



Pflugerville ISD
Middle School
Course Guide
2016-2017



MISSION STATEMENT

The mission of Pflugerville Independent School District is to provide a quality education with a commitment to excellence by facilitating learning in a safe and nurturing environment.

VALUES

We believe that...

- The community expects and supports a quality education as the key to student success.
- A strong work ethic strengthens our schools and community.
- A safe community contributes to the quality of life in Pflugerville ISD.
- All individuals have worth.
- Education is an important priority that keeps our community productive and healthy.
- Our children are afforded equitable educational opportunities to achieve their potential.

VISION

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

The Pflugerville Independent School District is an equal opportunity employer and provides educational programs and services which do not discriminate on the basis of age, national origin, race, sex, color, religion, disability or against any other legally protected group. Complaints should be addressed to the Director of Policy & Administrative Procedure at 594-0000.



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Curriculum, Instruction, and Academics

Curriculum and Instruction

512-594-0138

John O'Hare, Ed.D	Director
Jerry Karacz	Elementary Math
Louisa Acosta	Secondary Math
Kendra Doyle	Secondary Math
Kathleen Flores	Early Literacy
Shannon Pourmanafzadeh	Elementary ELA
Cortney Esquitin	Secondary ELA
Sue Ann DeCuir	Elementary Science
Michael Moak	Secondary Science
Kimberly Roark	Elementary Social Studies
March Schwarz	Secondary Social Studies
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Chico Portillo	Fine Arts

Multilingual Education

512-594-0138

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Natalia Carrillo	Curriculum & LOTE
Iran Tovar	Dual Language
Nayeli Ramos	Dual Language
Noe Ortiz	Dual Language
Frances Vargas	Dual Language
Tonia Miller	ESL
Amy Bennett	Elementary ESL
Donna Layton	Newcomer Program
Maribel Hernandez	Translation

Special Programs

512-594-0152

Holly Galloway, Ph.D	Director
Kristie Guerrero-Beavers	Section 504/Dyslexia
Graciela Casanova	Bilingual Dyslexia
Deann Henley	RtI
Korey Sykes	Professional Learning
Vicky Esparza-Gregory	Lead Social Worker
Suzi Meyer	Specialist

College and Career Readiness

512-594-0149

Laura Carlin-Gonzalez	Director
Rebecca Embry	Advanced Academics/AVID
Shirley Bachus	Gifted & Talented
Lydia Headley	Gifted & Talented
Tracey Reyna	Gifted & Talented

Career and Technical Education

512-594-0117

Ryan Merritt	Director
Avery Woods	CTE Coordinator
Carol Greene	Account Specialist

Accountability

512-594-0126

Kathy Hickok	Director
Kelly Bertholf	Assistant Director
Player Richardson	Assessment

Federal & State Programs

512-594-0130

Christy Growt	Director
Sharon Erickson	Specialist
Eva Davila	Senior Associate

Instructional Technology

512-594-0226

Kathryn Ives	Coordinator
Bianca Becker	Elementary Instruction
Sarah Boyle	Elementary Instruction
Alisha Johnson	Secondary Instruction
John Thomas	Secondary Instruction
Penney Dyer	PD Integration Specialist

Special Education

512-594-0160

Rachel Mackey	Director
Deborah Reeder	Assistant Director
Ashley Arnold	Evaluation Services
Virginia Avalos	Elementary Support
B. Blaine Campbell	Autism Support
Brian Davis	High School Behavior
M. Peg Kienitz	Instructional Support
Erin LeBlanc	Elementary Behavior
Shahla Mobley	Elementary Behavior
Bonnie Newman	Assistive Technology
Christina Patrin	Middle School Support
Morgan Phillip-Hubbard	Middle School Behavior
Jennifer Phillips	Speech Services
Christina Riedy	Elementary Instruction
Sue Schnars	Early Childhood
Sherri Scott	Behavior Support
Terry Thompson-Marino	Elementary Support
Chris Visness	High School Support
Katherine Williams	Secondary Instruction
Matthew Yordy	Autism Support

CAMPUS ADMINISTRATORS AND COUNSELORS

Cele Middle School

6000 Cele Rd.
Pflugerville, TX 78660
Phone: 512-594-3000

Ernest, Brian	Principal
Shortnacy, Brenda	Assistant Principal
Reyna, Nolberto	Assistant Principal
Schrank, Rhanda	Assistant Principal
Zook, Stefanie	Counselor
Garza, Kathy	Counselor
Crook, Dondie	Counselor

Dessau Middle School

12900 Dessau Rd.
Austin, TX 78754
Phone: 512-594-2600

LeJeune, Jeremy	Principal
Walker, Valerie	Assistant Principal
Alvarado, Rudy	Assistant Principal
Carssow, Kristina	Assistant Principal
Tovar, Maryann	Counselor
Stone, Sally	Counselor
Lewis, Lashanda	Counselor

Kelly Lane Middle School

18900 Falcon Pointe Blvd.
Pflugerville, TX 78660
Phone: 512-594-2800

Schaefer, Dina	Principal
Marques, Rose	Assistant Principal
Soileau, Jason	Assistant Principal
Seiferman, Curtis	Assistant Principal
Vigil, Sherri	Counselor
Sebesta, Sandra	Counselor
Sauceda, Desiree	Counselor

Park Crest Middle School

1500 N. Railroad Ave.
Pflugerville, TX 78660
Phone: 512-594-2400

Gamble, Paula	Principal
Perez, Veronica	Assistant Principal
Shuman, Clint	Assistant Principal
Scarbo, Pam	Assistant Principal
Walker, Darlena	Counselor
Shanahan, Chris	Counselor
Wells, Kristina	Counselor

