

**PISD Middle School  
Course Guide  
2016-17**

## Introduction

This middle school course guide has been developed to provide information to students and parents regarding courses available in grades 6, 7, and 8. It provides a brief description of each course offered, lists any prerequisites or special requirements and gives information on promotion requirements, schedule change policy, and placement process.

The goal of the middle schools in the Plainview Independent School District is to provide a challenging academic program in a supportive school environment. We encourage middle school students to explore a variety of courses from our elective offerings.

Since students are making selections for the entire year, it is imperative that parents and students work together during this process. As always, counselors and teachers are available to meet with students and their parents to discuss course descriptions and selections in an effort to help students make the best possible choices. Students and parents are encouraged to use this guide and the middle school support staff to help make appropriate course selections. All students are not guaranteed their first choice of electives, but every effort is made to have at least 1 of the top 3 choices.

### Grade Level Course Requirements

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**Sixth grade students are required to take the following courses:**

1. Language Arts
2. Reading
3. Math
4. Science
5. Social Studies
6. Physical Education or Pre-Athletics
7. Fine Arts Elective (Art, Band, Choir, or Theatre)
8. Elective\* (2<sup>nd</sup> Fine Arts, Enrichment courses, Technology courses, etc.)

**Seventh grade students are required to take the following courses:**

1. Language Arts
2. Reading
3. Math
4. Science
5. Texas History
6. Athletics or PE
7. Elective\*
8. Elective\*

**Eighth grade students are required to take the following courses:**

1. English/Language Arts
  2. Reading
  3. Math
  4. Science
  5. Social Studies
  6. Careers/Health
  7. Elective\* } Electives at 8<sup>th</sup> grade include Athletics, PE,  
Spanish, Fine Arts, and others
  8. Elective\* }
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## **General Information**

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### **Academic Schedule**

Middle school students operate on an eight-period day schedule. Each class meets daily for approximately 45 minutes. All students in grades 6-8 take 8 classes each year.

### **Athletic Programs**

Both boys' and girls' athletic programs meet the state requirements for physical education. Practice time for all sports will be during the athletic period and either before or after school. Many games are out of town. Students should be prepared for a significant time commitment to sports. An annual U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics.

Athletics is a year-long program for all participants. Students who participate in a fall-only or spring-only sport will participate in an "off season" conditioning program during other points of the year. Schedule changes will not be permitted at the end of a particular sport.

### **Computer Literacy**

Computer literacy has been integrated into all basic curricula; therefore, students will have essential elements delivered in their core subject classes. In addition, an elective of Technology Applications will be available to students to focus on skills such as: computer basics, keyboarding skills, word processing, desktop publishing, multimedia, electronic research, spreadsheets, databases, interactive environments and technology in society.

### **Dyslexia**

Dyslexia classes provide the components of reading dyslexia instruction that include the following: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; strategy oriented instruction; and explicit, direct instruction that is systematic (structured), sequential, and cumulative. This instruction is centered on a structured, multisensory approach of teaching reading. Reading – Dyslexia 1 and 2 will also include instruction in decoding, vocabulary, fluency, reading comprehension skills and practices, and STAAR skills and practices.

### **Electives**

Each year students have a choice of various electives they may take. These electives include courses in fine arts, technology, yearbook production, agriculture science and more. It is critical that students make thoughtful decisions when choosing electives as once the master schedule is developed, schedule changes will not be permitted.

### **Fine Arts**

PISD offers a robust selection of fine arts courses throughout middle school. Extensive programming is available in Art, Band, Choir, and Theatre. All 6<sup>th</sup> grade students are required to take one year of a state-required fine arts course (Art, Band, Choir, or Theatre).

### **High School Credit in Middle School**

Students have several opportunities to earn high school credit throughout middle school. Grading policies and procedures for high school credit courses in Middle School will follow the high school curriculum and grading procedures. The following courses earn high school credit:

- Algebra 1
- Principles of Agriculture
- Spanish 1
- Health

### **Schedule Change Policy**

From the course tallies obtained from the students' choice sheets, a master schedule of course offerings will be designed in order to accommodate a maximum number of students' choices with a minimum number of conflicts. Personnel assignments will be made based on the students' choices. Therefore, it is imperative that the students give careful consideration to their selections. **Schedule changes will be considered only in the event of inappropriate placement, movement between regular and Pre-AP classes, an error in enrollment, or a scheduling conflict.**

**Schedule change requests for the reasons above are initiated through the counselor's office.\* Requests for elective changes will not be honored.**

### **Special Education**

Students are admitted to the special education program through the Admission, Review, and Dismissal (ARD) process as required by federal and state laws. The student's Individual Education Plan (I.E.P.) specifies the modifications and/or accommodations necessary for the student to access the PISD curriculum. Special education classes are staffed by certified special education personnel and are designed to meet the individual needs of students. Further information about special education may be obtained from the counselor.

