



Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education



ACHIEVE TODAY.



EXCEL TOMORROW.

2018-2019

Junior High Course Description Handbook

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Non-Discrimination Statement

The Arlington Independent School District does not discriminate on the basis of race, color, age, gender, national origin, religion or disability in educational programs, admissions /enrollment decisions or activities which it operates, as required by Title VI, Title IX, Title II and Section 504.

Confidentiality Statement

The Arlington Independent School District, in accordance with the Family Educational Rights and Privacy Act ("FERPA") restricts access to protected student records as required by law. Directory information on students will be released upon request without a parent's consent, unless the parent elects in writing to restrict directory information. The form on which parents can indicate their election is sent home each year.

Structural Pest Control

Schools periodically apply pesticides. Information concerning these applications may be obtained by contacting the building principals.

Options and Requirements For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person's School Counselor (learning difficulties)

or

Special Education Services Office 682-867-7690



January 2018

Dear Parents:

All of Arlington's eleven Junior High schools offer a two-year school program, grades 7 and 8, specially designed to meet the emotional, physical, and intellectual needs of the later pre-adolescent and the early adolescent by:

1. Helping students make a smooth transition from the elementary school to the secondary school where they function in a variety of situations and with a number of teachers.
2. Giving students an opportunity and the support to branch out and explore new fields of interest, new ideas, and new ways of performing tasks so all students can be academically successful.
3. Meeting the needs of individual students through specific programs and teaching strategies to support students as they increase learning and performance.
4. Mentoring students to respect one another and trust other students both to support their learning and to provide another source of feedback and new ideas.
5. Preparing students with the opportunity to enroll in colleges and universities, providing college by design rather than college by chance.
6. Guiding students into a pattern of self-direction with more opportunities for making choices and decisions and assuming responsibility for those choices and decisions.

In these pages, you'll discover general information about the organization of the Junior High school, the services provided, and the opportunities for your child. You will also find day-to-day rules, which we expect our students to observe. These rules ensure a positive and safe learning environment where students are free to learn and teachers are free to teach. Reading through the course descriptions, you'll gain a clearer understanding of offerings at each grade level. Finally, the promotion policy is outlined here for your convenience.

Please familiarize yourself with this information. Take time to review this booklet with your child. Together you can clarify general rules. Best of all, you and your child can begin mapping course choices for grades 7-12.



January 2018

Dear Students:

Congratulations! You're finally a junior high student. The two years spent in junior high school will be as meaningful as you choose to make them. There will be some courses that you can select to take, so carefully read through this booklet. You will begin to make other very important choices as you begin testing your independence. You will choose your friends. Make sure that you choose carefully. You will choose activities in which to participate. Give 100% to those curricular and extracurricular activities alike. You will choose habits. Make sure that you choose good habits. If you choose well, these habits will carry you through high school and college and into adulthood successfully.

Decisions: you'll make many of these during your junior high school years. By making intelligent decisions, you'll lay a rock solid foundation for your future; learn good study habits; explore new areas in science, foreign languages, mathematics and more. As you learn to make sound decisions, you'll develop self-confidence and self-discipline. You'll learn patience. You'll learn to be tolerant of those who are different. You'll learn that your classmates' diverse backgrounds make your school a better place. You'll learn perseverance. Finally, you'll prove to yourself and to others that you can be dependable.

This handbook has been developed just for you. Use it as you select courses. Read it to learn more about life in junior high school. Take time to discuss with your parents what you read here. Both of you will find this book a useful resource. It contains the answers to students' and parents' most frequently asked questions.

If at any time you have a question about your school and you do not find an answer here, consult your teachers, counselors, principal or other school officials. Arlington ISD's educators are ready and willing to help you, if you'll just ask questions and let them know when you need assistance.



