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McKINNEY ISD

Academic Planning Guide

2024–2025 MIDDLE SCHOOL



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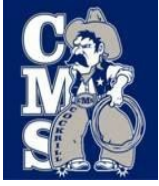
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Special Note for Rising 6th Graders

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 3:55 PM. You will enroll in seven courses and move from class to class each day. Class periods are approximately 50 minutes. 6th 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. 6th grade students typically have lunch time separate from 7th and 8th graders. Menus, nutritional information, and the application for Free/Reduced lunch are available at www.mckinneyisd.schoollunchapp.com/. Parents may add funds to their student's school lunch account and review your lunch purchases at www.myschoolbucks.com.

School Supplies:

In 6th 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 6th 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/>. (see pages 4 and 5)

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/parents/>

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



Grading and Reporting

Please additionally refer to the information in MISD board policy EIA (Local) and EIA (Legal)

- The school year is comprised of two semesters, each consisting of approximately 90 days.
- A 70 or above in any course is considered passing.
- 8th grade students participating in high school credit courses will earn credit for a course only if the final grade is 70 or above.
- All middle school courses are full year.
- For 8th grade students participating in two-semester (1 credit) high school credit courses, the students' grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.
- 8th grade students participating in high school credit courses receive credit upon meeting all grade and attendance requirements, however these courses are not calculated in the high school (9-12) GPA.
- According to state law, students must attend 90 percent of the days a class is offered to receive credit.
- Parents and students are encouraged to become familiar with the Home Access Center (HAC): <https://hac.mckinneyisd.net/homeaccess/>
- Updated progress reports will be available every three weeks in the HAC. Report cards are published at nine-week intervals. Paper copies are available upon request.
- Grades in all subject areas will be defined by two categories:
 - Summative. These grades will comprise 70% of a student's grade average in the course. (Students will complete a minimum 3 summative grades per quarter.)
 - Formative. These grades will comprise 30% of a student's grade average in the course. (Students will complete a minimum of 10 formative grades per quarter.)
- The district shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo a summative assignment when making below an 80. Summative assignments may only be redone to support mastery learning. The student must notify the teacher of his/her intent to redo a summative assignment within two school days of the grade being posted in the Home Access Center (HAC) and the redo must occur within a reasonable time.



Retesting Guidelines

- Prior to retesting on a summative assignment, students must attend at least one tutorial with their teacher or an appropriate designee in the department.
- Test corrections are not an adequate indicator of mastery learning. Instead, test corrections would be an expected component of tutorial preparation for the retesting opportunity. Test corrections will not be used to raise the student's score on the assessment.
- For any retakes, the grade will only be used if it is higher than the original grade earned on the assignment. The highest possible grade on any retaken summative assignment will be an 80.
- Only ONE retake/redo is allowable per summative assignment. Although only one opportunity is offered, there will be multiple opportunities for students to learn the content and achieve mastery.
- Students who are absent will follow the student absence guidelines for making up assignments.
- If the original summative assignment was given the last week of the grading period and a reasonable opportunity to redo is not available, the grade shall be taken for the next marking period.
- A final exam given in an 8th grade high school credit course will not be allowed to be retaken regardless of the grade received.
- Each teacher will offer tutorials on a regular basis for students who need extra help.

SEMESTER EXAM EXEMPTION INFORMATION

McKinney ISD does not offer semester exam exemptions. All students are expected to take their final exams.

GRADES & UIL ELIGIBILITY

Regarding UIL eligibility, in accordance with EIA (local), a student shall be permitted “a reasonable opportunity to redo/retake a summative assignment/test as provided in administrative procedures, except that no student shall be permitted to retake a final exam.” In support of mastery learning, all students will be afforded the opportunity to redo or retake tests. These students should receive an Incomplete “I” until their assignments are retaken, and the grade is changed to a numerical value. This is true for the first six- week UIL eligibility check, as well as the future nine-week eligibility checks. Students who are eligible to complete make-up assignments after the last day of a grading period can still make up their assignments (according to local policy) and change their UIL eligibility status. These students should receive an Incomplete “I” until their makeup assignments are completed, and the grade is changed to a numerical value. Once the grade is changed to an eligible numerical value, the student will regain UIL eligibility, even if this occurs after the UIL seven-day grace period. This is true for the first six-week UIL eligibility check, as well as the future nine-week eligibility checks.