Pflugerville Middle School

1600 W. Steelers Valley Dr.
Pflugerville, TX 78660
Phone: 512-594-2000

Stell, Robert	Principal
Ham, Luis	Assistant Principal
Parker, Carolyn	Assistant Principal
Coleman, Brett	Assistant Principal
Maldonado, Lynda	Assistant Principal
King, Mari	Counselor
Malunga, DeSharon	Counselor
Teel, Tina	Counselor

Westview Middle School

1805 Scofield Ln.
Austin, TX 78727
Phone: 512-594-2200

Johnson, Amanda	Principal
Crafter, Melvin	Assistant Principal
Rogers, Dawn	Assistant Principal
Festi, Toni	Assistant Principal
Martinez, Angel	Counselor
Okorn, Lisa	Counselor
Carter, Erica	Counselor

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Alex Torrez, Ph.D., Superintendent of Schools

Dear Parents and Students,

In PfISD, we want you to have a comprehensive learning experience in middle school that prepares you for success in all your future endeavors. This Middle School Course Guide will assist students and parents in thinking about the future and selecting courses that will meet each student's individual needs as well as preparing them for their course of study in high school.

PfISD strives to offer a variety of course opportunities for all students to build a firm academic foundation, which will follow them through high school and beyond. Counselors will guide you in completing a plan based on your interests and talents, and will review that plan with you annually. When you are unsure of course components you may refer to the course descriptions and/or ask your teachers.

Please make your course selections carefully. Teacher assignments are based on student course requests, therefore consideration for schedule change requests must meet the following criteria:

- Prerequisite for course not met
- Course previously mastered

The school may be required to cancel any course if there is insufficient enrollment or if certified staff is not available to teach the course.

Successful completion of the state-required curriculum will prepare you for the state assessment (STAAR) in grades 6, 7 and 8. Remember that you must master the End of Course assessments in English, mathematics, social studies and science in order to graduate from high school. PfISD offers a variety of elective courses geared toward providing students with insight into prospective career choices. Students will have the opportunity to pursue their interests through these elective courses as they continue to meet their state-required curriculum.

The courses you select will prepare you for your bright future so please choose carefully and enjoy your middle school experience!

Sincerely,

Alex Torrez

Alex Torrez, Ph.D.
Superintendent of Schools

Middle School Information

PFISD's middle schools serve students in grades 6-8. PFISD middle schools are designed to meet the needs of young adolescents.

Curriculum at a Glance

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

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

Middle schools offer Pre-Advanced Placement courses in English, math, science, and social studies. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic course may do so with parent permission. Many middle schools also offer selected courses for high school credit. A school counselor will assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses.

State of Texas Assessments of Academic Readiness®

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

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

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

Under House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor, students entering high school in the 2011-2012 school year and following years are required to pass five STAAR® end-of-course exams to meet graduation requirements.

The five assessments required under HB 5 are Algebra I, English I (combined reading/writing), English II (combined reading/writing), biology, and U.S. history. Students must pass all five of these end-of-course assessments to be eligible to graduate from a Texas public high school. Students who are not successful on their first attempt will receive accelerated instruction and will have additional opportunities each school year to demonstrate satisfactory performance on that exam to meet the state's graduation requirements.

Beginning in the 2011-12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment.

HB 5 eliminates the previously stated 15 percent grading requirement as well as the cumulative score component of STAAR®

Students identified with a disability or limited English proficiency and served through Special Education, 504 or Bilingual/ESL education may meet the state's eligibility criteria for specially designed STAAR exams. For details please see your school counselor.

Updates to assessment are possible, and current information is available on the PFISD Accountability and Assessment web page. The PFISD board policy EKB Legal addresses testing programs, including state assessment.

Alternative Credit Opportunities

Correspondence Courses

Students may earn a maximum of 2 credits required by the state through correspondence courses. Prior approval from an administrator or counselor must be obtained before enrolling. Students may be enrolled in **only one** correspondence course at a time. Fees for such courses are paid by the student or parent at the time of enrollment.

Credit by Examination (CBE) with Prior Instruction

Students who have received prior formal instruction in a subject area may take credit by examination for credit recovery or validation of credit to demonstrate proficiency of the subject matter. Students wishing to recover or validate credits (9-12) can arrange with The University of Texas or Texas Tech University to take this test. School districts are not required to provide these assessments. If a student wishes to take this type of CBE, a parent or guardian must make arrangements directly with a participating testing organization offering the CBE and pay the fees associated with the exams. PFISD recognizes [The University of Texas](#) and [Texas Tech University](#) as providers for these exams. This procedure also applies for students transferring from home schooling and students transferring from unaccredited private schools.

Credit by Examination (CBE) for Acceleration

Students may take exams for courses in which no prior instruction has been received. Many high school CBEs are given in two parts: semester A and semester B. In order to receive credit for the course, the student must receive a 80% or better for each semester in order to earn full 1.0 credit (semester credit is not awarded). If a grade of 80% or above is achieved, the numerical grade will be posted to the student's transcript. Students may not take a CBE for acceleration for only one semester of a year course, nor earn partial course credit via CBE for acceleration. A student can only attempt a CBE for acceleration for a particular grade level or course two times and may not retest for acceleration for that grade/course again.

LOTE students who are heritage speakers (and have not had documented instruction) may take a CBE for acceleration to be placed into a higher level course. Students may earn credit for Levels I – III through CBE for acceleration.

District-sponsored examinations are administered by the campus during four windows of each academic year. Students should contact their counselor for registration information and testing dates.

Courses Designated for Grades 9-12 Offered to Middle School Students

High School Courses Offered at the Middle School Level:

- Algebra I (in 7th/ 8th grade)
- Spanish I (in 8th grade)
- Pre-AP Spanish I and II (for native speakers only, in 7th grade)
- AP Spanish III and IV (for native speakers only, in 8th grade)
- Spanish for Biliteracy (Dual Language)
- Pre-AP Geometry (NOT on choice sheets for students with Algebra I credit only)
- Health/Foundations of Personal Fitness
- Web Design
- Communication Applications
- Gateway to Technology

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

During the spring middle school registration, information regarding grades, credit, and GPA calculations for high school courses taken at the middle school level will be provided to staff, parents, and students. At the beginning of the school year, parents/guardians of students enrolled in a high school course at the middle school level will sign an "Agreement of Understanding." This agreement will delineate how grades, credit, and calculations for GPA will be determined for the course.