JUNIOR HIGH SCHOOL PRINCIPALS and COUNSELORS

Joe B. Bailey Junior High School	2411 Winewood
Tiffany Benavides, Principal	682-867-0700
Jennifer Buechele, Counselor	MaryAnn Laney, Counselor
	Dennis Groters, Counselor
Christine Barnett Junior High School	2101 E. Sublett Rd.
Stephanie Hawthorne, Principal	682-867-5000
Kiersta Garcia, Counselor	Shaun Thompson, Counselor
Truett C. Boles Junior High School.	3900 Green Oaks Blvd. SW
Jeff Provence, Principal	682-867-8000
Osame Origho, Counselor	Matthew Franks, Counselor
J. I. Carter Junior High School	701 Tharp Street
Reny Lizardo, Principal	682-867-1700
Tammy McCullough, Counselor	Julianna Mirmohammadi, Counselor
	David Poling, Counselor
Floyd M. Gunn Junior High School	3000 S. Fielder Rd.
Juan Villarreal, Principal	682-867-5400
Kathryn Cobb, Counselor	Janet Smith, Counselor
Dora E. Nichols Junior High School	2201 Ascension
Marcus Brannon, Principal	682-867-2600
Karen Heisterkamp, Counselor	Aretha Hudson, Counselor
	Sharla Jefferson, Counselor
Emma Ousley Junior High School	950 S.E. Parkway
Lora Thurston, Principal	682-867-5700
Margaret Farquhar, Counselor	Kara Dennick, Counselor
	Ella Starnes, Counselor
O. D. Shackelford Junior High School	2000 N. Fielder Rd.
Jerod Zahn, Principal.....	682-867-3600
Nancy Walker, Counselor	Kelly Spurlock, Counselor
Mayfield Workman Junior High School	701 East Arbrook
Inelda Acosta, Principal	682-867-1200
Rachel Pavlovich, Counselor	Sofia Alvarez, Counselor
Counselor	Angela Hamberlin,
Jamilyn Parish, Counselor	Althea M. Joseph, Counselor
Johnson, Counselor	Carlos
Charles W. Young Junior High School	3200 Woodside Dr.
Kelly Hastings, Principal	682-867-3400
Diefrac Warner, Counselor	Tonia Hastings, Counselor
	Tish Nix, Counselor
Newcomer Center Junior High and Senior High	701 East Arbrook
Christy Strybosch, Principal	682-867-7100
Rolundra Jones Woodson, Counselor	

ARLINGTON SCHOOL DIRECTORY

Senior High Schools

<p>1 Arlington High School 818 W. Park Row</p> <p>2 Arlington Collegiate HS 2224 Southeast Pkwy</p> <p>3 Bowie High School 2101 Highbank Dr</p> <p>4 Lamar High School 1400 Lamar Blvd W.</p> <p>5 Martin High School 4501 W. Pleasant Ridge</p> <p>6 Newcomer Center 600 S.E. Green Oaks Blvd.</p> <p>7 Sam Houston High School 2000 Sam Houston Dr.</p> <p>8 Seguin High School 7001 Silo Rd</p> <p>9 Turning Point Secondary School 2209 N. Davis 76012</p> <p>10 Venture High School 600 S.E. Green Oaks Blvd.</p>	<p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p> <p>31</p> <p>32</p> <p>33</p> <p>34</p> <p>35</p>	<p>Bebensee Elementary 5900 Inks Lake Dr.</p> <p>Beckham Elementary 1720 S.E. Parkway</p> <p>Berry Elementary 1800 Joyce</p> <p>Blanton Elementary 1900 S. Collins</p> <p>Bryant Elementary 2201 Havenwood</p> <p>Burgin Elementary 401 E. Mayfield Rd.</p> <p>Butler Elementary 2121 Margaret Dr.</p> <p>Corey Academy 5201 Kelly Elliot Rd</p> <p>Crouch Elementary 2810 Prairie Hill, G.P.</p> <p>Crow Elementary 1201 Coke Dr.</p>	<p>52</p> <p>53</p> <p>54</p> <p>55</p> <p>56</p> <p>57</p> <p>58</p> <p>59</p> <p>60</p>	<p>Little Elementary 3721 Little Rd</p> <p>McNutt Elementary 3609 S. Center St.</p> <p>Miller Elementary 6401 W. Pleasant Ridge Rd.</p> <p>Moore Elementary 5500 Park Springs Blvd</p> <p>Morton Elementary 2900 Barrington Pl</p> <p>Patrick Elementary 755 Timber Oaks Ln, G.P.</p> <p>Peach Elementary 2020 Baird Farm Rd</p> <p>Pearcy Elementary 601 E. Harris Rd</p> <p>Pope Elementary 901 Chestnut Dr.</p>
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Junior High Schools

