



2017-2018 MIDDLE SCHOOL

# *Academic Planning Guide*

**MCKINNEY**  
INDEPENDENT SCHOOL DISTRICT

# Special Note for Rising 6<sup>th</sup> Graders



## **About the Middle School Academic Planning Guide (MS APG):**

We hope that you are starting to feel excited about joining your middle school campus next year. Middle school provides wonderful opportunities to develop academically, explore career interests, refine your study skills and prepare for the next level of your education. The MS APG exists to provide you information about the courses you can take and to explain available programs. Read this document carefully with your parents to learn more about what middle school has to offer. Middle school administrators, counselors and teachers are looking forward to getting to know you and are standing by to answer questions. We are all part of a team to help you make a positive transition to your new MISD home campus.

## **Hours & Schedule:**

Middle School starts at 8:45 AM and ends at 3:45 PM. You will enroll in seven courses and move from class to class each day. Class periods are approximately 50 minutes. 6<sup>th</sup> graders usually have most of their classes in one area of the building, however, it's a great idea to attend schedule pickup and locate your classes. On your schedule, you'll see the order of your classes, the room number and the teacher for each course. MS staff will also be in the hallways to help you find your way around. Recess is replaced in middle school by your PE courses.

## **Lunch Information:**

Students will have a 30 minute lunch. 6<sup>th</sup> grade students will not have assigned seating. This arrangement will provide a great opportunity for you to meet new people from other elementary schools. Menus, nutritional information and the application for Free/Reduced lunch are available at [mckinney.schoolfish.com](http://mckinney.schoolfish.com). Parents may add funds to their student's school lunch account and review your lunch purchases at [www.myschoolbucks.com](http://www.myschoolbucks.com).

## **Lockers:**

Though you may be used to having a locker, it may be new to have a locker with a combination lock. It's a great idea to practice using a combination lock this summer.

## **Textbooks:**

Textbooks are typically used in the classroom during the instructional day, though you may not refer to the textbook every day. If you will need to use a textbook at home, talk with your teacher about how to check out a book.

## **School Supplies:**

In 6<sup>th</sup> grade, we want students to become even more comfortable managing their own supplies and materials, including using a planner. Check with your zoned campus for a general supply list or suggestions. During the first week, your teachers will let you know if there are any specific supplies that you will need for the course.

## **Grades:**

In 6<sup>th</sup> grade, your grades will be reported on a 100 point scale. A grade of 70 or better is considered passing. Your average will be composed of two types of grades: summative and formative. You can read more about grading in board policy EIA (LOCAL) and check your grades regularly at: <https://hac.mckinneyisd.net/>.

## **Tutoring:**

Be sure to check with each teacher about tutoring opportunities. Tutoring is a great way to reinforce information you've been studying in class as well as to prepare for upcoming assignments. Most of our top students attend regular tutoring with their teacher and have a regular peer study group.

## **Attendance, Dress Code & Technology:**

The Student Handbook contains information on attendance, dress code, technology use and much more! The guide is available at: <http://www.mckinneyisd.net/students/>

**For Bus Information Visit:** <http://www.mckinneyisd.net/departments/transportation/routes/>



# Course Snapshot

*Students need to return their course selection form by February 27, 2017. Students who do not turn in their course selection form will have their courses selected for them by their counselor.*

*Not all courses are offered at all campuses and are subject to availability.*

## **Grade 6 Required Core Classes:**

ELAR  
Math  
Science  
Social Studies  
Physical Education

## **Grade 6 Electives (Pick One):**

Art  
AVID (see counselor for more information)  
Band  
Choir  
Orchestra

## **Grade 7 & 8 Required Core Classes:**

ELAR  
Math  
Science  
Social Studies  
Physical Education or Athletics

## **Grade 7 & 8 Electives:**

- Art
- Athletics
- AVID
- Band
- Cheerleading
- Choir
- Orchestra
- Theatre
- Drill Team
- Creative Writing
- Broadcast and Media Journalism
- Yearbook
- Investigating Careers (7<sup>th</sup> Grade only)
- Teen Leadership (7<sup>th</sup> Grade only)
- Physical Education or Athletics
- Off-Campus Physical Education