Pre-Advanced Placement (Pre-AP) Courses

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

Who Should Take AP and Pre-AP Classes?

Students must display four characteristics to enroll in Pre-AP and AP courses:

1. Interest in intense exploration of the course material
2. Appropriate study skills
3. Strong personal commitment to completing requirements of course
4. Successful completion of STAAR exams. If student was not successful with STAAR exams, principal approval is required.

Should students take all Pre-AP Classes?

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

Duke Talent Identification Program (TIP)

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

Suspension from Extracurricular Activities

A student shall be suspended from participation in any extracurricular activities sponsored or sanctioned by the District or the UIL seven days after receiving a six weeks grade lower than 70 in any class or receiving an incomplete that is not cleared within the seven day grace period. The suspension shall begin seven days after the final day of the grade period in which the failure occurred and continue until seven days after the next progress report or grading period in which all grades are above 70. **Middle school students are not eligible for waivers of a failing grade in any Pre AP or AP class.**

Incomplete Grades

A student with an incomplete grade in any class is ineligible at the end of the seven day grace period unless the incomplete was replaced with a passing grade prior to the end of the seven day grace period. Only under extenuating circumstances may the principal extend time beyond the seven day grace period for eligibility purposes.

Special Programs

Gifted and Talented

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

Special Education

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

BRIDGES: GUIDANCE CENTRAL

A COLLEGE AND CAREER READINESS TOOL

What is four-year planning and how can I get involved?

Four-year planning involves mapping out courses to take in order to complete high school graduation requirements and to gain perspective on post-secondary opportunities. The benefits to four-year-planning are limitless, but include awareness of your progress regarding general requirements and gaining a sense of direction and purpose as your course plan represents your future interests and goals.

There are two things your student should keep in mind when considering four-year planning. First, with enough advanced planning, students will be able to fit in all of the requirements they need to graduate in four years. Second, four-year planning should be thought of as an ongoing process. It is normal for a student to change their plan as new opportunities develop or roadblocks arise. Four-year planning is extremely helpful in putting high school life in perspective, looking at the future and realizing that there is life after high school.

All PFISD 8th graders will create a four year plan with counselors and will monitor and adjust their plan annually using Bridges – Guidance Central. As a part of four-year planning, this tool will be used to help students choose classes for the upcoming school year.

Students and Parents will have the opportunity to make changes on Bridges typically until Spring Break. Campus administration will make the final decision of the course selection timeline. See your counselor for exact dates.

What Can You Find in Bridges?

Work

- Explore almost 700 careers in the **Career Clusters**.
- Use the **Career Finder** to narrow down hundreds of careers to those matching characteristics you want.
- **Compare Careers** to one another to find out which one appeals to you the most.
- **Connect Yourself to Careers** by taking assessments that will help you find the right career for you.
- Create career and education plans quickly and easily using the **Career Plan Builder**.

Learn

- Create a four year high school course plan in the **Course Plan Builder**.
- Check out the interest-based clusters on the **Learn Page** to explore the numerous courses available.
- Search for schools by tuition range, location, programs and other factors using the **School Finder**.
- **Compare Schools** side by side to see what each has to offer that would best suit your preferences.
- Take charge of your life – start your **High School Planning** or **College Planning** now.

Your Portfolio

- Save **Your Plans** and information **All About You**, such as your skills, interests, resumes and courses you've taken.
- Check out **Your Activities** to see which assignments and tasks you've completed and what's left to do.
- Record your ideas and questions in **Your Journal** as you figure out what to do after high school.

This tool is available at home as well as at school. To assist in planning, middle and high school students and parents can access **Bridges**, at

www.bridges.com

Sign In To Bridges – Student Access

1. Go to www.bridges.com
2. In the **Student Sign In** section, enter your portfolio name: **pisd** and **your Student ID#** (all lowercase without any spaces).
3. Your password is **your birthdate** (mmdyyy)
4. Click the **blue arrow** (Do not select create a new portfolio)
5. Select **Choices Planner** from the **Your Tools** box
6. Click on **Course Plan Builder** under **Learn** section

Endorsement Graduation Plan Overview

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

Starting in the spring of 2014, all eight-graders will be required to choose one of five endorsements as outlined in the new graduation plan. **The five endorsement areas are: Science, Technology, Engineering and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies.** The earned Endorsement will be reflected on the student's official transcript at the completion of their high school career.

How are the Endorsements organized?

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

Required Parent Conference:

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

- ✓ Use Course Guide to help your student select an Endorsement and Pathway
- ✓ Log on to Bridges.com to assist your student with their four year plan and course selection, here's the basic log in information:
 1. Go to www.bridges.com
 2. In the **Student Sign In** section, enter your portfolio name: **psid** and **your Student ID#** (all lowercase without any spaces).
 3. Your password is **your birthdate** (mmddyyyy)
 4. Click the **blue arrow** (Do not select create a new portfolio)
 5. Select **Choices Planner** from the **Your Tools** box
 6. Click on **Course Plan Builder** under **Learn** section
- ✓ Attend scheduled appointment with your student and PFISD counselor during course selection season

Your involvement in the process of helping your student prepare for high school is critical. We hope this Endorsement Guide will be a valuable resource in this exciting journey!

Pflugerville Independent School District

House Bill 5 Graduation Plans

*The Graduation Plans below reflect current State Board of Education guidance and has not been approved by the PISD Board of Trustees.

Distinguished Level of Achievement Graduation Plan – 26 credits

Student must fulfill the Graduation requirements of at least 1 of the 5 Endorsements below and successfully complete Algebra II.

