    - 2. Achievement test scores
    - 3. Teacher recommendation
    - 4. Writing sample
    - 5. Additional parent information
    - 6. Grades
    - 7. Student portfolio
    - 8. Interview
  - C. Placement committee meets and considers all students who meet criteria.
  - D. Parent(s) of placed students give written permission for program participation.
  
- III. Procedure for Exit
  - A. Student progress is reviewed and documented.
  - B. Conference(s) with student, parent(s), and professional are held.
  - C. The Request for Exit Form is completed.
  - D. The campus selection committee meets.
  - E. Parent(s) and student are notified by Notification of Exit Form.

**PROCEDURE FOR ADMISSION TO THE MIDDLE SCHOOL ADVANCED PLACEMENT SPANISH PROGRAM**

(Not offered on all middle school campuses)

- A. Successful achievement on the 5<sup>th</sup> grade entry-level diagnostic exam.
- B. Successful completion of \*Accelerated Spanish II.
- C. Students entering PISD after 5<sup>th</sup> grade must take the entry-level diagnostic exam in the 6<sup>th</sup> grade before placement in Accelerated Spanish II.
- D. Students entering after 6<sup>th</sup> grade must take the entry-level diagnostic exam before placement in \*\*Pre-AP Spanish III.
- E. Students entering after the 7<sup>th</sup> grade must pass the Pre-AP Spanish exam before placement in \*\*\*AP Spanish IV.

\* Accelerated Spanish II substitutes for 6<sup>th</sup> grade Power Reading.

\*\* Pre-AP Spanish III substitutes for 7<sup>th</sup> grade Power Reading.

\*\*\* AP Spanish IV substitutes for 8<sup>th</sup> grade Power Reading.

## **SPECIAL EDUCATION SERVICES**

- I. Plano Independent School District offers special education services for students from age 3 through age 21. Children with vision and hearing impairments may begin services at birth.
  
- II. Procedures for Admission/Review/Dismissal/Transfer
  - A. New referrals
    1. Parents, school personnel or community agencies may make referrals for special education evaluations.
    2. All referrals are directed to the campus assessment team.
    3. The campus assessment team collects information from teachers and parents.
    4. The campus assessment team requests a Full Individual Evaluation (FIE) if there is a suspicion of a disability **and** an educational need for special education services.
    5. A meeting may be held prior to the evaluation for the purpose of defining the specific areas to be assessed.
    6. Parents provide written consent for the evaluation. The evaluation must be completed within 60 calendar days from the date the district receives written consent from the parent.
    7. The Admission, Review, Dismissal / Individualized Education Program (ARD/IEP) Committee, which includes parents, will meet to consider eligibility, goals, objectives and placement.
    8. Parents provide written consent for the initial provision of special education services if eligibility is established and services are recommended.
  
  - B. Transfers from special education programs outside the district
    1. Parents/Students provide campus personnel with documentation of prior special education services at the time of registration.
    2. Campus staff confirms the provision of prior special education services.
    3. Services begin immediately. Within 30 school days, any changes determined necessary in the current IEP must be addressed by the ARD/IEP Committee.
  
  - C. Continuation in the Program
    1. ARD/IEP Committee conducts an annual review of student progress and placement.
    2. Parents and other committee members agree upon student's continuation of services or dismissal from special education based on current performance data and demonstrated need.
  
  - D. Grading Procedures
    1. Students receiving special education services must achieve the grade or mastery level indicated in his/her IEP or report card for each course in order to pass and earn credit for the course. Grades should reflect progress toward completion of IEP goals and objectives as well as demonstrated mastery of course content. To promote a successful academic experience for the student, the ARD/IEP committee may modify course content throughout altering curriculum and/or adjusting mastery levels.
    2. General Education Credit: For courses in which the mastery of the Texas Essential Knowledge and Skills has not been modified, the report card / transcript reflects general education credit. In this case, accommodations can be made for the student (e.g., extended time for tests or assignments, shortened assignments, highlighted texts). The ARD/IEP committee determines needed accommodations.
  
    3. Special Education Credit: Courses in which the Texas Essential Knowledge and Skills are modified, are coded with an "S" on the report card to indicate special education credit. A general education teacher or special education teacher may assign grades.
  
  - E. Graduation Requirements (**§89.1070 Commissioner/SBOE Rules**)
    - (a) Graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act (IDEA), 20 United States Code, §§14.00 et seq. In addition, as provided in Texas Education Code (TEC), §42.003(a), graduation with a regular high school diploma under subsection (b) or (d) of this section terminates a student's entitlement to the benefits of the Foundation School Program.