Student placement in an AP or Pre-AP class is optional and above the required curriculum. Therefore, instructional accommodations in these courses are limited. These accommodations would be limited to those concerning environmental issues (i.e., using the computer or taping a lecture). Any modification to the curriculum or to the rigor or scope of the course is not allowed.

### **State Assessment**

All students are assessed through the STAAR test (State of Texas Assessments of Academic Readiness.) STAAR will assess the following subject areas:

- Reading (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade)
- Writing (7<sup>th</sup> Grade)
- Mathematics (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade)
- Science (8<sup>th</sup> Grade)
- Social Studies (8<sup>th</sup> Grade)

Middle school students taking Algebra I will take the corresponding STAAR EOC assessment to demonstrate math competency.

## **Middle School Pre-AP Program**

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. Enrollment into Pre-Advanced Placement (Pre-AP) coursework is open to any student who is interested in a challenging and rigorous curriculum and has met standard on the STAAR test. A student may be removed from a Pre-AP class if semester average falls below passing. Recommended guidelines have been included under each Pre-AP Course to note suggested performance levels to ensure student success. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics:

### **Personal Characteristics:**

- ✓ Excellent study and organizational skills
- ✓ Ability to work well with others
- ✓ Persistence in pursuing goals
- ✓ A strong sense of responsibility
- ✓ Ability to become an independent learner
- ✓ A desire to be academically successful
- ✓ Reading on or above grade level
- ✓ Proficient oral and written communication skills

### **Academic Characteristics:**

- ✓ Grade of 85 or higher in a related academic content area course
- ✓ Scores at the Advanced Academic Achievement level on the most recent STAAR test closely related to the Pre-AP course being considered

Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses also varies with students' motivation, self-discipline, and available time outside of class.

Coursework for Pre-AP classes is advanced and requires academic discipline. Again, students must maintain a passing average in order to remain in a Pre-AP course.

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## **Language Arts**

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### **Language Arts/Reading 6**

The regular language arts course is an integrated approach to the study of English. This course is paced to suit the ability level of the students. Materials used in reading instruction include selections from the state adopted basal, supplementary reading across all disciplines, selected short stories, poetry, and novels. An emphasis is placed on reading from various genres of literature for exposure and enjoyment. The vocabulary includes context words taken from reading selections and SAT vocabulary. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. The students are given opportunities for both creative and expository writings. Capitalization, grammar, punctuation, and usage are taught as editing skills in the context of the student's own writing. The use of technology is incorporated throughout the year.

### **Pre-Advanced Placement Language Arts/Reading 6**

As a preparation for Advanced Placement English courses in high school, this curriculum adds a focus on literary analysis in reading, writing, and speaking in addition to the required work of a regular Language Arts class. Pre-AP classes will also be exposed to analytical reading of literature, writing and speaking focusing on tone and style, and using analytical literary terms in both writing and speaking which are key facets to this program. The combination of the above mentioned aspects prepare students for success on the Advanced Placement exams in high school. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems, and themes that integrate knowledge with learning skills. Activities which allow for the development and application of productive thinking skills enabling students to re-conceptualize existing knowledge and/or generate new knowledge will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to analyzing and writing about literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 5<sup>th</sup> grade language arts/reading
- ✓ Aptitude for and genuine interest in both reading and writing.

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work.**

### **Language Arts/Reading 7**

The regular language arts course is an integrated approach to the study of English, incorporating reading and writing skills. Vocabulary enrichment, word attack skills, prefixes, suffixes, and etymology, as well as word usage, grammar and editing practice are studied in a process writing / response-based reading approach. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. Opportunities to publish their work in a variety of ways give students the chance to vary their audience and point of view. Reading comprehension and analysis are developed through reading response, novel and poetry projects, and short story study. The use of technology is incorporated throughout the year.