Foundation + Endorsement Graduation Plan – 26 credits

STEM	Business & Industry	Public Service	Arts & Humanities	Multidisciplinary Studies
4 English – ELA I, II, III & one advanced English	4 English – ELA I, II, III & one advanced English	4 English – ELA I, II, III & one advanced English	4 English – ELA I, II, III & one advanced English	4 English – ELA I, II, III & one advanced English
4 Math - Algebra I, Geometry, Algebra II & one advanced math	4 Math - Algebra I, Geometry & two advanced math	4 Math - Algebra I, Geometry & two advanced math	4 Math - Algebra I, Geometry & two advanced math	4 Math - Algebra I, Geometry & two advanced math
4 Science - Biology, Chemistry, Physics & one advanced science	4 Science - Biology, IPC or Chemistry or Physics & two advanced science	4 Science - Biology, IPC or Chemistry or Physics & two advanced science	4 Science - Biology, IPC or Chemistry or Physics & two advanced science	4 Science - Biology, IPC or Chemistry or Physics & two advanced science
4 Social Studies - World Geography, World History, US History, Government (.5) & Economics (.5)	4 Social Studies - World Geography, World History, US History, Government (.5) & Economics (.5)	4 Social Studies - World Geography, World History, US History, Government (.5) & Economics (.5)	4 Social Studies - World Geography, World History, US History, Government (.5) & Economics (.5)	4 Social Studies - World Geography, World History, US History, Government (.5) & Economics (.5)
2 LOTE or Computer Programming	2 LOTE or Computer Programming	2 LOTE or Computer Programming	2 LOTE or Computer Programming	2 LOTE or Computer Programming
1 Physical Education	1 Physical Education	1 Physical Education	1 Physical Education	1 Physical Education
1 Fine Arts	1 Fine Arts	1 Fine Arts	1 Fine Arts	1 Fine Arts
.5 Health	.5 Health	.5 Health	.5 Health	.5 Health
4 Electives in STEM Pathway	4 Electives in Business & Industry Pathway	4 Electives in Public Service Pathway	4 Electives in Arts & Humanities Pathway	4 Electives in Multidisciplinary Pathway
1.5 Additional Electives	1.5 Additional Electives	1.5 Additional Electives	1.5 Additional Electives	1.5 Additional Electives

Foundation Graduation Plan – 22 credits*

4 English – ELA I - III & one advanced	2 LOTE or Computer Programming
3 Science - Biology, IPC or Chem./Physics & one advanced	1 Physical Education
3 Math - Algebra I, Geometry & one advanced	1 Fine Arts
3 Social Studies - World Geography or World History	.5 Health
US History, Government (.5) & Economics (.5),	4.5 Electives

*Student can only declare Foundation Plan after sophomore year.

State Assessment(s) Required for Graduation

English I
English II
Algebra I
Biology
US History

Performance Acknowledgements

- **Outstanding performance:** Dual credit coursework; Bilingualism, AP, PSAT, SAT and ACT
- **Certification:** Nationally or internationally recognized business or industry certification or license

Planning for Career/College Readiness with Middle School Courses

Name _____

Date: _____

Sixth	Seventh	Eighth
English	English	English
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies

* Must include 1 year of Fine Arts and 2 years of physical education.

Plans after high school:

- | | |
|---|---|
| <input type="checkbox"/> Technical/Trade School | <input type="checkbox"/> Military Service |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Workforce Entry |
| <input type="checkbox"/> Four Year College/University | <input type="checkbox"/> Other _____ |

Future Career(s) of Interest: _____

Course Descriptions

English Language Arts

English Language Arts

Course #1611

Grade 6

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

Pre-AP English Language Arts

Course #1615

Grade 6

Grade 6 ELA Pre-AP is a rigorous course recommended for students who achieve commended scores on STAAR Reading, have a love of reading and writing and a strong work ethic. Students will experience the 6th grade ELA curriculum with an emphasis on developing critical thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. **This course includes a summer reading component.**

English Language Arts

Course #1711

Grade 7

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

Pre-AP English Language Arts

Course #1715

Grade 7

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

English Language Arts

Course #1811

Grade 8

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

Pre-AP English Language Arts

Course #1815

Grade 8

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

ESL Language Arts Beginning
ESL Language Arts Intermediate

Course #9700
Course #9701

Grades 6-8
Grades 6-8

Prerequisite: LPAC Recommendation

Students are placed in the appropriate ESOL course by the LPAC based on the student's level of English proficiency. Students are at beginning and intermediate stages of English language proficiency. Emphasis is placed on acquisition of English through participation in numerous and varied language experiences in addition to direct, formal teaching of skills and structures in English. Students will gain competence in listening, speaking, reading and writing through instruction that is linguistically accommodated for their English proficiency level. These courses follow same District curriculum as ELA and fulfill the students' ELA and Reading class requirement.

Resource English Language Arts

Course #9610
Course #9710
Course #9810

Grade 6
Grade 7
Grade 8

Prerequisite: ARD Committee recommendation

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

Functional English Language Arts

Course #9615
Course #9715
Course #9815

Grade 6
Grade 7
Grade 8

Prerequisite: ARD Committee recommendation

Functional English Language Arts delivers a functional curriculum that addresses 4 literacy blocks: Writing, Self-selected Reading, Guided Reading, and Word Work. This alternate curriculum provides explicit instruction with a multisensory approach for functional readers, writers, speakers, and spellers.

Communications Applications

Credit 0.5 **Course #1805**

Grade 8

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

Note: One half high school credit is earned upon successful completion of this course and it fulfills a high school graduation requirement.

Languages Other Than English (LOTE)

Conversational Spanish

Course #5762

Grade 7

Students will develop skills in listening, speaking, reading and writing Spanish while learning to appreciate and understand the culture of Spanish-speaking countries. This course prepares students to take Spanish I in 8th grade.