Course Snapshot

Students need to return/submit their course request worksheet form in order to request courses in HAC. Forms are due in February. 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:	Grade 6 Electives (Pick One):
ELAR	Art
Math	AVID (see counselor for more information)
Science	Band
Social Studies	Choir
P.E. or Pre-athletics (see p 21 for more information)	Orchestra
Grade 7 & 8 Required Core Classes:	
ELAR	
Math	
Science	
Social Studies	
Grade 7 P.E. or athletics (see p.21-23 for more information)	
Grade 7 & 8 Electives:	Grade 8 Electives:
Art I, II, and III	Advanced Theatre
Athletics or Physical Education	Professional Communications (Speech) (high school credit and taken with Health)
AVID	Health (high school credit and taken with Professional Communications)
Band	PALS (application process)
Cheerleading	Principles of AV Tech (high school credit)
Choir	Concepts of Engineering and Tech (high school credit)
Orchestra	Spanish I (high school credit)
Technical Theatre (certain campuses)	Spanish I & II for Spanish Speakers (high school credit)
Theatre I and II	Advanced Art
Drill Team (Faubion only)	
Creative Writing (certain campuses)	
Broadcast and Media Journalism	
Yearbook	
Applied Career Exploration (ACE)	
Teen Leadership (Grade 7 only)	
Off-Campus Physical Education	



High School Credit Information:

High school courses taken during middle school 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 meet with their counselor to decide how to make up the failed semester before 9th grade begins.

Program Information

Core Academic Courses

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 (or Pre-athletics) during 6th grade and the final 2 semesters will be completed either in 7th or 8th grade PE or Athletics. See Off-Campus PE for special instructions.

Advanced Courses (formerly known as Pre-AP)

Advanced courses are core academic courses that are aligned with the Advanced Placement courses offered at the high school level. Advanced courses are designed to challenge motivated students to understand academically rigorous material and are open to all students willing to accept that challenge. Both Advanced and Academic courses teach the Texas Essential Knowledge and Skills (TEKS). Students that select Advanced are expected to maintain an 80 average in the course. Typically, successful advanced students are self-motivated, 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. Placement into courses will be commensurate to the student's English Language proficiency level. The ESL program shall be an integral part of the regular education program and students who participate in the ESL program are also eligible to participate in all other courses upon meeting each course requirement. The program is aligned with the district's general education literacy program.



Two Way Dual Language Program

Students who attend the Two-Way Dual Language program at Caldwell elementary school, and who meet district defined criteria, will be given the opportunity to continue Spanish language acquisition at Faubion middle school. Eligible students interested in attending the middle school LOTE program, please contact your counselor.

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.

Online Courses

McKinney ISD offers acceleration for certain high school credit courses online. There are fees associated with online coursework. See your counselor for more information.

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 to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

Grade 6 ELAR/GT

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 respond to a wide variety of literary and informational texts, compose a variety of written texts, know how to locate a range of relevant sources, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and continue to apply the oral and written conventions of academic English language in speaking and writing.

Grade 6 ELAR Sheltered

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in



academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. In this course, instruction will be adapted to meet the English proficiency levels of the students.

Grade 6 ELLA: (English Learner Language Arts)

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Materials used are state-adopted for English as a second language, reinforce learning strategies and are appropriate for the linguistic levels of students.

Grade 6 ELLA: (English Learner Language Arts Newcomer)

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas: comprehension, response, multiple genres, author's purpose and craft, composition, and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. Materials used are state-adopted for English as a second language, reinforce learning strategies, and are appropriate for the linguistic levels of the students. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy, and develop practical language skills. ***This course is offered at Evans MS only.***

Grade 6 ESL Reading Elective

Prerequisite: Students participating in the ESL Program with LPAC approval and who did not meet grade-level passing standards on the STAAR Grade 5 Reading and still require language acquisition support. Students will be scheduled into this course based on specific eligibility criteria. The curriculum for this course is a language development program designed to help ELs discuss, describe, and debate relevant issues using academic English. Instruction is targeted towards increasing language proficiency through reading, writing, listening, and speaking along with instructional practices to



facilitate meaning, language development, effective expression, content knowledge and foundational skills.