### **Pre-Advanced Placement Language Arts/Reading 7**

As a preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening. *In addition* to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature, analytical writing and speaking focusing on tone and style, and using analytical literary vocabulary in both writing and speaking which are key facets to this program that aid in preparing students for success on the Advanced Placement exams in high school. The content of this course will be organized to include the in-depth study of major ideas, problems, and themes that integrate knowledge and systems of thought. The development and application of productive thinking skills through Socratic methods will enable students to reformulate existing knowledge and/or generate new knowledge. Part of the program will allow for the integration of multiple disciplines as they relate to literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 6th grade language arts/reading OR
- ✓ 80 or above grade average in 6th grade Pre-AP language arts
- ✓ Aptitude for and genuine interest in both reading and writing

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work.**

## **Language Arts/Reading 8**

The regular language arts course is an integrated approach to the study of English, incorporating both reading and writing skills. A literature-based reading program is fused with a process-oriented writing program to provide a well-rounded language arts curriculum. Different genres of literature are read for enjoyment, exposure to different people and ideas, enhancement of reading comprehension, and access to meaningful writing topics. The writing program allows students to apply their integrated knowledge in a variety of guided experiences. Important components of the integrated program include exercises in spelling, vocabulary, punctuation, capitalization, usage, and grammar as each applies to the reading/writing process. The use of technology is incorporated throughout the year.

## **Pre-Advanced Placement Language Arts/Reading 8**

As preparation for Advanced Placement English courses in high school, this curriculum focuses on literary analysis in reading, writing, speaking and listening. *In addition* to what is expected in a regular language arts class, Pre-AP classes will also be exposed to analytical reading of literature focusing on tone and style, and using literary vocabulary in both writing and speaking which are key facets to this program. The content of this course will be organized to include elaborate, complex and in-depth study of major ideas, problems and themes. Activities that allow for the development and application of productive thinking skills enabling students to conceptualize existing knowledge and /or generate new knowledge will be stressed. An essential part of the program will allow for the integration of multiple disciplines as they relate to literature. The use of technology is incorporated throughout the year. The homework load for this class is intensive. Students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites to enter this class:

- ✓ 90 or above grade average in 7th grade language arts/reading **OR**
- ✓ 80 or above grade average in 7<sup>th</sup> grade Pre-AP language arts
- ✓ Aptitude for and genuine interest in both reading and writing

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work.**

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

**Grade Level: 6, 7, and 8**

**Prerequisite: LPAC Recommendation**

ESL is offered to students who are native speakers of a language other than English based on language assessment criteria. Comprehension of listening, speaking, reading, and writing skills are addressed at the appropriate level for each individual student.

## **Reading – Dyslexia**

**Prerequisite: Committee Decision**

Reading - Dyslexia provides the components of reading dyslexia instruction that include the following: phonemic awareness instruction; graphophonemic knowledge (phonics) instruction; language structure instruction; linguistic instruction; strategy oriented instruction; and explicit, direct instruction that is systematic (structured), sequential, and cumulative. This instruction is centered on a structured, multisensory approach of teaching reading. Reading – Dyslexia will also include instruction in decoding, vocabulary, fluency, reading comprehension skills and practices, and STAAR skills and practices.

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## Failing STAAR Reading score will result in mandatory placement

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### Reading Intervention

#### **Grade Level: 6, 7, and 8 (by placement only)**

Reading enrichment provides a structured, multi-sensory approach to teaching decoding skills, spelling skills, handwriting skills, and verbal expression skills to students. This course will present the different kinds of syllables, the division of longer words, the reliable spelling patterns, frequently misspelled words, word origins, and the rules for adding affixes. Reading Enrichment will include reading comprehension skills and practices, as well as STAAR skills and practices. **Students who do not meet the passing standard on the reading STAAR assessment will automatically be placed in this class.**

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## Mathematics

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**NOTE:** Mathematics courses are sequential in nature and thus it is critical that students carefully select the mathematics strand that is appropriate. A student who enrolls in Pre-AP Math in 6<sup>th</sup> grade will progress to Pre-AP Math in 7<sup>th</sup> grade and Pre-AP Math in 8<sup>th</sup> grade. A student who enrolls in regular math in 6<sup>th</sup> grade will progress to regular 7<sup>th</sup> grade and 8<sup>th</sup> grade. Exceptions to this may occur, but there is some difficulty in moving up without prior Pre-AP instruction.