## **Electives for Grade 8 Only:**

- Advanced Theatre
- Technical Theatre
- Online offerings: Health (high school credit)
- Communication Applications (Speech) (high school credit and taken with Health)
- Health (high school credit and taken with Communication Applications)
- PALS (application process)
- Principles of Arts, Audio Visual Technology & Communications (high school credit)
- Principles of Applied Engineering (high school credit)
- Spanish I (high school credit)
- Spanish I & II for Spanish Speakers (high school credit)

## **High School Credit Information:**

High school courses taken during 7<sup>th</sup> or 8<sup>th</sup> grade year will count as credit but will not be calculated in the student's GPA or class rank. Also, students must pass high school courses with at least a 70 and have 90% attendance to be awarded credit. If a student does not complete a semester or fails a semester of a year-long high school course and the average of the two semesters does not equal a 70, the student must take the failed semester in summer school before 9th grade begins.

# Program Information

## **Core Academic Courses**

The middle school academic courses provide strong curricula that prepare students for success in future courses in middle school and high school. These courses offer appropriately-paced instruction that covers the Texas Essential Knowledge and Skills. Students are held to high expectations and must exhibit self-discipline and time management skills as important components of the courses.

## **Physical Education Requirement**

Students are required to have four semesters of physical education during their three years at middle school. Students will complete 2 semesters of PE during 6<sup>th</sup> grade and the final 2 semesters will be completed either in 7<sup>th</sup> or 8<sup>th</sup> grade PE or Athletics. See Off Campus PE for special instructions.

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

Pre-AP courses are core academic courses that are aligned with the Advanced Placement courses offered at the high school level. Pre-AP courses are designed to challenge motivated students to understand academically rigorous material and are open to all students willing to accept that challenge. Both Pre-AP and Academic courses teach the Texas Essential Knowledge and Skills (TEKS). Students that select Pre-AP are expected to maintain an 80 average in the course. Typically, successful Pre-AP students are self-motivated, maintain A's and high B's in all subject areas, master all TEKS objectives, and are successful in simultaneously managing multiple tasks.

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

Students whose first language is not English may be included in ESL classes where the emphasis is to develop listening, speaking, reading, and writing skills in English. The Language Proficiency Assessment Committee, or LPAC, will make course recommendations for students in ESL.

## **GT Program**

Students who have been identified as Gifted and Talented (GT) through the MISD identification process are served through the GT Program's classes in language arts, math, social studies, and science. Students will be individually scheduled for the GT courses in which they meet district qualifications.

## **Special Education**

McKinney Independent School District Middle Schools offer a continuum of services for students identified as Special Education through the Admission, Review, and Dismissal (ARD) process in accordance with state and federal law.

## **TxVSN**

Students can also take courses via Texas Virtual Schools Network (TxVSN). The link to Board Policy is <http://pol.tasb.org/Policy/Search/310?filter=EHDE%20Legal>

## **Naviance**

McKinney ISD is proud to partner with Naviance to offer a college and career planning portal to all secondary students. Naviance helps students and families connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and areas of interests. The Naviance platform gives schools, parents and students a central location to set goals and priorities for individual students, track their progress, and measure student outcomes across their entire student population in order to improve college and career readiness. Naviance helps students plan a course of action to reach their goals, find resources to prepare academically, and discover their own path.

# **ENGLISH/LANGUAGE ARTS & READING (ELAR)**

**Possible career objectives for students with English/Language Arts training:** Actor, Advertising Copywriter, Business Administrator, Court Reporter, Editor, Film, Radio and TV, Columnist, Publisher, Writer, Lawyer, Librarian/Media Specialist, Minister, Newscaster, Salesperson, Teacher, Industry/Business Writer, Critic, Blogger, and Politician.

## **Grade 6 ELAR**

This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

## **Grade 6 ELAR/GT**

This course will utilize the William and Mary *Autobiography* and *Persuasive* units to offer complex learning experiences to meet the needs of verbally gifted students through authentic learning opportunities providing creative production and enhanced engagement. This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

## **Grade 7 ELAR**

This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

## **Grade 7 ELAR Pre-AP**

This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In addition to learning all the essential knowledge and skills of 7<sup>th</sup> Grade English, Pre-AP strategies will be employed when reading and writing. Students will be exposed to Pre-AP reading and writing strategies, writing prompts, and texts. Students will read and analyze texts of varying genres, both classic and contemporary, and will complete writing tasks that will require them to persuade, argue, analyze literature, and synthesize material.