- (b) A student receiving special education services may graduate and be awarded a high school diploma if:
  - 1) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit level assessment instrument; or
  - 2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument under TEC, §39.027(a)(2)(B).
- (c) A student receiving special education services may also graduate and receive a regular high school diploma when the student's admission, review, and dismissal (ARD) committee has determined that the student has successfully completed:
  - 1) the student's individualized education program (IEP) and met one of the following conditions:
    - A) Full-time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district;
    - B) Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the local school district; or
    - C) Access to services, which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program;
  - 2) the state's or district's (whichever is greater) minimum credit requirements for students without disabilities; and
  - 3) the state's or district's minimum curriculum requirements to the extent possible with modifications/substitutions only when it is determined necessary by the ARD committee for the student to receive an appropriate education.
- (d) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
- (e) When considering a student's graduation under subsection (c) of this section, the student shall be evaluated prior to graduation as required by 34 CFR, §300.534(c), and the ARD committee shall consider the evaluation, the views of the parent and/or student as appropriate, and, when appropriate, seek in writing and consider written recommendations from adult service agencies.
- (f) Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.
- (g) Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
- (h) Students with disabilities who are eligible to take the exit level assessment instrument but have not performed satisfactorily are eligible for instruction in accordance with the TEC, §39.024.
- (i) For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

## 6-8 GRADE CURRICULUM REQUIREMENTS

<b>6TH GRADE Requirements</b>
-------------------------------

Language Arts <sup>1</sup> . . . . .	2 units
Mathematics . . . . .	1 unit
Social Studies . . . . .	1 unit
Science . . . . .	1 unit
*Physical Education . . . . .	.5 unit
Fine Arts <sup>2</sup> . . . . .	1 unit
*Elective . . . . .	<u>.5 unit</u>
	7 units

**Sample Schedule**

1. Language Arts
2. Language Arts
3. Mathematics
4. Social Studies
5. Science
6. Physical Education/Elective
7. Fine Arts

\*Selected Middle Schools require 1.0 unit of Physical Education and 0.0 unit of electives.

<sup>1</sup>One unit is the value given to a class when it meets for one period per day for the entire school year.

<sup>2</sup>The fine arts course is selected from choir, band, or orchestra.

<b>7TH GRADE Requirements</b>
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English Language Arts . . . . .	1 unit
Mathematics . . . . .	1 unit
Texas History . . . . .	1 unit
Science . . . . .	1 unit
Reading <sup>1</sup> . . . . .	.5 or 1 unit
Physical Education . . . . .	.5 unit
Elective . . . . .	<u>1.5 or 2 units</u>
	7 units

**Sample Schedule**

1. English Language Arts
2. Mathematics
3. Texas History
4. Science
5. P.E./Elective
6. Reading<sup>1</sup>/Elective
7. Elective

<sup>1</sup>Campuses determine which students are below grade level in reading. Those students must take reading for one or both semesters. Students scoring at or above 85 percentile in reading comprehension and meeting other criteria are exempt from taking reading.

<b>8TH GRADE Requirements</b>
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English Language Arts . . . . .	1 unit
Mathematics . . . . .	1 unit
United States History Part I . . . . .	1 unit
Science . . . . .	1 unit
*Reading <sup>1</sup> . . . . .	1 unit
Physical Education . . . . .	.5 unit
Health . . . . .	.5 unit
Elective . . . . .	<u>1 unit</u>
	7 units

**Sample Schedule**

1. English Language Arts
2. Mathematics
3. United States History Part I
4. Science
5. P.E./Elective
6. \*Reading<sup>1</sup> or Elective
7. Health/Elective

<sup>1</sup>Campuses determine which students are below grade level in reading. Those students must take reading for both semesters.

***Graduation Requirements***  
**HIGH SCHOOL GRADUATION REQUIREMENTS**

SUBJECT AREA	MINIMUM PROGRAM △ Signature Required	STATE BOARD OF EDUCATION RECOMMENDED PROGRAM *	DISTINGUISHED ACHIEVEMENT PROGRAM *
ENGLISH	4 credits English I, II, III, IV	4 credits English I, II, III, IV	4 credits English I, II, III, IV
MATH	3 credits* MUST INCLUDE Algebra I, Geometry, 3 <sup>rd</sup> math	<b>3 credits* MUST INCLUDE Algebra I, Geometry, Algebra II</b>	3 credits* MUST INCLUDE Algebra I, Geometry, Algebra II
SCIENCE	3 credits: MUST INCLUDE Integrated Physics & Chemistry (IPC), Biology and a Science Elective <b>or</b> Biology, Chemistry, and Physics	<b>3 credits: MUST INCLUDE EITHER Biology, Chemistry, and Physics OR IPC, Biology, and Chemistry OR IPC, Biology, and Physics</b>	3 credits: MUST INCLUDE EITHER Biology, Chemistry, and Physics <b>OR</b> IPC, Biology, and Chemistry <b>OR</b> IPC, Biology, and Physics
SOCIAL STUDIES	4 credits World Geography, World History, US History, US Government, Economics	4 credits World Geography, World History, US History, US Government, Economics	4 credits World Geography, World History, US History, US Government, Economics
FINE ARTS	0.5 credit Art, Music, Theater	<b>1.0 credit in the same course Art, Music, Theater</b>	1.0 credit in the same course Art, Music, Theater
SPEECH	0.5 Communication Applications	0.5 Communication Applications	0.5 Communication Applications
HEALTH	0.5 credit or 1.0 Medical Science Careers	0.5 credit or 1.0 Medical Science Careers	0.5 credit or 1.0 Medical Science Careers
COMPUTER TECHNOLOGY APPLICATIONS	1.0 credit from the following: Computer Science, Business Computer Information Systems, Computer Applications, Desktop Publishing, Multimedia, or Web Mastering	1.0 credit from the following: Computer Science, Business Computer Information Systems, Computer Applications, Desktop Publishing, Multimedia, or Web Mastering	1.0 credit from the following: Computer Science, Business Computer Information Systems, Computer Applications, Desktop Publishing, Multimedia, or Web Mastering
FOREIGN LANGUAGE	0.0 credit	<b>2.0 credits Foreign language must be 2 credits of the same language.</b>	<b>3.0 credits Foreign language must be 3 credits of the same language.</b>
PHYSICAL EDUCATION	1.5 credits** MUST INCLUDE Foundations of Personal Fitness (0.5 credit) unless 3 PE/EQ waivers	1.5 credits** MUST INCLUDE Foundations of Personal Fitness (0.5 credit) unless 3 PE/EQ waivers	1.5 credits** MUST INCLUDE Foundations of Personal Fitness (0.5 credit) unless 3 PE/EQ waivers
ELECTIVES	6.0 credits	<b>3.5 credits</b>	<b>2.5 credits</b>
SPECIALIZATION COMPONENTS	N/A	N/A	<b>In addition to the required credits, students must also complete 4 advanced measures for the Distinguished Achievement Program. For details regarding this program see page 5.</b>
<b>TOTAL</b>	<b>24 credits</b>	<b>24 credits</b>	<b>24 credits</b>