### Math 6

The sixth grade mathematics curriculum is designed to expand students' knowledge of numbers, number theory, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of algebra through a problem solving approach. The course prepares the beginning middle school student for the rigor required in higher math courses through sustained mathematics practice and problem solving. Pre-algebra is introduced in concrete ways through which students are taught that the process in mathematics is as important as the answer. Classroom activities provide students the opportunity to work both individually and in small groups. Manipulatives are used to introduce concepts in a concrete format. Students progress from the concrete, to the pictorial, to the abstract thus preparing them for a better understanding of Algebra 1 and Geometry at the high school level. Technology, including calculators, computers and videos, is used when appropriate.

### Pre-AP Math 6

The 6th grade mathematics Pre-AP curriculum is designed to expand students' knowledge of numbers, number theory, computation, estimation, measurement, geometry, statistics, probability, patterns, and functions. Emphasis will be placed on in-depth problem solving and application of mathematics. Students with strong computation and problem-solving skills will enjoy the challenge this course provides. The Pre-AP designation indicates a more rigorous curriculum. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 90 or above grade average in 5th grade math
- ✓ Aptitude for and genuine interest in math.

**Successful students are problem solvers, able to prioritize their time and produce quality work.**

### Math 7

The seventh grade students will further review, develop, and enrich their proportional thinking, algebraic reasoning, operations with rational numbers, geometry and spatial reasoning, statistical analysis, and problem solving. With an emphasis on process and justification, students learn to evaluate their answers for reasonableness. Throughout the year, students maintain basic computation skills through the computation test and applications. Other concepts are taught through conceptual learning, beginning with concrete examples, which eventually lead to the abstract level.

### **Pre-AP Math 7 (Pre-Algebra)**

The seventh grade Pre-AP mathematics curriculum is designed to continue expanding the students' knowledge of number theory, measurement, geometry, proportional reasoning, probability, statistics, pre-algebra, and other advanced mathematics topics. Emphasis will be on problem solving, technology, and independent student discovery. Students will explore the Pre-AP strands on accumulation, functions, and rate.

### **Math 8**

This course enables students to use mathematics skills learned in previous grades to begin the study of introductory algebra with an emphasis on problem solving and applications. Topics covered include measurement, geometry terms and formulas, number theory, probability, statistics, proportions, percents, graphing, computation, and use of calculators. Projects and problem solving will be an integral part of assessment. Enrichment activities will be provided.

### **Algebra 1 (1 .0 High School Credit)**

***Prerequisite:*** Students who complete Pre-AP Math 7 and have high STAAR math scores will be able to take the district placement test for Algebra 1. Placement decisions are made in the summer before 8<sup>th</sup> grade.

Algebra 1 is the study of mathematical relationships. It covers topics such as algebraic properties, solving equations and inequalities (linear, absolute value, radical, and quadratic), and applying equations and inequalities. Operations involving polynomials and exponents, rational algebraic expressions, and functions are also covered. These topics are studied algebraically (abstractly), graphically, and analytically. Students can expect to use graphing calculators frequently in the course. Students who take Algebra 1 are preparing to enter a sequence of courses including Pre-AP Geometry, Pre-AP Algebra 2, Pre-AP Pre-Calculus, and AP Calculus. The curriculum of this course is designed to prepare eighth grade students for these rigorous courses. Students in Algebra 1 will be administered a comprehensive midterm and final examination that parallels the High School exams. Students in Algebra 1 must take the Algebra 1 End-of-Course exam (EOC).

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**Academic Enrichment Class**  
**Failing STAAR Math score will result in mandatory placement**

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### **Math Enrichment**

#### **Grade Level: 6, 7, and 8 (by placement only)**

The math enrichment curriculum is designed to expand the student's knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns, and fundamental concepts of algebra through a problem solving approach. Classroom activities provide students the opportunity to develop concrete understanding of concepts before moving to the abstract. **Students who do not meet the passing standard on the math STAAR assessment will automatically be placed in this class.**

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**Science**

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### **Science 6**

Students explore concepts found in physical, earth, and life sciences. Topics discussed include the scientific method, structure and properties of matter, organization of living systems, interdependence of organisms and the environment, energy resources, weather systems and earth science, including the changing Earth and components of the solar system. A substantial amount of student's class time is involved with laboratory experiences to further develop concepts, critical thinking skills, and scientific process skills.