Spanish I

Course #5811

Grade 8

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

Note: Course fulfills high school graduation requirement.

Accelerated Spanish for Native Speakers

Spanish I	Course #5715	Grade 7
Spanish II	Course #5716	Grade 7
Spanish III	Course #5815	Grade 8

AP Spanish IV	Course #5816	Grade 8
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This progression of courses provides students who are native speakers of Spanish with opportunities to achieve an advanced level of proficiency in speaking, listening, reading and writing skills. Students are screened for entrance into the program based on their level of proficiency in the language and willingness to commit to a rigorous program at the 8th grade level. **AP Spanish IV is a college level course which provides an in-depth study of the Spanish language, Hispanic culture and civilization. Students are prepared for the College Board Advanced Placement Spanish Language Exam given in May. Students are expected to continue their study of Spanish in High School by enrolling in Spanish V AP Literature.**

Spanish I for Biliteracy	Course #5615	Grade 6
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Spanish I for Biliteracy provides opportunities for students to increase and refine their communication (understanding and being understood by others) and literary skills in academic Spanish by engaging in meaningful activities.

This includes vocabulary acquisition, communication strategies, and cultural understanding developed in five key areas.

Reading:

Students read and analyze a wide variety of authentic literary and informative texts. Students will experience the 6th grade Spanish I curriculum with an emphasis on developing critical thinking of the style of selected authors and works through required reading, discussions, and essays.

Writing:

Students compose a variety of well-organized and detailed texts, including interpersonal and presentational writing.

Listening and Speaking:

Students develop interpretive listening skills by listening to authentic audio and visual resources to contribute their own ideas.

Spanish II for Biliteracy	Course # 5717	Grade 7
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Grade 7 Spanish II for Biliteracy provides opportunities for students to increase and refine their communication (understanding and being understood by others) and literary skills in academic Spanish by applying interpersonal and interpretive skills in real-life situations. This includes vocabulary usage, communication strategies, and cultural awareness developed in five key areas.

Reading:

Students read and analyze a wide variety of authentic literary and informative texts. Students will experience the 7th grade Spanish II curriculum with an emphasis on developing critical thinking and analysis of the style of selected authors and works through required reading, discussions, and essays.

Writing:

Students compose a variety of well-organized and detailed texts, including interpersonal and presentational writing.

Listening and Speaking:

Students develop interpretive listening skills by listening to authentic audio, visual, and audiovisual resources to contribute their own ideas.

Oral and Written Conventions:

Students learn and apply the standards of academic Spanish in interpersonal and presentational speaking and writing.

Mathematics

Math	Course #3611	Grade 6
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This course expands the study of using rational numbers operations, representing proportional relationships, understanding data representations, and using expressions and equations in multiple contexts.

Pre-AP Math	Course #3615	Grade 6
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6th Grade Pre-AP Math is an accelerated program designed to prepare the student to study algebra in the 8th grade and to continue their high school math education to AP Calculus. The course will cover the entire 6th grade curriculum and half of the 7th grade curriculum.

Note: Students taking 6th grade Pre-AP will take the 6th grade STAAR test in the Spring, Students taking 7th grade Pre-AP will take the 8th grade STAAR test in the Spring.

Math**Course #3711****Grade 7**

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

Pre-AP Math**Course #3715****Grade 7**

7th Grade Pre-AP Math is an accelerated program designed to prepare the student to study algebra in the 8th grade and to continue their high school math education to AP Calculus. The course will cover the second half of the 7th grade curriculum and the entire 8th grade curriculum. *Please see Who Should Take AP and Pre-AP Classes on page 6.*

Note: Students taking 7th grade Pre-AP will take the 8th grade STAAR test in the Spring. Students taking Algebra I in 8th grade will take the Algebra I EOC in the Spring.

Math**Course #3811****Grade 8**

The primary focus of this course is to use algebraic thinking to apply and analyze proportional relationships, use expressions and equations to describe relationships including the Pythagorean Theorem, and make inferences from data. This course prepares students for the future study of Algebra.

Algebra I**Credit 1****Course #3815****Grade 8**

Prerequisite: Successful completion of Grade 7 Pre-AP Math or Mastery of District Assessment for Acceleration

This course covers Algebra I TEKS and other necessary prerequisite topics for high school mathematics courses. Students will learn algebra concepts which form the basis for all other math courses. Students will also be instructed in the use of graphing calculators and other technology.

Included in the admission requirements to Algebra I is demonstrated mastery of 8th grade TEKS.

Note: One high school credit is earned upon successful completion of this course. Students will be required to take the Algebra 1 EOC which all students must pass to graduate from high school.

Pre-AP Geometry**Credit 1****Course #3817****Grade 8**

Prerequisite: Algebra I

Geometry requires students to apply algebra skills in a practical setting of areas, volumes and other measurements of plane and solid figures. Students will also develop strong reasoning skills through problem analysis.

Note: One high school credit is earned upon successful completion of this course.

Resource Math**Course #9630****Grade 6****Course #9730****Grade 7****Course #9830****Grade 8**

Prerequisite: ARD Committee recommendation

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

Functional Math**Course #9631****Grade 6****Course #9731****Grade 7****Course #9831****Grade 8**

Prerequisite: ARD Committee recommendation

Functional math is an alternate math curriculum that utilizes explicit instruction with real world problem solving. This comprehensive curriculum provides a multisensory standards-based instruction and alternate assessment process in order to assist students in achieving mastery on IEP goals.

Science

Science

Course #4611

Grade 6

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

Pre-AP Science

Course #4615

Grade 6

6th Grade Pre-AP Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is on physical science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, organisms and their environments, forces and motion, Earth processes and the solar system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout. Students in Pre-AP Science will extend their knowledge and apply their scientific skills by solving complex problems. All students in Pre-AP Science are expected to carry out an independent scientific research project as part of their coursework.