**NOTE: Bolded text indicates differences in graduation programs.**

The College Board advanced placement courses and International Baccalaureate courses may be substituted for requirements in appropriate areas.

△ Beginning in 2004-05 and thereafter, students are required to complete the Recommended Program unless the plan is signed and agreed to indicate course selection meets Minimum Program requirements for graduation.

**In addition to credit requirements students must show mastery on ALL state EXIT LEVEL TESTS.**

\* Middle school credit is **NOT** granted until **BOTH** semesters are completed **AT** middle school. Students can **NOT** complete 1<sup>st</sup> semester at middle school and 2<sup>nd</sup> semester at summer school, re: Spanish, French, and Algebra I. If Algebra I is taken in 8th grade, it must be recorded on the transcript. **Three years of math above Algebra I must be completed.**

\*\* Students who take marching band, upon successful completion of the fall semester, will receive a waiver of the physical education requirement. Athletics, Cheerleading, Drill Team, ROTC, and Career Education courses (two or three hour only) taken in either fall or spring semester may substitute for the physical education requirement. Three semesters of these waivers will exempt a student from taking Foundations of Personal Fitness. All students are required to complete 1.5 credits of physical education for graduation. Students may be classified for physical education on the basis of health as to unrestricted, restricted, and adapted and remedial instruction. Students may earn **ONLY ONE-HALF STATE CREDIT PER SEMESTER** in PE or PE EQUIVALENT. A student may not receive a PE credit and PE waiver during the same semester. Students may earn no more than 2.0 credits toward state graduation requirements in physical education. All physical education credits i.e., Athletics, Drill Team, Cheerleading, beyond these 2 credits must receive local credit only. These local credits **DO NOT** count towards state graduation requirements.

\* Students graduating under the SBOE Recommended Program or the Distinguished Achievement Program may qualify for TEXAS Grant (See Page 6.)

The Plano ISD web site address for the Course Catalog is as follows: <http://www.pisd.edu/AOS/SchProgs/course.htm>. The web site contains the current year and previous years for student/parent reference.

## **GRADE POINT AVERAGE (GPA) CHART**

Plano ISD  
043910

EIC  
(LOCAL)

Academic Achievement:  
Class Ranking

Grade points for **grades 9-12** shall be assigned according to the chart below:

Numerical Grade	AP / IB *	Pre-AP / Pre-IB / Honors*	Regular	Modified	Alternate
97 & above	5.0	4.5	4.0	3.5	2.5
93-96	4.8	4.3	3.8	3.3	2.3
90-92	4.6	4.1	3.6	3.1	2.1
87-89	4.4	3.9	3.4	2.9	1.9
83-86	4.2	3.7	3.2	2.7	1.7
80-82	4.0	3.5	3.0	2.5	1.5
77-79	3.8	3.3	2.8	2.3	1.3
73-76	3.6	3.1	2.6	2.1	1.1
71-72	3.4	2.9	2.4	1.9	1.0
70	3.0	2.5	2.0	1.5	1.0
Below 70	0	0	0	0	0

\* See EIC (EXHIBIT) for identified courses and grade points.

## ***DISTINGUISHED ACHIEVEMENT PROGRAM***

Purpose: The Distinguished Achievement Program recognizes students who demonstrate levels of performance equivalent to that of college students or work done by professionals in the arts, sciences, business, industry, or in community service. Student performance on advanced measures, other than Advanced Placement tests, may be assessed through an external review process.

Students must obtain approval prior to pursuing credits for college courses, products of professional quality, or original research/projects. Documentation of completion of the four advanced measures even if this documentation is received after graduation (in the case of AP or IB scores) must be provided.