## **Grade 7 ELAR Pre-AP/GT**

The course will utilize the William and Mary *Utopia* unit to offer complex learning experiences to meet the needs of verbally gifted students through authentic learning opportunities providing creative production and enhanced engagement. This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

### **Grade 8 ELAR**

This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

### **Grade 8 ELAR Pre-AP**

This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In addition to learning all the essential knowledge and skills of 7<sup>th</sup> Grade English, Pre-AP strategies will be employed when reading and writing. Students will be exposed to Pre-AP reading and writing strategies, writing prompts, and texts. Students will read and analyze texts of varying genres, both classic and contemporary, and will complete writing tasks that will require them to persuade, argue, analyze literature, and synthesize material.

### **Grade 8 ELAR Pre-AP/GT**

This course will utilize the William and Mary *Pursuit of Justice* unit to offer complex learning experiences to meet the needs of verbally gifted students through authentic learning opportunities providing creative production and enhanced engagement. This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.

# MATHEMATICS

**Possible career objectives for students with adequate mathematics training:** Accounting, Actuary, Architect, Banker, Business, Computer Science, Data Processor, Engineer, Financial Analyst, Physicist, Pre-medicine, Science/Social Science Research, Government Agencies, Statistician, Systems Analyst, Teacher, Salesperson, and Investment.

## **Grade 6 Math**

The primary concepts studied in sixth grade math are number and operations; proportionality; expressions, equations and relationships; and measurement and data. Problem solving in meaningful contexts and formal and informal reasoning will underlie all of the concepts studied.

## **Grade 6 Math Pre-AP**

Pre-AP sixth grade math provides eligible students with a course designed to prepare them for Pre-AP Algebra I in eighth grade and other rigorous advanced course work in the future. In addition to the concepts of number and operations; proportionality; expressions, equations and relationships; and measurement and data, the curriculum will include many of the seventh grade concepts as well as rigorous problem solving. Students should expect an additional time requirement and be willing to work independently. To qualify for this course, students must routinely make As and Bs in math, be successful on the math STARR assessment and meet MAP score RIT requirements.

## **Grade 6 Math – Compacted**

Compacted math provides a rigorous, highly accelerated math option in which students study all of the sixth and seventh grade math concepts as well as the majority of the eighth grade concepts. Compacted math is designed to prepare students to take Pre-AP Algebra I in seventh grade and Pre-AP Geometry in eighth grade. Enrollment in compacted math is by qualifying scores only as demonstrated by consistent MAP and STAAR scores at the local MISD 98<sup>th</sup> percentile or higher.

## **Grade 7 Math**

The primary concepts studied are number and operations; proportionality; expressions, equations, and relationships; and measurement and data in increasingly complex situations. Problem solving in meaningful contexts and formal and informal reasoning will underlie all of the concepts studied.

## **Grade 7 Math Pre-AP**

Pre-AP seventh grade math provides eligible students with a course designed to prepare them for Pre-AP Algebra I in eighth grade and other rigorous advanced course work in the future. In addition to finishing the study of the seventh grade concepts in increasingly complex situations, the curriculum will cover the eighth grade concepts required for Algebra I and include rigorous problem solving. Students should expect an additional time requirement and be willing to work independently.

## **Grade 8 Math (Pre-Algebra)**

Eighth grade math is designed to prepare the student to study Algebra I in the ninth grade. The primary concepts are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Problem solving in meaningful contexts and formal and informal reasoning underlie all of the concepts studied.

## **Grade 8 Math (Pre-Algebra) Pre-AP**

Pre-AP eighth grade math provides eligible students with a course designed to prepare them for high school Algebra I and other rigorous advanced course work in the future. In addition to the concepts of proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data, the curriculum will include rigorous problem solving. Students should expect an additional time requirement and be willing to work independently.

**Algebra I Pre-AP** *This year long class is offered for 1.0 unit of high school credit.*

Pre-AP Algebra I covers the content of high school Algebra I while providing a more in- depth study of algebraic concepts through higher thinking processes. Students develop strategies to prepare them for future Advanced Placement (AP) courses. **This course will require a STAAR End of Course Exam. The grade earned will not be applied to high school GPA or class rank.**

**Geometry Pre-AP** *This year long class is offered for 1.0 unit of high school credit.*

Pre-AP Geometry covers the content of high school geometry while providing a more in-depth study of geometric concepts through higher thinking processes. Students develop strategies to prepare them for future Advanced Placement (AP) courses. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**



# SCIENCE

**Possible career objectives for students with adequate science training:** Biologist, Geologist, Medical Professions, Mining, Museum Curator, Public Health, Environmental Protection, Game Management, Lab Technician, Industrial Chemist, Microbiologist, Physicist, Forestry, Park Services, Research, Teacher, Agriculture, Zoo/Marine Biologist, Pharmacist, Forensic Science, Medical Technician, Engineering, and Meteorologist.