Science

Course #4711

Grade 7

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

Pre-AP Science

Course #4715

Grade 7

7th Grade Pre-AP Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is on organisms and the environment. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as the chemical processes of life, energy transformations, the interrelationships between organisms and their environments, systems of the human body and natural and human processes that impact Earth systems. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout. Students in Pre-AP Science will extend their knowledge and apply their scientific skills by solving complex problems. All students in Pre-AP Science are expected to carry out an independent scientific research project as part of their coursework.

Science

Course #4811

Grade 8

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

Pre-AP Science

Course #4815

Grade 8

8th Grade Pre-AP Science is a rigorous course that emphasizes critical thinking and problem solving and is recommended for students who have demonstrated an interest in science. The course is interdisciplinary; however, much of the content focus is

on earth and space science. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as the Periodic Table, chemical reactions, Newton’s Laws of Motion, processes that have shaped the Earth, the interdependence of living systems and their environment and cycles within the Sun, Moon, and Earth system. Recurring themes such as change and constancy, patterns, cycles, systems, models and scale are highlighted throughout. Students in Pre-AP Science will extend their knowledge and apply their scientific skills by solving complex problems. All students in Pre-AP Science are expected to carry out an independent scientific research project as part of their coursework.

Functional Science**Course #9691****Grade 6****Course #9791****Grade 7****Course #9891****Grade 8*****Prerequisite: ARD Committee recommendation***

Functional Science is an alternate science where Science prerequisite skills are taught through real world experiences. Curriculum is based on instructional targets which reflect the essential content of grade level standards. This modified curriculum enables ALL students to be actively engaged through a direct, multisensory approach that is individualized per student need.

Social Studies

Social Studies World Cultures**Course #2611****Grade 6**

Students will use critical-thinking skills to study people and places of the contemporary world within broad regions, such as Sub-Saharan Africa, South America, and East Asia. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics as well as different ways of organizing economic and governmental systems. Students also describe the nature of citizenship in various societies and compare institutions common to all societies such as education and religious institutions. Students explain how the level of technology affects the development of selected societies. Students will be expected to read, write, and discuss analytically to increase their knowledge about the various regions.

Pre-AP Social Studies World Cultures**Course #2615****Grade 6**

Students will use critical-thinking skills to study people and places of the contemporary world within broad regions, such as Sub-Saharan Africa, South America, and East Asia. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics as well as different ways of organizing economic and governmental systems. Students also describe the nature of citizenship in various societies and compare institutions common to all societies such as education and religious institutions. Students explain how the level of technology affects the development of selected societies. Self-motivated students will be expected to read, write, and work more independently and with greater depth and complexity in preparation for advanced placement courses in high school.

Social Studies Texas History**Course #2711****Grade 7**

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

Pre-AP Social Studies Texas History**Course #2715****Grade 7**

Students will use critical-thinking skills to study the full scope of Texas history from early times to the present, from the cultures of Native Americans prior to European exploration through the eras of mission-building, colonization, revolution, republic and statehood, with a focus on individuals, events and issues and their impact. Students identify the regions of Texas, describe the structure and function of the government, examine the rights and responsibilities of Texas citizens, identify the different ethnic groups who contributed to Texas culture and analyze the impact of science and technology on the lives of

Texans. Self-motivated students will be expected to read, write, and work more independently and with greater depth and complexity in preparation for advanced placement courses in high school.

Social Studies US History through Reconstruction**Course #2811****Grade 8**

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

Pre-AP Social Studies US History through Reconstruction**Course #2815****Grade 8**

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

Vocational Training**Course #9795****Grades 6, 7 or 8***Prerequisite: ARD Committee recommendation*

Vocational Training course exposes students to a variety of community based experiences where prerequisite skills are taught through real world experiences. Curriculum is based on instructional targets which reflect the essential content of grade level Social Studies standards. Prerequisite skills are taught in a direct, explicit, multisensory approach. This modified curriculum enables all students to be actively engaged through a community based approach that is individualized per student need.

Career and Technical Education

Technology in Action**Course #7701****Grade 7/8**

Technology in Action is an activity based course offering students the foundations for success and future studies while providing career investigations through the lab settings. Students explore careers through action based team activities. Students are involved in problem solving, critical thinking and interdisciplinary activities. Hands-on activities may include robotics, CO2 cars, computer applications and more.

Gateway to Technology I**Course # 7702****Grade 7/8****(CMS, DMS, KLMS, PMS, & WMS Only)**

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. Students will complete modules on Design and Modeling and Automation and Robotics.

Gateway to Technology II**Course #7703****Grade 8***Prerequisite: Gateway to Technology I*

(CMS, KLMS, & WMS Only)

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. Students will complete modules on Science of Technology and Magic and Electrons.

Technology Applications

Web Design Credit 1 Course #3850 Grade 8 PEIMS# 3580800

Prerequisite: Student must be on grade level in all content courses, teacher accepted course application, content teacher recommendation.

This High School level course will focus on planning, design, development and evaluation of web pages and sites created by the students. Students will use industry standard software application tools to create HTML documents, images, videos, and animations that are universally accessible. Digital photos, digital video, scanned images, text, sound and image files will be used to further enhance the original work of each student. Maintenance, security and server platforms will be explored. Students must be aware that each assignment builds upon the next assignment and missing and late work will cause the student Web Designer to be unsuccessful in this course. The coding language for web page development used in this course is HTML including the latest revision HTML5.

Note: Successful course completion receives 1 high school elective credit

Technology Applications 6 Course #3682 Grade 6

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

Technology Applications 7-8 Course #3882 Grade 7/8

This one year course will emphasize knowledge and skills associated with applying technology as a tool to communicate, collaborate, apply critical thinking across multiple subject areas and prepare students for future real world settings. Students will work collaboratively and independently to develop skills in publication, database design, and multimedia technologies and computer science programming languages. Students will explore computer science problem solving strategies and intermediate programming languages to create projects. This course is designed to provide students with a broad, exploratory experience with a variety of tools, materials, and processes to support creativity, innovation and invention.