<b><i>Distinguished Achievement Program</i></b> <b>(24 Credits)</b>
<p><u>Requirements:</u></p> <p>A student must achieve any combination of four of the following prior to graduation:</p> <p><u>Original research/project</u> (no more than two of the four advanced measures):</p> <ul style="list-style-type: none"><li>▪ Individual product of professional quality as judged by a panel of professionals in the field that is the focus of the project. Students are limited to one advanced measure (individual product) from this category. Prior approval is required for this category.</li><li>▪ Approved Individual Products/Original Research Projects<ul style="list-style-type: none"><li>▪ International Baccalaureate extended essay</li><li>▪ Award winning Science Fair Projects approved through Plano ISD Science Department</li><li>▪ Mentor based projects completed through approved mentor courses</li></ul></li></ul> <p>Students must be enrolled in an approved course or under the supervision of a Plano ISD teacher to complete an advanced measure in this category. External evaluation of a project must be maintained in the student's cumulative folder and documented on the student's permanent record card and counselor card.</p> <p><u>Test data:</u></p> <ul style="list-style-type: none"><li>▪ A score of three or above on a College Board Advanced Placement examination;</li><li>▪ A score of four or above on an International Baccalaureate examination;</li><li>▪ A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.</li></ul> <p><u>College courses:</u></p> <ul style="list-style-type: none"><li>▪ A grade of A or B in a college course that is more advanced than any course offered by Plano ISD. (Examples: advanced math or foreign language) Students are limited to one advanced measure from this category. Prior approval is required for this category.</li></ul>

❖ Students graduating under the SBOE Recommended Program or the Distinguished Achievement Program may qualify for TEXAS Grant (See Next Page.)



## **TOWARD EXCELLENCE, ACCESS, & SUCCESS (TEXAS) GRANT PROGRAM**

[www.COLLEGEFORTEXANS.COM](http://www.COLLEGEFORTEXANS.COM)

### **PROGRAM PURPOSE**

The purpose of the program is to provide a grant of money to enable well-prepared eligible students to attend public and private nonprofit institutions of higher education in Texas. **The priority in making awards is to provide continued funding to recipients already enrolled in the program who are in college and are making progress towards their degrees. Because funding for awards to new students is limited, many students who meet the eligibility requirements will not be able to receive awards in 2003-2004 and in 2004-2005.**

### **Who can compete for an award?**

A student who meets one of the following two eligibility categories:

- is a Texas resident;
- is an entering undergraduate (a student who is enrolled in the first 30 semester credit hours or their equivalent, excluding hours taken during concurrent enrollment in high school and courses for which the student received credit through examination);
- has financial need and an expected family contribution (EFC) of no more than \$4,000;
- has applied for any available financial aid or assistance;
- has not been previously granted a baccalaureate degree;
- enrolls at least ¾ time in an undergraduate degree or certificate program at a Texas non-profit college or university;
- has not been convicted of a felony or a crime involving a controlled substance\*;
- graduated from an accredited high school in Texas no earlier than the 1998-1999 school year
- completed the recommended or distinguished achievement high school curriculum or its equivalent<sup>1</sup>; and
- enrolls in an eligible Texas college or university within 16 months of high school graduation.

**OR**

- is a Texas resident;
- has financial need and an expected family contribution (EFC) of no more than \$4,000;
- has applied for any available financial aid or assistance;
- has not been previously granted a baccalaureate degree;
- enrolls at least ¾ time in an undergraduate degree or certificate program at a Texas non-profit college or university;
- has not been convicted of a felony or a crime involving a controlled substance\*;
- received his/her first associate degree in May 2001 or later and enrolls in a higher-level undergraduate program within 12 months of receiving the Associates Degree.

Please note that funding in this program is limited. Though you may meet eligibility requirements, your financial aid package may not include this grant if funds are not available at your college.

\*An individual convicted of a crime involving a controlled substance can compete for an award in this program two years after he/she has fulfilled his/her obligation to society.

### **When should students apply?**

Because funding in this program is limited, students should apply as early as possible. Deadlines vary by institution, but fall and spring grants are generally awarded in the spring prior to enrollment.

### **How much can a student receive through the program?**

The award amount depends on the tuition and fees to be paid by the student. In general, it is an amount equal to the student's tuition and required fees at public institutions. (For 2004-2005, the award is approximately: \$1,795 per semester for public university students; \$635 per semester for community college students; and \$980 per semester for technical college students, based on enrollment of 12 credit hours per semester.) Private institution awards are based on the public university amount.

### **Is this a one-time award?**

No. Students who qualify on the basis of their high school curriculum and who continue to meet program academic standards in college can receive awards for up to 150 semester credit hours or for six years or until they receive their bachelor's degree, whichever occurs first. In the first year of college, the academic standards are set by the institution. In subsequent years, the requirements are completion of at least 75 percent of the hours taken in the prior year, plus an overall college GPA of at least 2.5 on a 4.0 scale.

Students who qualify on the basis of an Associate Degree and who continue to meet program academic standards in college can receive awards for up to 90 semester credit hours or for four years, or until they complete a baccalaureate degree, whichever occurs first. The academic standards are completion of at least 75 percent of the hours taken in the prior year, plus a cumulative grade point average in college of at least 2.5 on a 4.0 scale.

**How do students apply?**

Students must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). Awards will be made by the financial aid office at the student's college or university. Persons interested in the program should contact the financial aid office at the student's college or university to find out about deadlines and additional procedures.