Grade 6 ELDA (English Language Development & Acquisition) Reading Elective

Prerequisite: This course must be taken concurrently with ELLA newcomer. The curriculum for this course is designed to help recent immigrant students with little or no English proficiency acquire basic English language skills and vocabulary necessary for the acclimation into a new country. This course enables students to become increasingly more proficient in English in all four language domains, and addresses cognitive, linguistic, and affective needs. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy and develop practical language skills. **This course is offered at Evans MS only.**

Grade 7 ELAR

This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

Grade 7 ELAR Advanced

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 7th Grade English, Advanced strategies will be employed when reading and writing. Students will be exposed to advanced 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 Advanced/GT

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 respond to a wide variety of literary and informational texts, compose a variety of written texts, know how to locate a range of relevant sources, listen, and respond to the ideas of others while contributing their own ideas in conversations and in groups and continue to apply the oral and written conventions of the academic English language in speaking and writing.

Grade 7 ELAR Sheltered

Students will be scheduled into this course by a guidance counselor based on specific eligibility criteria This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. In this course, instruction will be adapted to meet the English proficiency levels of the students.

Grade 7 ELLA: (English Learner Language Arts)

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Material used are state-adopted for English as a second language, reinforce learning strategies, and are appropriate for the linguistic levels of the students.

Grade 7 ELLA: (English Learner Language Arts Newcomer)

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential



Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Material used are state-adopted for English as a second language, reinforce learning strategies, and are appropriate for the linguistic levels of the students. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy, and develop practical language skills. ***This course is offered at Evans MS only.***

Grade 7 ESL Reading Elective

Prerequisite: Students participating in the ESL Program with LPAC approval and who did not meet grade-level passing standards on the STAAR Grade 6 Reading and still require language acquisition support. Students will be scheduled into this course based on specific eligibility criteria. The curriculum for this course is a language development program designed to help ELs discuss, describe, and debate relevant issues using academic English. Instruction is targeted towards increasing language proficiency through reading, writing, listening, and speaking along with instructional practices to facilitate meaning, language development, effective expression, content knowledge, and foundational skills.

Grade 7 ELDA (English Language Development & Acquisition) Reading Elective

Prerequisite: This course must be taken concurrently with ELLA newcomer. The curriculum for this course is designed to help recent immigrant students with little or no English proficiency acquire basic English language skills and vocabulary necessary for the acclimation into a new country. This course enables students to become increasingly more proficient in English in all four language domains, and addresses cognitive, linguistic, and affective needs. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy and develop practical language skills. ***This course is offered at Evans MS only.***

Grade 8 ELAR

This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

Grade 8 ELAR Advanced

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 7th Grade English, Advanced strategies will be employed when reading and writing. Students will be exposed to advanced 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 Advanced/GT

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 respond to a wide variety of literary and informational texts, compose a variety of written texts, know how to locate a range of relevant sources, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and continue to apply the oral and written conventions of the academic English language in speaking and writing.

Grade 8 ELAR Sheltered

Students will be scheduled into this course by a guidance counselor based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will continue to develop knowledge and skills from the year before with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. Students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. In this course, instruction will be adapted to meet the English proficiency levels of the students.

Grade 8 ELLA: English Learner Language Arts

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening,



speaking, reading, and writing skills. Materials used are state-adopted for English as a second language, reinforce learning strategies, and are appropriate for the linguistic levels of the students.

Grade 8 ELLA: English Learner Language Arts (Newcomer)

Students will be scheduled into this course based on specific eligibility criteria. This course is designed to embody the interconnected nature of listening, speaking, reading, writing, and thinking by focusing on seven key areas; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The focus being on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing. Students will engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The curriculum for this course is based upon Texas Essential Knowledge and Skills and is focused on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Material used are state-adopted for English as a second language, reinforce learning strategies, and are appropriate for the linguistic levels of the students. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy, and develop practical language skills. **This course is offered at Evans MS only.**

Grade 8 ESL Reading Elective

Prerequisite: Students participating in the ESL Program with LPAC approval and who did not meet grade-level passing standards on the STAAR Grade 7 Reading and still require language acquisition support. Students will be scheduled into this course based on specific eligibility criteria. The curriculum for this course is a language development program designed to help ELs discuss, describe, and debate relevant issues using academic English. Instruction is targeted towards increasing language proficiency through reading, writing, listening, and speaking along with instructional practices to facilitate meaning, language development, effective expression, content knowledge, and foundational skills.