### **Science 7**

The study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using tools such as weather instruments and calculators to collect and analyze information to explain a phenomenon. Students also use computers and information technology tools to support scientific investigations. Units of study include solar system, force and motion, simple machines, body systems, chemistry, genetics, energy, cycles and systems. Student research and projects will include research and experimentation.

### **Science 8**

In Grade 8, the study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical-thinking, scientific problem-solving and technology tools to support scientific investigations. Students will identify the roles of both human activities and natural events of Earth systems and those of the universe. Students will engage in an understanding of the periodic table including the groups and families. Students will acquire an understanding of chemical reactions and their relationship to matter and energy. Genetic combinations and Darwin's theory of survival is explored.

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## **Social Studies**

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### **Social Studies 6**

Students study selected contemporary world cultures chosen from these cultural realms: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Course content will enable students to understand civic ideals, citizenship practices, and the basis of the U.S. constitutional republic; economic systems, including the benefits of the U.S. free enterprise system; geographic relationships; the purposes, structures, and functions of political systems; ways individuals and societies have interacted over time; the similarities and differences among people; and the relationships among science, technology, and society. Social studies skills enable students to acquire, organize, and use information for problem solving and decision-making.

### **Social Studies 7**

Texas History provides a variety of opportunities for each student to explore our state. State government, geography, the justice system, and general history are studied. Higher-level thinking skills are practiced in cooperative learning groups and through individual performance. Thematic units, interdisciplinary studies, and reinforcement of language arts, math, science, and computer/technology resources are used to study Texas from the period of discovery to the 21<sup>st</sup> Century.

## **Social Studies 8**

Students study the history of the United States from the early colonial period through Reconstruction. Students will understand civic ideals, citizenship practices, and the basis of the U.S. constitutional republic; economic systems, including the benefits of the U.S. free enterprise system; geographic relationships; the purposes, structures, and functions of political systems; ways individuals and societies have interacted over time; the similarities and differences among people; and the relationships among science, technology, and society. Social studies skills enable students to acquire, organize, and use information for problem solving and decision-making.

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## **Languages Other than English**

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### **Spanish 1**

#### **Grade Level: 8 (1 High School Credit)**

Spanish 1 introduces the basic language skills of showing, viewing, listening, reading, speaking and writing in Spanish. Students will learn vocabulary and grammatical structures necessary to communicate in everyday situations. A variety of videos, student presentations, projects, and dramatizations will be used to reinforce language skills and introduce various aspects of Hispanic culture. As this is a high school level course, students should be prepared to invest additional time and effort as the curriculum demands. It is **STRONGLY** advised that students have the following prerequisites:

- ✓ 85 or above overall average
- ✓ Met Standard in all STAAR Assessments
- ✓ Aptitude for and genuine interest in Spanish culture and language

**Successful students are task-oriented, proficient readers, able to prioritize their time and produce quality work.**

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## **Fine Arts**

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### **Intro to Art**

Students will explore and study four areas of visual arts. These include *perception*: where students develop and organize ideas from their environment, *creative expression*: where students express ideas through original artworks, *cultural and historical heritage*: where students learn about the world through art history and cultural movements, and *evaluation and critique*: where students learn to evaluate and analyze works of art. Students work in various mediums and explore various techniques. Students will create original works of art that communicate and foster self-expression.

### **Art 7/8**

In this intermediate course, students will continue or begin exploring various art processes and development of skills. Students will explore and study four areas of visual arts. These include *perception*: where students develop and organize ideas from their environment, *creative expression*: where students express ideas through original artworks, *cultural and historical heritage*: where students learn about the world through art history and cultural movements, and *evaluation and critique*: where students learn to evaluate and analyze works of art. Students work in various mediums and explore various techniques. Students will create original works of art that communicate and foster self-expression. (No previous course work is required.)

## **Band 6**

Band 6 is open to students with either no previous or limited experience on a woodwind, brass or percussion instrument. Students will learn the basics of good tone production, rhythm, and melodic notation. Teamwork, problem solving, and working toward a common goal are also emphasized.