## Grade 6 Science (Academic, GT)

**Grade 6 Science** is interdisciplinary in nature; however, much of the content focus is on **physical science**. Science concepts are described by physical, mathematical, and conceptual models. Students will study scientific theories that are well- established and highly reliable, in relation to new information and technologies are being developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information. Recurring themes are pervasive in sciences, mathematics, and technology. **The Grade 8 Science STAAR assessment will assess content standards and process skills covered in grades 6-8.**

Grade levels 6-8 share the following Reporting Categories:

- Scientific investigations and reasoning
- Matter and energy
- Force, motion, and energy
- Earth and space
- Organisms and environments

## Grade 7 Science (Academic, Pre-AP, GT)

**Grade 7 Science** is interdisciplinary in nature; however, much of the content focus is on **organisms and the environment**. Science concepts are described by physical, mathematical, and conceptual models. Students will study scientific theories that are well- established and highly reliable, in relation to new information and technologies are being developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information. Recurring themes are pervasive in sciences, mathematics, and technology. **The Grade 8 Science STAAR assessment will assess content standards and process skills covered in grades 6-8.**

Grade levels 6-8 share the following Reporting Categories:

- Scientific investigations and reasoning
- Matter and energy
- Force, motion, and energy
- Earth and space
- Organisms and environments

## Grade 8 Science (Academic, Pre-AP, GT)

**Grade 8 Science** is interdisciplinary in nature; however, much of the content focus is on **earth and space science**. Science concepts are described by physical, mathematical, and conceptual models. Students will study scientific theories that are well- established and highly reliable, in relation to new information and technologies are being developed. Students should be able to distinguish between scientific decision-making methods and ethical/social decisions that involve the application of scientific information. Recurring themes are pervasive in sciences, mathematics, and technology. **The Grade 8 Science STAAR assessment will assess content standards and process skills covered in grades 6-8.**

Grade levels 6-8 share the following Reporting Categories:

- Scientific investigations and reasoning
- Matter and energy
- Force, motion, and energy
- Earth and space
- Organisms and environments

# SOCIAL STUDIES

**Possible career objectives for students with adequate social studies training:** Anthropologist, Archivist, Armed Forces, Journalist, Foreign Service, Government Service, Historian, Writer, Psychologist, Sociologist, Archaeologist, Curator, Economic Advisor, Law Enforcement, Cartographer, Intelligence, Teacher, Politician/Political Analyst, Social Worker, and Welfare Programs.

## **Grade 6 Social Studies/World Cultures (Academic, GT)**

**Grade 6 Social Studies** focuses on contemporary world cultures. Students study people, places, and societies of the contemporary world from the following regions: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies, identify the locations and geographic characteristics of various societies, identify different ways of organizing economic and governmental systems including limited and unlimited government, and describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions and explain how technology affects the development of the various societies. The concept of frame of reference is introduced as an influence on an individual's point of view.

## **Grade 7 Social Studies /Texas History (Academic, Pre-AP, GT)**

**Grade 7 Social Studies** focuses on Texas History. Students study the history of Texas from early times to the present including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

## **Grade 8 Social Studies/ US History through 1877 (Academic, Pre-AP, GT)**

**Grade 8 Social Studies** focuses on U.S. History. Students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19<sup>th</sup> century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

# PHYSICAL EDUCATION

In physical education courses students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity and access to an active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

## **Physical Fitness Assessment – Fitnessgram**

In the 82<sup>nd</sup> Legislative 2011, HB 400 was passed as a part of SB 8, limiting a school district's required annual physical fitness assessment to students in grade three or higher who are enrolled in a course that satisfies the curriculum requirements for physical education, including substitutions, equivalents and waivers. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance and a flexibility assessment.