<p>11 Bailey Junior High 2411 Winewood Ln</p> <p>12 Barnett Junior High 2101 Sublett Rd.</p> <p>13 Boles Junior High 3900 Green Oaks Blvd, S.W.</p> <p>14 Carter Junior High 701 Tharp St</p> <p>15 Gunn Junior High 3000 S. Fielder Rd.</p> <p>16 Nichols Junior High 2201 Ascension Blvd</p> <p>17 Ousley Junior High 950 S.E. Parkway</p> <p>18 Shackelford Junior High 2000 N. Fielder Rd.</p> <p>19 Workman Junior High 701 E. Arbrook Blvd.</p> <p>20 Young Junior High 3200 Woodside Dr.</p>	<p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p>	<p>Ditto Elementary 3001 Quail Dr.</p> <p>Duff Elementary 3100 Lynnwood Dr.</p> <p>Dunn Elementary 2201 Woodside Dr.</p> <p>Ellis Elementary 2601 Shadow Ridge Dr.</p> <p>Farrell Elementary 3410 Paladium Dr., G.P.</p> <p>Fitzgerald Elementary 5201 Creek Valley Dr.</p> <p>Foster Elementary 1025 High Point Rd</p> <p>Goodman Elementary 1400 Rebecca Ln</p> <p>Hale Elementary 2400 E. Mayfield Rd</p> <p>Hill Elementary 2020 W. Tucker Blvd.</p> <p>Johns Elementary 1900 Sherry Street</p>	<p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p> <p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p>	<p>Rankin Elementary 1900 Oleander Dr.</p> <p>Remyse Elementary 2720 Fall Drive, G.P.</p> <p>Roark Elementary 2401 Roberts Cir.</p> <p>Sherrod Elementary 2626 Lincoln Dr.</p> <p>Short Elementary 2000 California Ln</p> <p>South Davis Elementary 2001 S. Davis Dr.</p> <p>Speer Elementary 811 Fuller St.</p> <p>Starrett Elementary 2675 Fairmont Dr, G.P.</p> <p>Swift Elementary 1101 S. Fielder Rd.</p> <p>Thornton Elementary 2310 E. Park Row Dr.</p> <p>Webb Elementary 1200 N. Cooper St.</p>
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Elementary Schools

<p>21 Adams Elementary 2220 Sherry St.</p> <p>22 Amos Elementary 3100 Daniel</p> <p>23 Anderson Elementary 1101 Timberlake Dr.</p> <p>24 Ashworth Elementary 6700 Silo Rd</p> <p>25 Atherton Elementary 2101 Overbrook Dr.</p>	<p>47</p> <p>48</p> <p>49</p> <p>50</p> <p>51</p>	<p>Jones Academy 2001 Van Buren Dr.</p> <p>Key Elementary 3621 Roosevelt Dr.</p> <p>Knox Elementary 2315 Stonegate</p> <p>Kooken Center 423 N. Center St.</p> <p>Larson Elementary 2620 Avenue K, G.</p>	<p>72</p> <p>73</p> <p>74</p> <p>75</p>	<p>West Elementary 2911 Kingswood Dr., G.P.</p> <p>Williams Elementary 4915 Red Birch Dr.</p> <p>Wimbish Elementary 1601 Wright St.</p> <p>Wood Elementary 3300 Pimlico Dr.</p>
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SELECTED POLICIES OF THE ARLINGTON PUBLIC SCHOOLS

Notification of Parents' Right of Access to Educational Records

A parent is entitled to access all written records concerning the student including attendance records, test scores, grades, disciplinary records, counseling/psychological records, applications for admission, health and immunization information, teacher/counselor evaluations, and reports of behavioral patterns. Questions regarding access to a child's records should be answered by referring to Senate Bill 1, Section 26.004, approved June, 1995.

Directory Information

See *AISD Student Code of Conduct* book

VITAL INFORMATION TO CONSIDER WHEN ENROLLING IN JUNIOR HIGH

The Board of Education establishes the geographical limits of each junior high school. If there is a question regarding district boundary lines, please call the junior high school nearest your home.