## **Concert Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval or Band 6**

This course is designed for the intermediate band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized. **Performances and some before or after school rehearsals are required.**

## **Symphonic Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval or Concert Band**

This course is designed for the advanced band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized. **Performances and some before or after school rehearsals are required.**

## **Honors Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval or Concert Band**

This course is designed for the advanced band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized. **Performances and some before or after school rehearsals are required.**

## **Jazz Band**

**Grade Level: 7 and 8**

**Prerequisite: Director Approval**

This course is designed for the advanced band student. Meaningful musical experiences are offered through a variety of performances and competitions. Festival, contest, and travel opportunities are provided throughout the year. Teamwork, problem solving, and working toward a common goal are strongly emphasized. **Performances and some before or after school rehearsals are required.**

## **Choir 6**

Students develop singing technique by singing and learning about many genres of music. Students will improve music-reading skills, and are offered many opportunities to perform in choir, as well as small group, or solo/duet settings. In addition to 4 required concerts, students will have the opportunity to participate in the talent show, and potential competitions.

## **Choir JV (7/8)**

Students will continue developing good vocal technique singing and learning about many genres of music. Students will gain more vocal independence singing in smaller groups or performing solos/duets. Sight-reading will be incorporated in order to prepare students for UIL competition

### **Choir (VARSITY) (7/8)**

This choir is for the more advanced, experienced singer who is dedicated and ready for a challenge. Much focus will be placed on developing each student's talents and potential

### **Theatre Arts 6-7**

This course is designed as an introduction to Theatre Arts. Theatre students develop confidence and stage presence through training in acting techniques. Areas of study may include improvisation, pantomime, scene writing, monologue, directing, theatre history and playwriting, as well as technical skills such as lighting and sound.

### **Theatre Arts Advanced 8**

This class is by audition and instructor placement. Students who have been in theater the previous year should contact the instructor to apply for this class.

### **Yearbook**

#### **Grade 8 Only**

The focus of this course is the publication of the campus yearbook. Students will work primarily with computers and other technology (i.e. scanners, digital cameras, laser color printers, and appropriate software) to electronically produce the yearbook. Application is made in the spring of a student's 7<sup>th</sup> grade year. This class is filled by an application and approval process.

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## **Health**

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### **Health (0.5 High School Credit)**

#### **Grade: 8**

Health is designed to provide 8<sup>th</sup> grade students with information about themselves physically, mentally and socially. The content explores relationships with self, peers, and family members. Specific units of study include information on puberty, nutrition, fitness, safety and first aid, diseases, grooming and hygiene, and drugs/alcohol. This class is for high school credit, and is required for all 8<sup>th</sup> graders. It is a semester-long class and is paired with Exploring Careers for the other semester.

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## **Physical Education**

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According to Senate Bill 530: Physical Activity Requirements for Public School Students, "...students in grades six through eight will be required to participate in daily physical activity for at least 30 minutes for at least four semesters during those grade levels."

### **Physical Education**

#### **Grades: 6, 7, 8**

The physical education program will involve team sports, lifetime sports, and fitness workouts. Activities will include basketball, cardiovascular conditioning, disc golf, dodge ball, fitness testing, kickball, muscular fitness,

orienteering, soccer, softball, tennis, touch football, track and field, and volleyball. The students will be evaluated using the Fitnessgram test to help them take ownership of their individual fitness levels. The class will help students learn goal setting and the importance of good sportsmanship. All instruction will be given in a co-educational setting. Students will be required to suit up every day in proper attire and participate to the best of their abilities.

### **Pre-Athletics**

#### **Grade 6**

This course serves as a PE credit and leads students to explore a future in organized athletics in 7<sup>th</sup> and 8<sup>th</sup> grade. Inter-school competition will be a part of this class.

### **Girls Athletics**

#### **Grade: 7 and 8**

Athletics is a year-round competitive program in which team members compete against other schools for district titles. Team members must participate in class daily as well as additional practices. During the first semester, UIL volleyball and basketball will be offered. During the second semester, UIL basketball, track, golf, and tennis will be offered. Golf and tennis will be held after school and do not necessarily require enrollment in Girls Athletics 7. Those students not participating in an in-season sport will be required to participate in a rigorous off-season conditioning program that involves weight training, agility drills, and cardiovascular work (running). A yearly U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics.