## **Physical Education**

Students will learn a variety of cooperative games and activities to enhance eye-hand/eye-foot coordination, spatial awareness, and cardiovascular fitness. In addition, students will learn the major muscle groups of the body and the importance of maintaining an active lifestyle for a healthier, more productive future. Students take two semesters of PE in 6<sup>th</sup> grade and are required to take two more in 7<sup>th</sup> grade to meet the state requirement. In 7<sup>th</sup> grade this can be done by taking Physical Education or Athletics. There is a required health component that is taught during physical education class.

## **Off-Campus PE**

### ***Fee Required***

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 those students to be involved in a program that provides training exceeding that offered in the school district. Students interested in this program should contact his/her campus counselor for application and guidelines concerning off-campus physical education. One State credit shall be awarded for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus upon approval of district administration.

Such approval may be granted under the following conditions:

- A. Olympic-level participation and/or competition that included a minimum of 15 hours per week of highly intensive professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school for one period per day.
- B. Private or commercially-sponsored physical activities that include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week is required. Students qualifying and participating at this level MAY NOT be dismissed from any part of the regular day.
- C. The activity must be one that McKinney ISD does not offer at the specific level requested.

The student must participate a minimum of four days during the week (Monday through Friday) plus an additional day that may fall either on the weekend or during the week. Participation must always be under the direct supervision of the instructor. No off-campus program will be allowed if located more than 25 miles from the McKinney ISD Administration Building.

## **Partner Leaders for PE (Grade 7 & 8)**

Partner Leaders for PE is a success oriented physical education program featuring supervised peer tutors and individualized learning and instruction. The course is designed to meet the unique physical education needs of students with disabilities who cannot meet the TEKS requirements of regular physical education because of physical, social, emotional, or behavioral limitations.

It is taught by a regular physical education teacher and is established as a regular unit of instruction in the master schedule. The purpose of the program is to encourage physical activity, increase knowledge of health and fitness strategies, and to assist in the acquisition of individual lifetime recreation activities and/or skills associated with team sports. The focus of this course is on students with disabilities, peer teaching and individualized instruction, expanded curriculum, and to create a more inclusive school environment.

# ATHLETICS

**Athletics** is intended for students interested in playing competitive sports. Athletic participation is a privilege, not a right, and student athletes are held to a higher standard of conduct. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator.

The following sports are available at the middle school level:

- Boys – Cross Country, Football, Tennis, Basketball, and Track
- Girls – Cross Country, Volleyball, Tennis, Basketball, and Track.

Students participating in McKinney ISD athletics are **REQUIRED** to have a yearly physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games. Physicals must be on or after April 1, 2017, for participation in athletics for the 2017-2018 school year. Physicals must be completed on the official UIL physical form. MISD athletics will provide three opportunities for students to receive a physical at a cost of \$20 in April and May. Student athletes meeting all of the free or reduced lunch requirements will be given the opportunity to receive a physical for free or at a reduced rate.

**Athletes must be able to attend practices and games before school, after school, and Saturdays.** Some sports may require tryouts and/or practice sessions prior to the beginning of school in August. Many athletic programs require prior approval by the coach and/or participation in a tryout. All students involved in extracurricular activities are required to be involved in the MISD Random Student Drug Testing Program. According to UIL rules student athletes must maintain a 70 average in all of their classes to remain eligible for competition.

# GENERAL ELECTIVES

## AVID (Grade 6, 7 & 8)

*Students must be identified as an AVID student through an application and interview process.*

AVID prepares students for college eligibility and success. Students receive instruction in reading, writing, inquiry and collaboration strategies as well as emphasizing strong organizational and personal skills necessary for academic success. AVID students are required to be enrolled in an advanced academics math course, and must have passed the Math and ELAR STAAR. Students are strongly encouraged to earn the high school health credit in grade 8.

## Communication Applications (Speech) (Grade 8) *This course will count as 0.5 unit of high school elective credit and will be taken opposite semester of Health.*

Communication skills are fundamental to all other learning and to all levels of human interaction. Students must be able to send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. They will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**

## Health (Grade 8) *This course will count as 0.5 unit of high school elective credit and will be taken opposite semester of Communication Applications.*

**HEALTH** is a district-required course for graduation. Students learn health concepts recommended for comprehensive health instruction. This semester course includes instruction in mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, diseases and disorders, community and environmental health, consumer health and safety and emergency care. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank. To find out more about this high school level course, refer to the Texas Essential Knowledge and Skills (TEKS) at <http://ritter.tea.state.tx.us/rules/tac/chapter115/ch115c.html#115.32>**