The TEXAS Grant program sponsored by the State of Texas does not require students to pay an application fee. To apply for this program, complete the FAFSA. Parents and students should be wary of companies requesting application fees for state and federal financial aid programs. If you have received an offer from such a company and are concerned about their business practices, you may wish to contact your local Better Business Bureau, the Consumer Protection Office of the Attorney General of Texas at 800-621-0508 or the Scholarship Scams Division of the Federal Trade Commission at 877-FTC-HELP. The TEXAS Grant, a state program, should not be confused with the Texas National Grant offered by Consumer Grants U.S.A. of Florida.

**Where can I get additional information?**

Contact your college financial aid office for additional information on eligibility or availability of funds. To read more about this program, check out: [Texas Education Code, Chapter 56](#) and [Coordinating Board Rules, Chapter 22, Subchapter L](#).

<sup>1</sup>The transcript for a student who graduated from an accredited private high school must include information indicating that the student has completed or is scheduled to complete the equivalent of the recommended or distinguished achievement curriculum. If the student was unable to complete the appropriate curriculum because the high school did not offer all the courses necessary to do so and the student has completed all courses that the high school did offer, the student may still be eligible for an award.



**HIGH SCHOOL COURSES THROUGH INDEPENDENT INTERNET STUDY**

<http://planoisdeschool.net>

*Plano ISD offers students grades 9-12 a flexible learning option.*

**WEBSITE AND ENROLLMENT PROCEDURES**

The Plano ISD eSchool website can be accessed at [www.planoisdeschool.net](http://www.planoisdeschool.net). Course listings and descriptions can be found on the website. Students will enroll online through the Plano ISD eSchool website. Currently enrolled Plano ISD students must follow the approval process through their campus counselor.

**CREDIT REPORTING FOR PLANO ISD STUDENTS**

Credit reporting for online courses will follow existing correspondence course policies. Plano ISD students must follow similar course selection and approval procedures through their campus counselor.

- Students will have a minimum of six weeks and a maximum of 18 weeks to complete courses.
- Students currently enrolled in Plano ISD will be allowed to take two eSchool courses at one time.
- Students currently enrolled in Plano ISD may earn a total of two credits through correspondence/Plano ISD eSchool courses.
- Grades earned in eSchool courses shall not be used in computing class rankings. [Reference Plano ISD School Board Policy EHDE Local]

**TUITION**

Payment options:

1. Online through PISD eSchool website. (Visa, MasterCard)
2. Through a cashier's check or money order mailed to: (no personal checks accepted)
  - Plano ISD
  - Student Services/eSchool
  - 2700 W. 15<sup>th</sup> Street
  - Plano, TX 75075
3. Reimbursement guidelines:
  - Within 15 days of the online registration, students may cancel enrollment and receive a reimbursement, as per enrollment agreement. A fee of \$50.00 will be retained for administrative expenses.
4. Some courses may require the purchase of additional materials, such as textbooks, not included in the tuition fee.

**Special Offer!** **Plano ISD eSchool: Expanded Course Offerings!**

In an effort to meet our students' needs, Plano ISD eSchool has developed eight (8) online courses locally. We are able to offer these courses at a reduced tuition cost. The tuition for the following courses is \$220 to \$250 per semester.

<b>English 3, Semester 1</b>	<b>World History, Semester 1</b>	<b>World Geography, Semester 1</b>
<b>English 3, Semester 2</b>	<b>World History, Semester 2</b>	<b>World Geography, Semester 2</b>
<b>English 4, Semester 1</b>	<b>Economics</b>	
<b>English 4, Semester 2</b>	<b>Health</b>	

*Tuition for the courses listed below is \$295 per semester course.*

<b>Plano ISD eSchool Courses Available At This Time</b>		
<i>Refer to website for updated course offerings.</i>		
<u>Courses for Graduation Credit</u>		<u>Courses for Non-Credit/Enhancement</u>
Algebra II	Business Connections	Pre Algebra
Geometry I	Career Planning	Algebra 1
Pre Calculus		Oceanography
Chemistry I		Study Skills
Physics I		
Psychology		
American Government		

## COURSE DESCRIPTIONS - SIXTH GRADE

Plano ISD Course No.	Subject	Grade	Units
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### LANGUAGE ARTS

<b>60100A</b>	<b>Language Arts 6</b>	<b>Grade 6</b>	<b>2 Units</b>
<b>60105A</b>	<b>(Reading/English Block)</b>		
<b>Prerequisite:</b>	<b>English Language Arts 5</b>		

Language Arts 6 includes the study of both English and Reading. Writing, literature, reading, and communication skills are intertwined throughout the course. Students will focus on reading comprehension, vocabulary development, the process of writing, literary study, language development, and lifetime study skills.

**What's next?** English Language Arts 7 or English Language Arts 7 – Honors Reading 7 or Power Reading 7

<b>60000A</b>	<b>English as a Second Language (ESL) Grade 6</b>		<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Appropriate test scores on language screening test and achievement test</b>		

This course, which is designed for the student whose primary language is one other than English, will emphasize listening, speaking, reading, and writing skills in English. Students' cultural backgrounds will be considered and incorporated with instruction.