Grade 8 ELDA (English Language Development & Acquisition) Reading Elective

Prerequisite: This course must be taken concurrently with ELLA newcomer. The curriculum for this course is designed to help recent immigrant students with little or no English proficiency acquire basic English language skills and vocabulary necessary for the acclimation into a new country. This course enables students to become increasingly more proficient in English in all four language domains, and address cognitive, linguistic, and affective needs. This course also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy and develop practical language skills. **This course is offered at Evans MS only.**



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.

Math 6

The primary concepts studied are all operations with rational numbers, understanding and applying ratios and rates, using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, analyzing data representation, understanding geometric concepts, and financial literacy. Problem solving in meaningful contexts and formal and informal reasoning will underlie all of the concepts studied. All Math 6 courses will continue to be two periods. Students will see a math course and a math lab on their schedule.

Math 6 Advanced

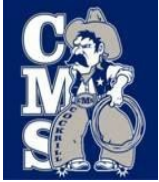
This course is designed to prepare students Algebra I Advanced in eighth grade and other rigorous advanced course work in the future. In addition to the concepts of all operations with rational numbers, understanding and applying ratios and rates to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, analyzing data representation, understanding geometric concepts, and financial literacy. The curriculum also will include seventh-grade concepts and rigorous problem solving components. Students should expect additional time requirement and be willing to work independently. All Math 6 courses will continue to be two periods. Students will see a math course and a math lab on their schedule.

Math 7

The primary concepts studied are developing fluency with positive and negative rational numbers, understanding and representing proportional relationships, using expressions and equations to describe relationships in a variety of contexts, analyzing and comparing data, understanding geometric concepts, and financial literacy in increasingly complex situations. Problem solving in meaningful contexts and formal and informal reasoning will underlie all of the concepts studied.

Math 7 Advanced

Pre-requisite Grade 6 math advanced- This course is designed to prepare students for Advanced Algebra I in eighth grade and future advanced placement coursework. In addition to finishing the study of the seventh-grade concepts in increasingly complex situations, the curriculum also includes all of 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. Students must successfully complete math 6 advanced to enroll in Math 7 advanced.



Grade 8 Math (Pre-Algebra)

The primary concepts studied are understanding and representing proportional relationships, using expressions and equations to describe relationships, developing foundations of functions, analyzing and comparing data, understanding geometric concepts including Pythagorean Theorem, and financial literacy. Problem solving in meaningful contexts and formal and informal reasoning will underlie all of the concepts studied.

Algebra I Advanced *This year long class is offered for 1.0 unit of high school credit. Pre-requisite grade 7 math advanced:* Advanced 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.*** Students must successfully complete Math 7 advanced to enroll in Algebra 1 Advanced.

SCIENCE

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

Science 6

Grade 6 Science students will engage in scientific inquiry which is the planned and deliberate investigation of the natural world using scientific and engineering practices. Students ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. Students will identify and solve problems using the engineering design process. Students will explore the interdisciplinary sciences through the lens of these recurring themes and concepts: Patterns; Cause and Effect relationships; Scale, Proportion and Quantity in Systems; Model the Interdependence and Parts of a System; Flow of Energy and Cycling of Matter in Systems; Relationship between structure and function; and Stability and Change. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The Grade 8 Science STAAR assessment will assess content standards covered in grades 6-8. Grade Levels 6-8 share the same reporting categories: Matter and Energy; Force, Motion and Energy; Earth and Space; Organisms and Environments.