**Online – Health (Grade 8)** *This course will count as 0.5 unit of high school elective credit.*

Health is a district-required course for high school graduation. The course includes the same concepts as the face-to-face class. *This course is offered online only and does not appear on a middle school report card or registration card. Information regarding this course can be obtained from your student’s counselor. Fee required. The grade earned will count for high school credit but will not be applied to high school GPA or class rank.*

**Creative Writing**

Students will learn the introductory basics for writing poetry, short stories, narratives, memoirs, plays, and scripts. Techniques will include directed reading of current models in addition to practice using literary devices, figurative language, and developing voice and style. Students will perfect their critical reading skills through reading, discussion, and writing assignments, and will learn the conventions of critique and collaboration in a workshop setting. *This course only offered at certain campuses, please check with your counselor.*

**Broadcast and Media Journalism**

Broadcast and Media journalism is the main focus on this class. Students will study all aspects of producing a video including storyboarding, capturing video footage, and digital editing. Students may plan, organize, write, and produce the school newspaper and PTV (Panther TV). *(PTV is offered at Evans only.)*

**PALS (Peer Assistance & Leadership) (Grade 8 – Application Process)**

Participants in PALS are trained in a variety of helping skills which enables them to assist other students in having a more positive and productive school experience. This is a course for students potentially interested in careers in education or other service professionals. PALS uses positive peer influence as a central strategy for addressing areas of concern. Students interested in taking this course in the 8th grade must complete an application and be interviewed.

**Teen Leadership (Grade 7)**

Teen Leadership is a character education and leadership development course which includes leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills and goal setting.

**Yearbook**

Students plan, organize, write and produce the school yearbook. Enrollment is limited in this class.

# LANGUAGES OTHER THAN ENGLISH (LOTE)

**Possible career objectives for students proficient in languages other than English:** Airline Personnel, Armed Forces, Foreign Office/Service, Communications, Counseling, Employment Services, Import/Export, Interpreter, Lawyer, Marketing, Minister, Sales Industry, Technical Expert, Anthropologist, Business Caseworker, Construction, Customs, Food Services, International Banking, Law Enforcement, Librarian, Missionary, Publisher, Teacher, and Tour Guide.

**Spanish I (Grade 8)** *This course will count as 1.0 unit of high school credit.*

**Spanish I** is an introductory course for non-native speakers. The course is based on the World-Readiness Standards for Learning Languages as defined by ACTFL and on the TEKS for LOTE. The course will enable students to acquire and practice language skills in all three modes of communication through contextualized activities and the integration of a variety of authentic contexts based on interdisciplinary topics. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**

**Spanish for Spanish Speakers I (Grade 8)** *This course will count as 1.0 unit of high school credit.*

**Spanish for Spanish Speakers I** offers the native Spanish speaker an opportunity to capitalize on strengths and concentrate on specific needs for improvement in the four communicative skills, especially in the formal use of the language. *This is a fall semester course only.* **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**

**Spanish for Spanish Speakers II (Grade 8)** *This course will count as 1.0 unit of high school credit.*

**Prerequisite:** Spanish for Spanish Speakers I.

**Spanish for Spanish II** is a reinforcement and expansion of the four skills that were learned in Spanish I: listening, speaking, reading, and writing. Vocabulary is expanded through reading and writing with appropriate grammatical structure to increase the range of students' knowledge. Students are also expected to participate in conversational exercises to increase their level of comprehension. Projects and cooperative learning groups are fundamental elements of this course.

*This is a spring semester course only.* **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**

# VISUAL ARTS

**Possible career objectives for students with talent in the fine arts- VISUAL:** Advertising, Animator, Interior Design, Illustrator, Ceramics, Fashion, Display Design, Environmental Designer, Set Designer, Architecture, Graphic Artist, Art Collector/Director, Art Historian/Art Teacher, Jewelry Design, Production Artist, Sculptor, Printer, Caricature Artist, Fiber Artist, and Photography.

## **Art I (Grade 6, 7 or 8)**

Art I is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is designed to expose students to a variety of media in drawing, 2D Design, 3D Design and 2D Design Digital. Students will develop technical, expressive and creative thinking as they produce works of art. Art I is a study and application of the basic fundamentals of visual art. Art fee may be required.