With the Language Proficiency Assessment Committee's recommendation, students may substitute ESL for Language Arts 6 and may enroll in 1-4 classes of ESL each semester.

**What's next?** ESL (second year) or English Language Arts 7

### READING

<b>60155A/1/2</b>	<b>Power Reading 6</b>		<b>1 Unit</b>
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This **full-year** course is advocated for students reading below grade level. It provides instruction in word attack and comprehension skills.

<b>60155B</b>	<b>Power Reading 6</b>		<b>.5 Unit</b>
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This **semester** course is mandated by state law requiring districts to remediate students reading below grade level. Word attack, vocabulary, comprehension strategies and study skills are taught.

**What's next?** Power Reading 7

### LANGUAGES OTHER THAN ENGLISH

<b>50240A</b>	<b>Accelerated Spanish II</b>		<b>.5 Unit</b>
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Students must pass a diagnostic exam for entry. This course is designed for the student who has an Intermediate High proficiency in speaking and listening. The course employs high level/critical thinking and focuses on the development of accuracy in reading and writing. Replaces Power Reading 6 or Exploratory. This course may not be offered on all campuses.

**What's next?** Pre-Advanced Placement Spanish III

### MATHEMATICS

<b>60200A</b>	<b>Mathematics 6</b>	<b>Grade 6</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Mathematics 5</b>		

Sixth grade mathematics includes a study of number theory such as prime and composite numbers, factors, and multiples. It also will concentrate on data investigation by gathering, organizing and analyzing data and then making decisions based on that data. Additional work will include the study of rational numbers, the operations on rational numbers, measurement and probability.

**What's next?** Mathematics 7

	<b>Mathematics 6 - Honors</b>	<b>Grade 6</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Honors Criteria</b>		

Mathematics 6 – Honors includes a study of topics contained in both the regular sixth grade and seventh grade courses. Students will be expected to finish the 6<sup>th</sup> grade objectives and many of the 7<sup>th</sup> grade objectives by the end of this course.

**SOCIAL STUDIES**

**60400A**                      **Grade 6 Social Studies (Contemporary World Societies)**                      **Grade 6**                      **1 Unit**  
**Prerequisite:**                      **None**

This contemporary world societies course involves a study of changes in technology, political power, intercultural contact, and social conflict throughout man's history. Elements of geography, sociology, economics, and political science are used to explain and compare cultures from ancient times to the present. Students are also provided opportunities to focus on personal, social, and civic responsibilities.

**What's next?**                      Grade 7 Social Studies (Texas History)

**SCIENCE**

**Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.**

**60300A**                      **Science 6**                      **Grade 6**                      **1 Unit**  
**Prerequisite:**                      **None**

6<sup>th</sup> grade science is an integrated course of earth, life and physical concepts taught through the context of the human body, the ocean ecosystem, energy and conservation, and space. Interactions and relationships are shown in each unit resulting in student learning beyond the facts of science.

**What's next?**                      Science 7th Grade or Science 7th Grade – H/PreAP/PreIB

**PHYSICAL EDUCATION**

**60510A**                      **Physical Education 6**                      **Grade 6**                      **.5 Unit**  
**Prerequisite:**                      **None**

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

**What's next?**                      Physical Education 7

**FINE ARTS**

This required course may be fulfilled by taking one full year of choir, band, or orchestra.

## ***COURSE DESCRIPTIONS - SEVENTH GRADE***

Plano ISD Course No.	Subject	Grade	Units
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### **LANGUAGE ARTS: ENGLISH**

<b>70100A</b>	<b>English Language Arts 7</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Language Arts 6</b>		

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Language studies emphasize the conventions of English. Composition includes development of paragraphs and multiparagraph essays through the writing process as well as instruction in capitalization and punctuation. Literature studies encourage an appreciation of the short story, novel, poetry, and drama.

**What's next?** English Language Arts 8 or English Language Arts 8 - Honors

<b>70103A</b>	<b>English Language Arts 7 – H</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Honors Criteria</b>		

This course is designed to meet the needs of seventh grade students with well-developed language and reading skills. While it emphasizes the basics of language, composition, and literature, it also affords the student the opportunity to do wider reading and to develop upper level thinking, reading and writing skills.

**What's next?** English Language Arts 8 or English Language Arts 8 - Honors

<b>70000A</b>	<b>English as a Second Language (ESL)</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Appropriate test scores on language screening test and achievement test</b>		

This course, which is designed for the student whose primary language is one other than English, will emphasize listening, speaking, reading, and writing skills in English. Students' cultural backgrounds will be considered and incorporated with instruction.

With the Language Proficiency Assessment Committee's recommendation, students may substitute ESL for English Language Arts 7 and may enroll in 1-4 classes of ESL each semester.

**What's next?** ESL or English Language Arts 8

### **LANGUAGE ARTS: READING**

<b>70150A, B</b>	<b>Reading 7</b>	<b>Grade 7</b>	<b>.5 Unit</b>
<b>Prerequisite:</b>	<b>Passed TAKS Reading Test</b>		

The course provides opportunities for growth in vocabulary, critical comprehension, and learning strategies. Students will be diagnostically assigned to reading materials and class activities that will facilitate growth in overall reading ability. This course is one semester in length.