The student should present proof of residency, birth certificate, social security card, parent driver's license, immunization records and appropriate withdrawal records from the previous school attended. If records are not presented at the time of enrollment, reassignment may be necessary upon receipt of records. Parents should be present for all students new to the district and for district transfers. Students from unaccredited schools will be placed in classes by their counselor until their previous schoolwork is evaluated.

Enrollment will be under the student's legal name until such designation is changed by court order.

The student will be informed in each class regarding school supplies needed for the course.

Courses offered in junior high school are listed in the student handbook. The school principal or counselor should be contacted regarding questions about electives or course offerings.

Changes in address, phone numbers, emergency contact or other such information should be reported to the school immediately.

The Department of State Health Services is granted authority to set the following immunization requirements by the Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions, for all students entering junior high school in Arlington. When enrolling, the student must present a doctor's statement or other records showing required immunizations. Immunizations must be up to date in order for a student to attend school.

IMMUNIZATION INFORMATION for Jr. High Students



VACCINE

REQUIRED DOSES¹

Diphtheria, Tetanus, & Pertussis (DTaP/DTP/DT/Tdap/Td)

Five doses of a diphtheria-tetanus-pertussis containing vaccine, one of which must have been received on or after the fourth birthday; however, 4 doses meet the requirement if the 4th dose was given on or after the 4th birthday

Ages 7 years or older

(pertussis vaccine is not required)

Tdap/Td/DTP/DTaP or any combination of these

Three doses, including one dose on or after the fourth birthday

Booster Dose

Tdap/Td

Tdap booster if 5 years since last dose of tetanus containing vaccine

Polio

Four doses of polio vaccine one of which must have been received on or after the fourth birthday; however, 3 doses meet the requirement if the 3rd dose was given on or after the 4th birthday

Measles, Mumps, and Rubella (MMR)²

Two doses of a measles-containing vaccine with the first dose on or after the first birthday; second dose required upon entry into kindergarten

Hepatitis B^{2, 3}

Three doses

Varicella^{2, 4}

2 doses after the 1st birthday, **OR** – parent statement of illness

Meningococcal

1 dose

¹Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

²Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in lieu of vaccine.

³Two doses of adult hepatitis B vaccine (Recombivax[®]) are acceptable. Dosage and type of vaccine **must** be clearly documented. (Two 10 mcg/1.0 ml of Recombivax[®])

⁴Serologic proof of immunity or documentation of previous illness may substitute for vaccination. Previous illness may be documented with a written statement from a physician, school nurse, or the child's parent or guardian containing wording such as: "This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine."

It is recommended, but not required, that all students have a physical and dental examination before enrolling.

Before a student may participate in competitive athletics, a U.I.L. physical examination form must be secured from the school and completed by a doctor. The examination will be valid for one year from the date of the examination. A notarized medical physical form will be required for competitive athletics.

Any information concerning physical disability or other problems, which might affect a student's behavior or performance in school should be communicated to the principal, counselor and school nurse.

SPECIAL SERVICES AVAILABLE TO STUDENTS

Counseling and Guidance

All junior high schools have counselors to help students and parents at their request. The counselors provide specialized help for individual students as well as group programs to help students adjust to life and school situations, to select courses appropriate for the particular student, and to explore and learn to plan for careers of their choice. The counselors administer and interpret standardized tests, and monitor the students' academic progress through the Arlington schools.

Special Education

Students with disabilities are provided specially designed educational and supportive services as part of the student's total educational program. Referral of students is a part of the district's overall screening system. Those who need special education are defined as students with educational handicaps who are physically handicapped, intellectually disabled, emotionally disturbed, learning disabled, speech impaired, autistic, multiple handicapped, hearing impaired, visually impaired, or deaf-blind.

The Newcomer Center

The Newcomer Center is an alternative education program designed to meet the needs of recent immigrant students in grades 7 to 10. To be eligible for the Newcomer Center program, a student must be an ESL student and must have attended United States schools for less than three years or portions of three years. Immigrant students who have attained an Advanced High rating on the TELPAS Reading will attend their home school. Information received from prior schools in conjunction with local assessments will be used to determine placement.

Health Services

A registered nurse is a member of the staff of all junior high schools. Students with health problems may be referred to the nurse by the teachers, the parents, or the administrative staff. First aid will be given when necessary; referral to a doctor or other health agency will be made when treatment is beyond the means of the school.