Broadcast Production Course #3781 (PMS Grade 7/8, PCMS Grade 8, KLMS Grade 7/8 Only)

Students will learn to produce video announcements for the school community on a daily and/or weekly basis. Students will also create feature stories, Public Service Announcement, advertisements and animated film clips. Students will be expected to participate in the full production process that includes collaborative brainstorming, storyboarding, filming, editing, critiquing and publishing of the product while working individually and in groups to meet deadlines. Camera angles, lighting techniques, audio production and design will be used daily. Consumer applications such as Windows Movie Maker, iMovie, Sony Vegas, Visual Communicator, PowerPoint and PhotoStory will be used by students in this course.

Fine Arts

Art Course #6612 Grade 6

This course extends the learning of basic elements of art and principles of design, art history and art appreciation. Students design, develop and create art using a variety of media.

Note: This course is for 6th grade only.

Art 1**Course #6712****Grade 7/8**

This course extends the learning of basic elements of art and principles of design, art history, and art appreciation. Students design, develop, and create art using a variety of media.

Note: This course is for first year 7th/8th grade Art students.

Art 2**Course #6713****Grade 7/8**

This course is sequential and uses second year middle school principles of design, drawing, painting, printmaking, sculpture, ceramics and textiles. The course also includes art history and art appreciation.

Note: This course is for 7th and 8th grade students taking Art for the second year in middle school.

Art 3**Course #6812****Grade 8**

This course extends art concepts learned in Grade 7 and 8 Art 2. A variety of projects and materials reinforce the student's knowledge of the elements of art and principles of design. The program also includes art history and art appreciation.

Note: This third-year course is for 8th grade students.

Beginning Band**Course #6631****Grade 6**

Beginning Band is open to all students interested in learning to play a band instrument. No prior instrumental musical training is necessary. Students will be placed on an instrument after meeting with a band director. Students will develop basic playing and music reading skills, practice habits and self-discipline. Some practice outside of the school day is required. During the course of the year, students will participate in the following types of performances: Seasonal concerts, festival performances, and school/community events. In most cases, students provide their own instruments. However, in certain circumstances there are a limited number of instruments available.

Band**Course #6731****Grade 7****Course #6831****Grade 8**

The Wind Ensemble, Honor Band and Symphonic Band are performing groups that are open normally to 7th and 8th grade students that have successfully completed at least one year of band with a grade average of 70 or higher for the year. Students continue to develop ear training and listening skills, music reading, individual/ensemble playing skills and musicianship. Band directors will place students in the appropriate performing group. Performance participation is required in order to be a member of these groups. Some practice outside of the school day is required. During the course of the year, all students will participate in the following types of performances: Pep rallies, football games, formal evening concerts, UIL band contest, music festivals, TMEA Region band auditions and other community performances.

Beginning Choir**Course #6641****Grade 6**

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

Choir**Course #6841****Grade 7/8**

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

Note: At the discretion of the campus, this course may be offered as separate sections of Treble Choir or Tenor/Bass Choir.

Advanced Choir**Course #6842****Grade 7/8**

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

Note: At the discretion of the campus, this course may be offered as separate sections of Treble Choir or Tenor/Bass Choir.

Beginning Choir**Course #6741****Grade 7/8**

This course may be offered for one or more of the following groups: Treble, Tenor Bass or Mixed. Students will develop choral reading techniques, ear training, vocal production, solfege and basic theory. During the course of the year, all students will participate in the following types of performances: Pep rallies, formal evening concerts, UIL choir concert and sight-reading contest, music festivals, TMEA Region Choir auditions, solo and ensemble and other community performances. Choirs at the 7th and 8th grade level participate in several events in which eligibility is required.

Note: At the discretion of the campus, this course may be offered as separate sections of Treble Choir, Tenor/Bass Choir, or Mixed Choir.

**Beginning Orchestra
(Westview Only)****Course #6761****Grade 6-8**

Open to all students wishing to learn to play violin, viola, cello or string bass. Students extend their basic knowledge of pitch and rhythm while developing basic playing skills, practice habits, music reading and listening skills. During the course of the year students will participate in the following types of performances: Seasonal concerts, solo and ensemble, festival performances and school/community events.

***All PFISD students interested in Orchestra qualify for a transfer to Westview Middle School.**

**Intermediate Orchestra
(Westview Only)****Course #6762****Grade 7**

Open to all students who have at least one year of experience on violin, viola, cello, or string bass. Students extend their ear training/listening skills, individual & ensemble playing skills, tone production, music reading, and musicianship. During the course of the year, all students will participate in the following types of performances: Formal evening concerts, UIL orchestra contest, music festivals, TMEA Region orchestra auditions and other community performances.

***All PFISD students interested in Orchestra qualify for a transfer to Westview Middle School.**

**Advanced Orchestra
(Westview Only)****Course #6861****Grade 7/8**

Enrollment in this ensemble is by audition and requires Director's permission. This course continues to develop ear training/listening skills, music reading, individual and ensemble playing skills, musicianship and advanced string instrument technique. During the course of the year, all students might participate in the following types of performances: Formal evening concerts, UIL orchestra contest, music festivals, TMEA Region orchestra auditions and other community performances.

***All PFISD students interested in Orchestra qualify for a transfer to Westview Middle School.**

Theatre Arts**Course #6622****Grade 6**

Sixth graders will be introduced to elements of drama and conventions of theatre, interpret characters, use the voice and body expressively and will study the relationship of theatre to history, society and culture. Content will vary, depending on each campus curriculum.