<b>TBA</b>	<b>Power Reading 7, Levels I and II</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Reading below grade level mandates this course by state law.</b>		

Word attack, vocabulary, comprehension, strategies, and study skills are taught. Diagnostic testing is used to provide appropriate material for students. Personal reading is a part of the course. This course is two semesters in length.

**What's next?** Power Reading 8

### **LANGUAGES OTHER THAN ENGLISH**

<b>TBA</b>	<b>Spanish 7</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>None</b>		

This class is the first half of Spanish I, and it introduces the Spanish language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the Hispanic culture.

**What's next?** Spanish 8

<b>TBA</b>	<b>French 7</b>	<b>Grade 7</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>None</b>		

This class is the first half of French I, and it introduces the French language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the French and Francophone culture. This course may not be offered on all campuses.

**What's next?** French 8

<b>50340</b>	<b>Pre-Advanced Placement Spanish III</b>	<b>Grade 7</b>	<b>1 Unit</b>
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**Prerequisite:** Accelerated Spanish II OR Diagnostic Exam

This accelerated course emphasizes high level/critical thinking, reading, and writing utilizing cross-curricular contexts as well as Hispanic literature and texts. Speaking and listening proficiencies are refined and further developed. Connections between first language skills and second language acquisition are targeted. Replaces Power Reading 7. This course may not be offered on all campuses.

**What's next?** Advanced Placement Spanish IV

### **MATHEMATICS**

**70200A**                      **Mathematics 7**    **Grade 7**    **1 Unit**  
**Prerequisite:**              **Completion of Mathematics 6**

Seventh grade mathematics includes the study of introductory algebraic concepts such as variables, tables, graphs and symbols of representation. Similarity, scale factors, congruence and 3-dimensional measurement will be covered in the area of geometry. Additional work is done on positive and negative numbers, probability, rate, ratio, proportion and percent.

**What's next?**                      Mathematics 8

**70203A**                      **Mathematics 7 - Honors**    **Grade 7**    **1 Unit**  
**Prerequisite:**              **Honors 6 or honors criteria**

Mathematics 7 - Honors includes a study of topics contained in both regular seventh and eighth grade courses. Students will be expected to finish 7th and 8th grade objectives by the end of this course.

**What's next?**                      Mathematics 8 - Honors or Honors Algebra I

### **SOCIAL STUDIES**

**70400A**                      **Grade 7 Social Studies (Texas History)**    **Grade 7**    **1 Unit**  
**Prerequisite:**              **None**

This course involves a detailed study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.

**What's next?**                      United States History Part I

### **SCIENCE**

**Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.**

**70300A**                      **Science Grade 7**    **Grade 7**    **1 Unit**  
**Prerequisite:**              **None**

Science Grade 7 is a course, which will focus on life science with an integration of chemistry, physics and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.

**What's next?**                      Science Grade 8 or Science Grade 8 – H/PreAP/PreIB

**70303A**                      **Science Grade 7 – H/PreAP/PreIB**    **Grade 7**    **1 Unit**  
**Prerequisite:**              **Honors criteria**

This is a course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 7 course. The students are given a life science base with an integration of chemistry, physics, and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy and changes over time. Relevance to student learning and understanding of science will be shown. Independent science research is a requirement of Honors Science.

**What's next?**                      Science Grade 8 or Science Grade 8 – H/PreAP/PreIB

**PHYSICAL EDUCATION**

**70510A**            **Physical Education**  
**Prerequisite:**    **None**

**Grade 7**

**.5 - 1 Unit**

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

**What's next?**        Physical Education 8

## COURSE DESCRIPTIONS - EIGHTH GRADE

Plano ISD Course No.	Subject	Grade	Units
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### LANGUAGE ARTS: ENGLISH

<b>80100A</b>	<b>English Language Arts 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>English Language Arts 7</b>		

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Eighth grade language emphasizes correct English usage and sentence structure. Composition studies culminate in the writing of multi-paragraph papers. Literature studies are designed to develop appreciation and knowledge of the short story, novel, poetry, and drama.

**What's next?** English I or English I – H/PreAP/IB (high school)

<b>80103A</b>	<b>English Language Arts 8 – H</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Honors Criteria and/or English/Language Arts H Grade 7</b>		

This course is designed to meet the needs of eighth grade students with well-developed language and reading skills. Students will concentrate on a fused program of language, composition, and literature. They will also have an opportunity for wider reading and for development of upper level thinking, reading and writing skills.

**What's next?** English I or English I – H/PreAP/IB (high school)

<b>80000A</b>	<b>English as a Second Language (ESL)</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Appropriate test scores on language screening test and achievement test</b>		

This course is designed for the student whose primary language is one other than English. Emphasis will be on development of listening, speaking, reading, and writing skills in English. Students' cultural backgrounds are considered and incorporated with instruction. With the Language Proficiency Assessment Committee's recommendation, students may substitute ESL for English Language Arts 8 and may enroll in 1-4 classes of ESL each semester.