It is very necessary that the school office have the following information:

1. Telephone numbers where parents may be reached in emergency.
2. The name of a local physician.
3. The names of local relatives or persons who will accept responsibility for your child in case of emergency when the parents cannot be reached.

Parents are requested to report significant physical defects and health problems to the school nurse. Regular physical and dental checkups are recommended.

- Students who persistently complain of illness should be taken to the family physician.
- Students with undiagnosed rash or red eyes must bring a note from the doctor stating the condition is not infectious to others.
- Any communicable disease should be reported to the principal's office at once. Regulations approved by the Health Department are followed.

Any student with a temperature of 100 degrees or more is automatically excluded from school. Students without obvious signs of illness who continue to feel too ill to remain in the classroom will be sent home. The nurse will call a parent. A student should not call for himself. No student will be sent home without the parent's knowledge.

If your child needs to take medication during school hours, it will be necessary for school personnel to have the following:

Prescription Medication

Medications must be dated within the calendar year and in a container labeled by the pharmacist giving:

- a. student's name
- b. student's doctor
- c. name of medicine
- d. dosage to be administered
- e. directions for administration

School personnel must have a written request from the student's parent or guardian and a physician's order to give the medication.

Over-the-Counter Medicines

Medication must be in the original container and school personnel must have a written request from the student's parent or guardian stating the dosage and directions for administration. The school nurse will clarify the request with the parent and/or physician as needed.

Important

Students should bring any medication to the clinic for safekeeping. School personnel will not give unlabeled medicines or medicines that are labeled for someone other than the specific patient.

Required Screening

School nurses screen students entering from outside the State of Texas in addition to students in 7th grade for hearing, vision acuity, Acanthosis Nigricans and in 8th grade for abnormal spinal curvature. A sideways twisting of the spine known as scoliosis is sometimes found in adolescents. Most cases are mild and require only observation by a physician, but early detection is important so measures can be taken to prevent serious consequences. The screening is not intended to replace examinations by physicians, but to provide inspections between regular medical checkups. Parents will be notified only if a student fails one of the tests. A student exempt for medical reasons must present a current letter from a physician stating that the student has been screened.

Library Services

All junior high schools maintain libraries under the direction of trained librarians. These are open to all students for class recreational reading and to supplement subject area curriculum. Students may check out books from the library for stated periods of time. A fine will be assessed when a book is damaged, overdue, or lost.

Cafeteria Services

Trained dietitians prepare menus on the basis of nutrition, economy, and attractiveness of meals. Students are expected to conform to accepted standards of manners and conduct while in the cafeteria. PAMS Lunchroom (Payment Account Management System) is a secure, fast and friendly way for parents to pay online by credit card for their children's school meals. Visit PAMS Lunchroom at <http://www.pamslunchroom.com>.

Custodial Services

Every effort is made by the custodial staff to keep each junior high school clean and in a state of repair. Students are expected to contribute to this service by taking care of their property and helping to keep the building and grounds clean.

GENERAL POLICIES AND PROCEDURES

The School Day

School Office Phone Number: _____

The school day for students in most junior high schools in Arlington is from 8:55 a.m. to 4:10 p.m. Office hours are from 8:00 a.m. to 4:30 p.m. and from 8:00 a.m. to 4:00 p.m. on Friday.

The schedule of classes and activities within this time period may vary from school to school. Classes in most junior high schools vary between 45 and 55 minutes in length and allow approximately five minutes for changing classes. Certain school activities do not fall into the pattern of the standard day because they occur periodically rather than daily. Provision is made within the total school program for tutorials, assemblies, fire and emergency drills, etc.

Attendance

Attendance Office Phone Number: _____

The junior high schools will offer each student the appropriate number of state mandated days of instruction during the school year. A student must attend a minimum of 90% of the class days to receive credit.

Each day is important to a student's mental, emotional, and psychological development. There is a continuity of purpose developed between the first day of instruction and the last day of instruction. A successful junior high school career is built on regular and conscientious school attendance. Habit is a very important factor in the matter of attendance. Make sure you develop the habit of attendance rather than the habit of non-attendance!