Science 7

Grade 7 Science students will engage in scientific inquiry which is the planned and deliberate investigation of the natural world using scientific and engineering practices. Students ask questions, plan, and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. Students will identify and solve problems using the engineering design process. Students will explore the interdisciplinary sciences through the lens of these recurring themes and concepts: Patterns; Cause and Effect relationships; Scale, Proportion and Quantity in Systems; Model the Interdependence and Parts of a System; Flow of Energy and Cycling of Matter in Systems; Relationship between structure and function; and Stability and Change. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The Grade 8 Science STAAR assessment will assess content standards covered in grades 6-8. Grade Levels 6-8 share the same reporting categories: Matter and Energy; Force, Motion and Energy; Earth and Space; Organisms and Environments.

Science 8

Grade 8 Science students will engage in scientific inquiry which is the planned and deliberate investigation of the natural world using scientific and engineering practices. Students ask questions, plan, and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. Students will identify and solve problems using the engineering design process. Students will explore the interdisciplinary sciences through the lens of these recurring themes and concepts: Patterns; Cause and Effect relationships; Scale, Proportion and Quantity in Systems; Model the Interdependence and Parts of a System; Flow of Energy and Cycling of Matter in Systems; Relationship between structure and function; and Stability and Change. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The Grade 8 Science STAAR assessment will assess content standards covered in grades 6-8. Grade Levels 6-8 share the same reporting categories: 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.

Social Studies 6/World Cultures

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.

Social Studies 7/Texas History

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.



Social Studies 8/US History through 1877

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 19th 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 82nd 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 6th grade and are required to take two more in 7th grade to meet the state requirement. In 7th grade this can be done by taking Physical Education or Athletics. There is a required health component that is taught during physical education class.

Pre-Athletics (Grade 6)

Open to any 6th grade student interested in participating in an athletic team sport in the 7th grade. Every aspect of our athletic program will be introduced in a beginner's fashion. Students who take this course will already know how to meet athletic demands when they begin their 7th grade competition classes as allowed by the UIL. Students selecting this course will be required to dress out every day and should anticipate daily workouts during the class period that are significantly more physically and mentally demanding than what they may experience in a regular PE class. 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

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

Fee may be required. 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, Track, Soccer

Girls – Cross Country, Volleyball, Tennis, Basketball, Track, Soccer

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, 2024, for participation in athletics for the 2024-2025 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 discounted cost 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 (Grades 6, 7 and 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 course, and must have passed the Math and ELAR STAAR.

Communication Applications (Speech) *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>***

Creative Writing (Grades 7 and 8)

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 (Grades 7 and 8)

Students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for the school announcements, and special feature stories. Students will also explore laws and ethics in the media as well as first amendment rights for journalists. This course will also examine the historical development of journalism, the role of journalism and the media in society, and how the internet has dramatically changed the industry. Students will study aspects of producing a video including storyboarding, capturing video footage, and digital editing. Students may plan, organize, write, and produce the school newspaper and video announcements if offered.

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 course (Grades 7 and 8)

As the sole historians for the school, yearbook students bear the responsibility of accurately covering the school year, as well as creating a contemporary publication that will be enjoyable and relevant to our school community for years to come. During the first three to four weeks, students will learn the requirements of publication including design, photography, writing, and project management. Production and leadership roles will be assigned during that time. Once roles are assigned, students will have individual responsibilities related to their job; however, some whole-team responsibilities will remain, including photographing and interviewing, theme development, publication, planning, brainstorming sessions, fundraising, sales, and team building activities. 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 introduction to the Spanish-speaking world, its language and its people. Emphasis is on the early acquisition of the spoken language while developing listening, reading, speaking and writing skills. Grammar skills are introduced through both oral and written expression. Students develop awareness and appreciation of a different culture and learn about the connections between the Spanish-speaking countries and the United States. Cooperative learning will help students to become confident within the language. ***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. Admission into this course is based on specific eligibility criteria.* Spanish for Spanish Speakers I offers the native Spanish speaker an opportunity to capitalize on strengths and concentrate on specific needs to improve student's communicative skills. *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. Admission into this course is based on specific eligibility criteria. Prerequisite: Spanish for Spanish Speakers I.* Spanish for Spanish II is a continuation of Spanish for Speakers I. Students will earn two credits of language in one year by completing both Spanish for Speakers I and II. *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 (Grades 6 and 7)

Fees may be required.

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 (Grades 7 and 8)

Fees may be required. Prerequisite: Students must have successfully completed Art I at either 6th or 7th 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 III (Grade 8)

Fees may be required. 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 (Grade 8)

Fees may be required. 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 Advanced Art I in High School. Art fee may be required.