Theatre Arts 1**Course #6722****Grade 7/8**

First year 7th/8th grade Theatre Arts students will be introduced to elements of drama and conventions of theatre, interpret characters, use the voice and body expressively and will study the relationship of theatre to history, society and culture. Content will vary, depending on each campus curriculum.

Theater Arts 2**Course #6723****Grade 7/8**

This course is sequential, using second year elements of students learning acting skills including pantomime, improvisation, storytelling, character analysis, expressive use of the body and scene presentation.

Note: This course is for 7th and 8th grade students taking Theater Arts for the second year in middle school.

Theatre Arts 3**Course #6822****Grade 8**

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

**Beginning Guitar
(Park Crest Only)****Course #6781****Grade 7/8**

Open to all 7th and 8th grade students wishing to learn how to play the guitar. This course is a one year course and may not be repeated. Students will learn music theory, chord structure, technical aspects and music history.

Physical Education

Each student must complete a yearly fitness assessment identified as FITNESS GRAM®. All information regarding this assessment is available on: www.fitnessgram.net

All students must complete four (4) semesters of the following physical education courses:

Physical Education**Course #8611****Grade 6**

Students will develop fitness knowledge and motor skills basic to efficient movement. Students will learn about decision making skills that promote healthy lifestyle choices and improve the quality of student's lives.

Students are required to purchase a P.E. t-shirt and shorts identified by the campus P.E. Department.

Physical Education**Course #8711****Grade 7**

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

Athletics**Boys' Athletics****Football, Basketball and Track & Field****Course #8741****Grade 7****Course #8841****Grade 8**

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

**Girls' Athletics
Volleyball, Basketball, Track and Field**

Course #8742 Grade 7
Course #8842 Grade 8

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

KICKSTART

Course #8658 Grade 6
Course #8758 Grade 7
Course #8858 Grade 8

The **KICKSTART** Program provides training in the martial arts as part of an overall educational program for middle school students. The ultimate goals of the **KICKSTART** Program are to *develop character* and to *enhance resiliency* by encouraging students to resolve conflict productively, avoid participating in gangs, choose drug-free lifestyles, and remain in high school until they graduate. There is a required course fee of \$125 to participate.

Off-Campus Physical Education Course #8845 Grade 6/7/8

PFISD may approve an off-campus private or commercially-sponsored physical education program that provides special and/or accelerated activities that are not offered by the District's physical education program. Students must receive prior approval from the District's Coordinator of Physical Education, and the program must address the state TEKS. Students must meet the District's deadline for submission of the request. More information in regards to Off-Campus PE (OCPE) can be found on the [Health and Physical Education webpage](#). For more information contact the counselor or the District's Coordinator of Physical Education.

Foundations of Personal Fitness Credit 0.5 Course #8011 Grade 8

Foundations of Personal Fitness promote lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit. The concept of wellness is the cornerstone of this course and is exemplified by having students design their own personal fitness program.

Note: Course fulfills high school graduation requirement.

Health Credit 0.5 Course #8851 Grade 8

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

Note: Course fulfills high school graduation requirement.

Miscellaneous Courses

AVID Course #9076 Grade 6
Course #9077 Grade 7
Course #9078 Grade 8

Prerequisite: Admission based on application process
Co requisite: Enrollment in rigorous college preparatory courses

AVID (Advancement Via Individual Determination) students learn and apply strategies and methodologies that help them succeed in middle school and prepare for college. Writing, inquiry, collaboration, organization and reading strategies are used as part of the basis for instruction in the AVID classroom. In addition, Cornell notes, tutorials, Philosophical Chairs, and Socratic Seminars are introduced and used regularly with the AVID students. All AVID students begin the process of college readiness by focusing on high academic achievement in all subjects.

PFLEX	Course #3658	Grade 6
	Course #3758	Grade 7
	Course #3858	Grade 8

Recommended for G/T students in 6th-8th grades, PFLEX (Pflugerville Learning Extensions) offers enrichment opportunities for creative thinking and high level problem solving. This elective course emphasizes independent research and student-driven dynamic learning through innovative project-based lessons in the areas of Business and Careers, Global Systems, Humanities and Civil Affairs and STEM (Science, Technology, Engineering, and Math).

Teen Leadership		Grade 7/8
	Semester	Course #7751, 7851
	Year	Course #7752, 7852

This course trains students to be knowledgeable in conflict resolution mentors and effective speakers. Students utilize leadership skills through the planning process, problem-solving and teamwork to develop, carry out and evaluate student-led service projects.

Succeed and Achieve	Course #6662	Grade 6
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This course will provide students with positive practices in helping them to achieve goals, build friendships, resist peer pressure, get organized, be successful in middle school and improve self-image.

Social Skills I	Course #9694	Grade 6
Social Skills II	Course #9794	Grades 7 & 8
Social Skills III	Course #9894	Grade 8
Social Thinking I	Course #9696	Grade 6
Social Thinking II	Course #9697	Grade 7
Social Thinking III	Course #9698	Grade 8

Prerequisite: ARD Committee recommendation

Social Skills and Social Thinking are courses for development of pre-requisite skills to prepare students to achieve goals, build friendships, resist peer pressure, get organized, take perspective, and engage in real world problem solving. The course objectives are taught by providing modifications to students on an individual basis such as providing repeated practice, providing visuals, and task analyzing. This course assists students in meeting IEP objectives.

Vocational Training	Course #9795	Grade 6, 7, & 8
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Prerequisite: ARD Committee recommendation

Vocational Training is designed to provide functional learning about skills needed in the workplace.

Career Exploration	Course #9866	Grade 6, 7, & 8
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Prerequisite: ARD Committee recommendation

Career Exploration is a functional course designed to provide students the opportunity to learn about career options and skills required for desired career paths.

Literacy Workshop	Course #9711	Grade 6, 7, & 8
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Prerequisite: LPAC Recommendation

Literacy Workshop is a course for the development of English language skills for ESL students. The course focuses on academic reading and writing skills in order to support the students in core content classes.