## **Art II (Grade 7 or 8)**

**Prerequisite:** Students must have successfully completed Art I at either 6<sup>th</sup> or 7<sup>th</sup> grade level. Art II is a full-year course based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is designed to expose students to a variety of media in drawing, 2D Design, 3D Design and 2D Design Digital. Students will develop technical, expressive and creative thinking as they produce works of art. Art II is a continuation of the study and application of the basic fundamentals of visual art introduced in Art I. Art fee may be required.

## **Art III (Grade 8)**

**Prerequisite:** Students must have successfully completed Art I and Art II. Art III is a full-year course based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is designed to expose students to a variety of media in drawing, 2D Design, 3D Design and 2D Design Digital. Students will develop technical, expressive and creative thinking as they produce works of art. Art I is a study and application of the basic fundamentals of visual art. Art III is a continuation of the study and application of the basic fundamentals of visual art introduced in Art I and Art II. Art fee may be required.

## **Advanced Art**

**Prerequisite:** Teacher recommendation and successful completion of Art I and Art II. This course is a rigorous, sequential program for students with a serious interest in pursuing a college level portfolio. The focus on this course will be an advanced curriculum designed to strengthen a drawing, 2D Design, 3D Design and 2D Design Digital studio interest. Advanced Art students are given the opportunity to move into Pre-AP Art I in High School. Art fee may be required.

# MUSICAL ARTS

**Possible career objectives for students with talent in the fine arts- MUSIC:** Broadcasting, Conductor, Critic, Music Teacher, Publisher, Vocalist, Music Editor, Concert Promoter, Composer, Instrument Repair, Historian, Music Director, Instrumentalist, Music Arrangement, Musical Theater, Music Sales, Music Therapist, Band Member, and Band Director.

## **Band (Grade 6)**

Band is designed to teach students with no experience how to play a musical instrument. Students will learn tone production, music reading skills, basic music theory, rhythmic skills, and instrumental technique. Students and parents must meet with a band director in the spring to determine which instrument is best suited to play.

Students wishing to play certain instruments must receive special permission from the director.

## **Band (Grade 7 & 8)**

Multiple levels exist for 7<sup>th</sup> and 8<sup>th</sup> grade band. Students will be placed in the appropriate level band based on previous experience and auditions. Students will perform at each of the major band concerts throughout the year. They may also participate in extra-curricular activities such as solo and ensemble contests, clinics, and social events. Depending on the level of band, attendance at extra rehearsals outside of the school day and participation in UIL concert and sight-reading contest is required.

## **Choir (Grade 6)**

Sixth grade choir is a non-auditioned group that is open to any 6<sup>th</sup> grader. Students work on in-tune singing in unison and parts. The voice will be developed through different types and styles of music, and students will participate in several concerts, field trips and social events throughout the year. Students will receive training in sight singing, correct vocal production, pitch matching, harmonization, rhythmic accuracy, and performance skills. Students will perform at seasonal concerts, UIL (University Interscholastic League) contest, and festivals.

## **Choir (Grade 7 & 8)**

Multiple levels exist for 7<sup>th</sup> and 8<sup>th</sup> grade choir. Students will be placed in the appropriate level choir based on previous experience and auditions. Depending on the level of choir, attendance at extra rehearsals outside of the school day and participation in UIL concert and sight-reading contest is required.

## **Orchestra (Grade 6)**

6<sup>th</sup> grade orchestra is designed to teach students with no experience how to play a musical instrument. Students will learn tone production, music reading skills, basic music theory, rhythmic skills, and instrumental technique. Students and parents must meet with an orchestra director in the spring to determine which instrument is best suited for them to play. Students wishing to play certain instruments must receive special permission from the director.

## **Orchestra (Grade 7 & 8)**

Multiple levels exist for 7<sup>th</sup> and 8<sup>th</sup> grade orchestra. Students will be placed in the appropriate level orchestra based on previous experience and auditions. Students will perform at each of the major orchestra concerts throughout the year. They may also participate in extra-curricular activities such as solo and ensemble contests, clinics, and social events. Depending on the level of orchestra, attendance at extra rehearsals outside of the school day and participation in UIL concert and sight-reading contest is required.