### **Boys Athletics**

#### **Grade: 7 and 8**

Athletics is a year-round competitive program in which team members compete against other schools for district titles. Team members must participate in class daily as well as additional practices. During the first semester, UIL football and basketball will be offered. During the second semester, UIL basketball, track, golf, and tennis will be offered. Golf and tennis will be held after school and do not necessarily require enrollment in Boys Athletics 7. Those students not participating in an in-season sport will be required to participate in a rigorous off-season conditioning program that involves weight training, agility drills, and cardiovascular work (running). A yearly U.I.L. physical form must be completed and on file in the coaches office prior to any student participation in athletics.

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## **Technology**

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### **Technology Applications**

#### **Grade 6 and 7**

This project-based course prepares our students to be technologically adept and function effectively in our increasingly technologically-driven world. This class is designed to engage our students in hands-on activities that explore communications, collaboration, critical thinking, problem solving, and decision making.

### **Exploring Careers**

#### **Grade 8**

The career development process is unique to every person and changes throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore reliable educational and career information to learn more about themselves and their interests and abilities. Students will also integrate skills from academic subjects, information technology, and interpersonal communication to

make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software (Career Cruising) and other tools to explore areas of personal interest. Students will use this information to explore educational requirements or a variety of chosen career paths. (CTE Course)

\*There are major projects in this class in addition to the electronic portfolio students will create throughout the year as their final project.

\*\*This is a required semester long class and is paired with Health for the other semester.

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## Student Aide Positions

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### **Office Aide**

#### **Grade Level: 8**

A student office aide will perform such duties as filing, running errands, delivering student messages, assembling messages for the marquee, and other general office needs. Students must be willing to responsibly perform any task that is assigned by the office staff or administrator. A positive attitude, excellent attendance, and good behavior is required. Students must apply for these limited positions.

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## Agriculture

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### **Principles of Agriculture, Food and Natural Resources**

#### **Grade 8 (1.0 High School Credit)**

This is a comprehensive course designed to enhance the understanding of the agricultural industry. Students will develop technical knowledge and skills related to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership and environmental sciences. This class is for high school credit. (CTE Course)

### **Agricultural Leadership: Career Portals**

#### **Grade 7**

This course is designed to demonstrate to student the various careers that are under the agricultural sciences umbrella. This course is an exploration course that provides students the opportunity to learn more about agricultural sciences and determine if agriculture is an area of interest for them. (CTE Course)

## PLAINVIEW ISD MIDDLE SCHOOL

### GRADE-POINT-AVERAGE TABLE

**SIXTH, SEVENTH and EIGHTH GRADE:** Honor roll is based on a grade-point system. A student must achieve a grade point of 4.25 to be on the honor roll.

**SEVENTH AND EIGHTH GRADE:** We use a weighted GPA to determine participation in National Junior Honor Society. A student must have a 4.65 GPA to be considered for this organization. The 8<sup>th</sup> grade GPA does NOT follow a student to high school; however, classes taken for high-school credit WILL be figured in to a student's high

school GPA.

Course Grade	Algebra I Honors	Pre-Ap Classes	Regular Classes
100	7	6	5
99	6.9	5.9	4.9
98	6.8	5.8	4.8
97	6.7	5.7	4.7
96	6.6	5.6	4.6
95	6.5	5.5	4.5
94	6.4	5.4	4.4
93	6.3	5.3	4.3
92	6.2	5.2	4.2
91	6.1	5.1	4.1
90	6	5	4
89	5.9	4.9	3.9
88	5.8	4.8	3.8
87	5.7	4.7	3.7
86	5.6	4.6	3.6
85	5.5	4.5	3.5
84	5.4	4.4	3.4
83	5.3	4.3	3.3
82	5.2	4.2	3.2
81	5.1	4.1	3.1
80	5	4	3
79	4.9	3.9	2.9
78	4.8	3.8	2.8
77	4.7	3.7	2.7
76	4.6	3.6	2.6
75	4.5	3.5	2.5
74	4.4	3.4	2.4
73	4.3	3.3	2.3
72	4.2	3.2	2.2
71	4.1	3.1	2.1
70	4	3	2
Below 70	0	0	0