MUSICAL ARTS

Possible career objectives for students with talent in the fine arts- MUSIC: Vocalist, Instrumentalist, Music Critic, Concert Promoter, Music Sales, Composer, Music Editor, Publisher, Music Arranger, Instrument Repair Technician, Musical Theatre, Music Therapist, Band/Choir/Orchestra Member, General Music Teacher, Band/Choir/Orchestra Director.

Band (Grade 6)

Fees may be required. 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 (Grades 7 and 8)

Fees may be required. Multiple levels exist for 7th and 8th 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)

Fees may be required. This course is designed to teach the basic fundamentals of choral singing, largely in the treble range for this first year. Areas of focus will include characteristic, age-appropriate tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Multiple sections of beginning choir typically combine for performances. Students will be required to demonstrate their learning by performing in concerts outside the school day during the school year. Students may have the opportunity to perform at a solo festival and concert festival in the spring. **Student attendance at rehearsals and performances outside of school is required.** No previous musical experience or audition is necessary.



Choir (Grades 7 and 8)

Fees may be required. This course provides an opportunity for students to continue choral development at an intermediate/advance level. Through appropriate literature for this level students will focus on continued development of characteristic, age appropriate tone, tonality, meter, rhythm, form, articulation, dynamics, balance, notation/terminology, melody/line, harmony, scales/patterns, posture, hand position, and technique. Ensembles at this level may be gender specific or mixed gender at the discretion of the director. Students will be required to demonstrate their learning by performing in concerts on and off campus including UIL competitions. Students may participate in individual activities such as solo and ensemble contest and All-Region auditions. **Student attendance at rehearsals and performances outside of school is required.** Course placement is determined by audition.

Orchestra (Grade 6)

Fees may be required. 6th 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 (Grades 7 and 8)

Fees may be required. Multiple levels exist for 7th and 8th 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 (Grades 7 and 8)

Fees may be required. 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 (Grades 7 and 8)

Fees may be required. Prerequisite: successful completion of Theatre I in 7th grade or special approval by the theatre director. 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 may require after school practices and evening performances.

Advanced Theatre (Grade 8)

Fees may be required. Prerequisite: successful completion of theatre I or II and meet the audition requirements as given by the theatre director. 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 theatre design. Interested students must apply and audition with the theatre director. Advanced Theatre will require after school practices and evening performances.

Technical Theatre (Grades 7 and 8) Introduction to Technical Theatre **Fees may be required.**

Prerequisite: Application process set by theatre director. 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 AND DRILL TEAM

Cheerleading (Grades 7 and 8)

Fees may be required. Prerequisite: tryout process set by the cheer coach

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 must try out for this course and are required to attend summer camp. Students must purchase and wear required practice and game uniforms. This course satisfies the middle school PE requirement.

Drill Team (Grades 7 and 8)

Fees may be required. 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. ***This course only offered at certain campuses, please check with your counselor.***



CAREER AND TECHNICAL EDUCATION

Applied Career Exploration- ACE (Grade 7)

This project-based class introduces students to sixteen career clusters ranging from A/V technical skills and information technology to business management and marketing and sales services. This course is designed to focus on real-world and personally applicable skills within the career clusters such as personal finance, podcasting, and home repair. Students will research, design, and create authentic hands-on and computer-based projects while investigating skills and education requirements, compensation, and projected growth for particular career fields. Students develop high-demand employability skills which include communication, teamwork, problem-solving, planning, organizing, and self-management. **\$20.00 lab fee.**

Concepts of Engineering and Tech (Grade 8) *Fees may be required. 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 complete hands-on projects while utilizing multiple software applications to prepare and present course objectives and outcomes. Through building projects, students will develop applicable knowledge and skills in design and construction, critical thinking and problem solving, and communication and collaboration. ***The grade earned will count for high school credit but will not be applied to high school GPA or class rank.***

Principles of Arts, Audio Visual and Communications (Grade 8) *This year long class is offered for 1.0 unit of high school credit. Enrollment in this course is limited.* 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. ***The grade earned will count for high school credit but will not be applied to high school GPA or class rank.***