Regular school attendance involves three-way cooperation between the student, the parent, and the school. *A parent's permission for a student to violate the school's policies or his approval of the violation after it has been done does not legalize the action.*

Tardies / Absences and Detention of Students – See the Student Attendance Policy in the AISD Student Code of Conduct book

www.aisd.net Each campus has a web site that can be accessed from www.aisd.net. School staff members and email addresses are available on the campus web sites. Many teachers post assignments and projects for students and parents.

Making Up Work Missed

A student whose absence is excused shall be allowed a reasonable time to make up school work missed. **It is the student's responsibility to secure assignments and to make up all work due to excused/extenuating circumstances.** Failure to complete such assignments within a reasonable time will result in a zero for such assignments. AISD defines a reasonable length of time to be one day for each day missed with an excused absence.

Homework

Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, and supplements and reinforces work done in school. In addition, it fosters student initiative, independence, and responsibility and brings home and school closer together.

Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: practice, preparation, and extension. The amount of homework necessary may vary from time to time within a given grade or subject level (regular, PreAP, etc.).

Examinations

Examinations will be given at the end of each semester. No early exams are given All courses, including athletics, will have a written semester exam in grades 7 and 8. These exams will be averaged in as 1/7 of the semester grade. Six weeks examinations may be given sometime during the last part of the fifth week or during the sixth week of each six weeks reporting period.

Textbooks

All books used in the school are furnished free of charge by the State of Texas. At the beginning of the term, these state books are issued by number to each student. At the end of the term, the student must return them in good condition. The student must pay for lost, damaged, or unreturned textbooks. Refusing payment for lost textbooks may result in denial of district textbooks.

Withdrawal

A student withdrawing from school should make the necessary arrangements one day in advance through the office where he or she will be given a withdrawal form, containing necessary information for re-entry. A transcript will be forwarded to the school to which the student is to be transferred upon receiving that school's request. A student who does not have a withdrawal form should not expect to enter another school without considerable loss of time and trouble to all concerned. When a student is withdrawing from school, the parent should either accompany the student or send a written statement requesting withdrawal. Teachers cannot be interrupted during class to complete withdrawal paperwork.



Fees

Certain fees are required in junior high school. These fees are non-refundable after six weeks of attendance.

1. Students who are enrolled in physical education are required to pay a fee each semester for use of towels.
2. A band student who uses a school-owned instrument will pay a yearly maintenance fee.
A yearly fee will be charged for maintenance of the band uniform. Any refunds will be prorated.
3. Students who wish to make projects which are in excess of minimum course requirements in classes such as Art will pay for materials used, plus applicable sales tax.

Upon receipt by the district of reliable proof that a student and his or her parent or guardian are unable to pay a fee or deposit required by the school, such fee or deposit shall be waived. Such student and his or her parent or guardian must present evidence of their inability to pay to the appropriate principal who shall determine eligibility for a fee waiver. [Policy FP(Local)]

Permission to Leave School

Attendance Office Phone Number: _____

No student is allowed to leave the school campus without permission from the school's office. Parents are required to come into the office to arrange for students to leave and may be required to present identification. If at all possible, dental and doctor appointments should be made after school hours, or during the noon hour. However, doctor and dental appointments are excused absences.

Students leaving school for a doctor's appointment should obtain a "Medical Appointment Pass" from the office. This pass includes the appointment time and doctor and allows the student 30 minutes traveling time. The doctor or nurse will sign the pass when the student leaves the office. The pass must be returned to the school when the student returns.

In case of emergency, it is better for the student to attend a part of the school day when possible rather than miss the entire day.

Proper Student Dress

See the *AISD Student Code of Conduct book*

Hazing

Hazing or other unauthorized initiations are not permitted. See *AISD Student Code of Conduct*.

Conduct

Students should exercise good manners at all times as their conduct reflects their home and school. See the *Student Code of Conduct* book for further information.

Lunch

The junior high schools of Arlington require that all students eat in the school cafeteria. They may purchase full lunches or bring lunches and make special purchases. Students are required to go to the lunchroom area whether or not they eat lunch.

Loading and Unloading of Students

Parents taking students to school or picking them up after school should avoid the use of bus loading and unloading zones and teacher parking spaces. Our newer buses are larger and more cumbersome, requiring extra caution on the part of everyone in and around a bus zone. Parents and students are urged to cooperate in this effort.