# THEATRE ARTS

**Possible career objectives for students with talent in the fine arts - THEATRE/DANCE:** Actor, Costume Design, Lighting/Sound Technician, Producer, Set Designer, Theatre Manager, Choreographer, Lawyer, Critic, Broadcaster, Dancer, Playwright, Public Relations, Film/Stage Director, Teacher, Commercials, Politician, and Vocal Coach.

## **Theatre I (Grade 7 & 8)**

Theatre I is a class for students with an interest in and ability for the performing arts. Students will examine scripts, learn basic acting techniques, and explore aspects of technical theatre. Students will also prepare for a class production. Theatre I may require after school practices and evening performances.

## **Theatre II (Grade 8)**

In order to be in this class students must have successfully completed Theatre I in 7<sup>th</sup> grade. Theatre II is a class for students with a high interest in and ability in the theatrical arts. Students will examine scripts, learn basic acting techniques, and explore aspects of technical theatre. Students will also prepare for a class production. Theatre II will require after school practices and evening performances.

## **Advanced Theatre (Grade 8)**

Students who wish to be in this class must have approval from the Theatre teacher. This theatre class is designed for students who want to participate in the UIL one-act play and who have exhibited a lot of success in Theatre I and in previous theatrical productions. Students will participate with other theatre classes in fall and spring plays. Students will examine scripts, learn more in-depth acting techniques, and explore more advanced aspects of technical theatre. Interested students must apply with the theatre teacher. Advanced Theatre will require after school practices and evening performances.

## **Technical Theatre (Grade 8) – Introduction to Technical Theatre (Grade 8)**

**Prerequisite:** Successful completion of Theatre I

Introduction to Technical Theatre is a class for students with a high interest in and ability in the theatrical arts, particularly behind the scenes. Units of study will include Play Analysis; Backstage Safety; Stage Management; Set, Prop, Costume, Makeup, Sound and Lighting Design; Publicity and Theatre Management; Basic Set Construction; Basic Tools Use and Safety; and Theatrical Painting Techniques. Instruction will include hands on activities and projects. ***This course only offered at certain campuses, please check with your counselor.***

## **Cheerleading**

This course is designed to help students with specific skills associated with cheerleading. The class meets during the school day and consists of conditioning, development in cheer techniques and skills, and preparation for performances. Cheer Team membership requires weekly after school practices and performances, and students are required to maintain eligibility to participate. Students do not tryout for this course but are required to sign up in the spring, attend summer camp, and purchase and wear required practice and game uniforms. This course satisfies the middle school PE requirement.

## **Drill Team**

This course is designed to help students with specific skills associated with drill team. This class develops body coordination, flexibility, and balance and covers different genres of dance. Drill Team membership requires weekly after school practices, and students are required to maintain eligibility to participate. Students do not tryout for this course but are required to sign up in the spring, attend summer camp, and purchase and wear required practice and game uniforms.

# CAREER AND TECHNICAL EDUCATION

## Investigating Careers (Grade 7)

This project-based class introduces students to sixteen career clusters ranging from Architecture and Business to Aviation and STEM. Students will design and create authentic products while investigating skill & education requirements, compensation, and projected growth for particular career fields. As students work on projects, they will develop transferable job skills in digital media, communication, problem solving, team-work, and project management. \$20.00 lab fee.

## Principles of Applied Engineering (Grade 8) *This year long class is offered for 1.0 unit of high school credit.*

This course provides an overview of the various career fields of science, technology, engineering, and math (STEM) and their interrelationships. Students will use multiple software applications to prepare and present course assignments along with hands on projects. Through hands on activities, students will develop applicable knowledge and skills in design and construction, critical thinking and problem solving, and communication and collaboration. This course is a prerequisite for Introduction to Engineering Design and a foundation course for Robotics I. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.** \$30.00 lab fee.

## Principles of Arts, Audio Visual Technology & Communications (Grade 8) *This yearlong class is offered for 1.0 unit of high school credit.*

This course offers students practical experience using Adobe Creative Suite in multimedia, print, and graphic design projects. Students will gain knowledge and proficiency in audio and video production using Adobe Premiere Pro, Adobe After Effects, and Adobe Audition; graphic design using digital cameras, Adobe Illustrator and Adobe Photoshop, and explore computer animation using Adobe Flash. This course is a prerequisite for AUDIO VIDEO PRODUCTION I, II, & III and a foundation course for DIGITAL AND INTERACTIVEMEDIA. **The grade earned will count for high school credit but will not be applied to high school GPA or class rank.**