**What's next?** English I SOL or English I (high school)

### LANGUAGE ARTS: READING

<b>TBA</b>	<b>Power Reading 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Reading below grade level mandates this course by state law.</b>		

Word attack, vocabulary, comprehension, skills, and learning strategies are taught. Diagnostic testing is used to provide appropriate materials for students. Library reading is a part of the course. The course is two semesters in length.

### LANGUAGES OTHER THAN ENGLISH

<b>50140A</b>	<b>Spanish 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Spanish 7</b>		

This class is the second half of Spanish I, and it continues with the introduction to the Spanish language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the Hispanic culture. **Students will receive high school credit and high school grade points.**

**What's next?** Spanish II

<b>50110A</b>	<b>French 8</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>French 7</b>		

This class is the second half of French I, and it continues with the introduction to the French language and culture. The main emphasis of instruction is on oral skills while developing reading and writing skills. The student will begin to recognize the interrelationships of language and will begin to develop an appreciation for the Hispanic culture. This course may not be offered on all campuses. **Students will receive high school credit and high school grade points.**

**What's next?** French II

<b>50440</b>	<b>Advanced Placement Spanish IV</b>	<b>Grade 8</b>	<b>1 Unit</b>
<b>Prerequisite:</b>	<b>Pre-Advanced Placement Spanish II OR Diagnostic Exam</b>		

This course is a continuation of Pre-AP Spanish III. Specific Advanced Placement test-taking strategies, such as oral narration, advanced reading and listening comprehension, and expository writing, are added to the course of study. Students study and analyze current events, literary texts, and social issues. Students will be prepared for and have the opportunity to take the Advanced Placement Spanish Language Exam. Replaces Power Reading 8. This course may not be offered on all campuses. **Students will receive high school credit and high school grade points.**

**What's next?** Consider taking another language in High School

**MATHEMATICS**

**80200A**                      **Mathematics 8**    **Grade 8**    **1 Unit**  
**Prerequisite:**              **Mathematics 7**

Eighth grade mathematics includes the study of linear relationships expressed in words, graphs, symbols, tables and solutions of linear equations. The Pythagorean theorem, slope, area and irrational numbers will also be studied. Additional topics include exponential growth, quadratic growth and equivalent expressions. Transformations will be studied in the area of geometry.

**What's next?**              Algebra I (high school)

**80203A**                      **Mathematics 8 - H**    **Grade 8**    **1 Unit**  
**Prerequisite:**              **Mathematics 7 H**

Mathematics 8 - Honors is a course for students who are competent in basic skills but who are not functioning at the abstract level needed for success in Algebra I. This course includes a study of basic operations, problem-solving techniques, introductory geometry, probability and statistics, graphing, and introductory algebraic concepts. Students who satisfactorily complete this course should take Honors Algebra I. This course may not be offered on all campuses.

**What's next:**              Algebra I H/PreAP/IB (high school)

**TBA**                              **Honors Algebra I (Acceleration-middle school)** **Grade 8**    **1 Unit**  
**Prerequisite:**              **Honors criteria and Mathematics 7 H**

This course is designed for students who have exhibited superior mathematical ability and are ready to study high school level work. The content of this Algebra I course will include a study of the real numbers and their operations, the language of algebra, linear equations and inequalities, ratio, proportion and variations, polynomials, rational expressions, radicals, and quadratic relations. **Students will receive high school credit and high school grade points.**

**What's next?**              Geometry or Geometry – H/PreAP/IB (high school)

**SOCIAL STUDIES**

**80400A**                      **Grade 8 Social Studies (United States History Part I)**    **Grade 8**    **1 Unit**  
**Prerequisite:**              **None**

This course is a survey course from the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course.

**What's next?**              World Geography (high school)

**SCIENCE**

Those science courses, which offer dissection as a means of instruction, will provide alternative assignments for those students and parents who have justifiable objections to dissection.

**80300A**                      **Science Grade 8 - Regular**    **Grade 8**    **1 Unit**  
**Prerequisite:**              **None**

Science Grade 8 is a course, which will focus on earth science with an integration of chemistry, physics, and life science. Concepts, which are found in common with other sciences, will be emphasized in themes covering environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.

**What's next?**              IPC or Biology (high school)

**80303A**                      **Science Grade 8 – H/PreAP/PreIB**    **Grade 8**    **1 Unit**  
**Prerequisite:**              **Honors criteria and/or Science Grade 7 H**

This is an accelerated course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science Grade 8 Honors will focus on earth science with an integration of chemistry, physics and life science. Concepts, which are found in common with other sciences, will be emphasized in themes. Preparing the student to enter advanced high school sciences will be emphasized. Independent science research is a requirement of Science Grade 8 Honors.

**What's next?**              Biology or Biology – H/PreAP/IB or IPC (high school)

**HEALTH**

**80500B**                      **Health 8**    **Grade 8**    **.5 Unit**  
**Prerequisite:**              **None**

This course in health education is required of all students in eighth grade. In Health 8, students develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships.

**What's next:**              Health I (high school)

**PHYSICAL EDUCATION**

**80510A, B**                      **Physical Education**    **Grade 8**    **.5 - 1 Unit**  
**Prerequisite:**              **None**

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will begin to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

**What's next?**              Foundation of Personal Fitness (high school)