Bus Students

Riding a school bus is a privilege provided by the district and should be treated as such. There is a separate set of behavioral rules for all students who ride an AISD school bus. The school bus is a unique setting, where misbehavior can lead to safety concerns for the driver and other students. Transfer students are not eligible for bus transportation. For detailed information, see the *AISD Transportation Code of Conduct* in the *Student Code of Conduct* book. The transportation office is located at 1124 W. Arkansas Lane, Arlington, TX 76013 and the telephone number is 682-867-7850.



Student Provided Transportation

Students who ride bicycles or other non-motorized modes of transportation to school should park them immediately upon arrival in the designated bike rack or area. The school is at no time responsible for damage or loss of a bicycle or any other non-motorized method of transportation.

Telephone

The telephone in the school office may be used at the discretion of school administration upon request for emergency purposes only. Students will be called from classes for telephone calls only in case of pressing emergencies. See *Student Code of Conduct* for policies regarding cell phones.



Student Lockers and Locks

Student lockers and locks are for the convenience of the student. This privilege can be taken away if the student abuses the privilege by damaging the locker or using it to hide alcohol, drugs, weapons, stolen items, or any other material that does not belong in school. The district has the right and the authority to search lockers, book bags, vehicles and other items for reasons of health and safety.

Visitors

All visitors are required to report to the principal's office immediately upon entering the building. Parents who desire conferences with teachers or the principal will receive an appointment by telephoning in advance to arrange the hour most suitable for such conferences. At no time should a visitor call a teacher from class for a conference at the door of the room. Student visitors are not permitted to go to classes with our students. Parents are welcome and encouraged to visit classes anytime during the school year. Please call the principal or assistant principal the day before the visit and check in with the office.

Social Activities in the School

A valuable experience in the junior high career of every teenager is getting together with friends in a wholesome social atmosphere. The student learns how to get along with other people, make lasting friendships, do the right thing at the right time, and gain valuable social skills.

To make sure that school parties are well planned and well conducted, teachers and administrative staff plan with the students and help direct the activities. All school rules will be enforced at these activities.

One of the purposes of a junior high school is to provide the early teenager with many opportunities for leadership, for creativeness, for being with and working with classmates and teachers in as many different situations as possible. Formation of clubs will be determined by the building principal.

Elections

Certain standards are required for students seeking election as student council representatives, class officers, or honor society members. These standards must be met and maintained not only in the area of academic and citizenship grades, but also in the area of total school conduct. The students should talk with the organization sponsor regarding these requirements.

Non-School Related Announcements

Non-school related announcements are only permitted with prior approval of the Director of Purchasing

Athletic Events

At all athletic events, in which the school is represented, students should conduct themselves according to school and AISD accepted rules of conduct. Disruptive and unsportsmanlike conduct is prohibited, and students are subject to disciplinary action for their misconduct. All students participating in school sponsored activities must abide by school rules. Violations of these rules will subject a student to disciplinary action.

Extra-Curricular Activities

An extra-curricular activity is defined as any school activity including membership in any club or organization that is not a part of the required curriculum or course of studies. Every student must have a signed parent permission slip in the sponsor's office before he/she can participate in an extracurricular activity. This permission slip must be signed yearly. Students must be promoted to the next grade to be eligible for extra-curricular activities at the beginning of the school year. Students who are placed into a grade are ineligible to participate until the first six week report card.

Lost and Found Articles

If a student finds an article of any value, he or she is requested to turn it in to the "Lost and Found" in the school. Since the school assumes no responsibility for personal property, students are urged to take every precaution to protect their possessions. Wearing apparel, books, and supplies should be marked in order that they may be easily identified.

Internet Usage

For detailed information, see the *AISD Technology Regulation* in the *Student Code of Conduct* book.

GRADING AND REPORTING

Teachers shall report grades numerically on report cards, and in electronic records. Parents may access their child's grades electronically after registering at the campus.

Parent Self-Serve (PSS) system is a website based method for parents to access student information and grades from home. Contact the school or the AISD website for sign-up information.

Progress Reports will be issued to each student at the end of the first three weeks of each six-week grading period.

Report Cards will be issued to each student at the end of each grading period.

It is very important that students be responsible in delivering the above reports promptly and parents must monitor and be aware of the progress of their student. Our working together is essential to your student's success.

An adequate number of grades must be taken to fairly evaluate the student. A six weeks exam or a unit exam may be administered as part of the final six weeks grade.

Semester grades will be computed as follows: multiply each six-week's grade by two (2), add the semester final, and divide by (7). The result will be a semester grade with a semester final weighted approximately 15%.

Students that are taking courses for high school credit will also take the STAAR/EOC for that course, if required. All junior high schools will administer a written semester examination in every course offered in the curriculum, including boys and girls athletics in grades 7 and 8. These examinations will be averaged in as 1/7 of the semester grade.

A student's mark in academic areas will not be altered because of his behavior. Behavior will be marked under Citizenship on the grade report form. The symbols for marking citizenship are as follows:

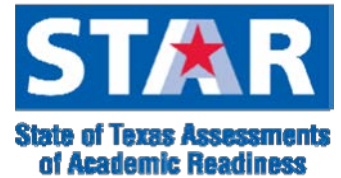
A - Excellent **C** - Improvement Needed
B - Satisfactory **F** - Unsatisfactory

Plus or minus signs may be used with citizenship grades at the secondary level.

The secondary student's citizenship or conduct grade will be based on the following:

- | | |
|-------------------------------------|-------------------------------------|
| a. acceptance of responsibility | f. care of property |
| b. courtesy of speech and manners | g. good use of time |
| c. dependability | h. following directions |
| d. respect for the rights of others | i. observation of rules of behavior |
| e. promptness | |

PROMOTION AND RETENTION



STUDENT SUCCESS INITIATIVE GRADE 8

The Student Success Initiative was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics.

Enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009, the SSI grade advancement requirements apply only to the *State of Texas Assessments of Academic Readiness (STAAR)* mathematics and reading tests at grades 5 and 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her GPC that the student is likely to perform at grade level after accelerated instruction.

Students subject to SSI requirements also include those served by special education who take *STAAR*, *STAAR-L*, or *STAAR – A*.

Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction.

Grades 7 and 8

Additionally, promotion to the next grade level shall be based on an overall average of 70 in every subject that is *STAAR* -tested. A passing *STAAR*, *STAAR-L* or *STAAR – A* score in that subject can be substituted if the classroom grade is at least 65. Students must achieve an overall average of at least 70 in all other subjects EIE (Local).

EXTENDED YEAR PROGRAM

Students who do not meet the criteria for promotion are required to attend the Extended Year Program. Students will receive instruction to improve their foundation skills in mathematics, and English, science and/or social studies. The school will notify the student and parents of the times and dates in June of this required program.

PreADVANCED PLACEMENT CLASSES (*Pre-AP*)

The purpose of *Pre-AP* (Pre-Advanced Placement) classes in the secondary schools is to provide a school program to meet individual needs and to provide a diverse instructional program.

Beginning in the seventh grade, students are offered the opportunity for participation in a Pre-Advanced Placement program in English, math, science and social studies.

When considering enrollment into *Pre-AP* and *AP* (Advanced Placement) classes, factors such as the student's past performance, accumulated test records, student interest, and parent approval may be considered. The student and parent will receive a *Pre-AP and AP Expectations of Enrollment* letter, explaining the rigor and standards of *Pre-AP* and *AP* classes prior to enrollment in the class.



Students being considered for *Pre-AP* classes should exhibit motivation and a desire to pursue in-depth learning, initiative, creativity and curiosity.

The *Pre-AP* program will challenge and stimulate students to the highest level of their ability. Students will be provided myriad opportunities to engage in in-depth work which will focus on the ability to analyze and synthesize. Quality of work rather than quantity of work will be emphasized.

The *Pre-AP* program culminates with Advanced Placement, International Baccalaureate (IB) and Dual Credit college courses offered in the Arlington high schools.



If ongoing evaluation determines that the *Pre-AP* course is not meeting the student's needs, a reassignment may be considered after consultation among the student, parent, teacher and administrator/counselor. A *Permission to Withdraw from Pre-AP and AP Class(es)* form must be signed by the teacher, student and parent, and returned to the teacher or counselor prior to withdrawal from the *Pre-AP* course.

Junior High Pre-Advanced Placement Expectations of Enrollment

Student Name: _____ ID Number: _____

Pre-AP courses provide students the rigor and depth of instruction for success in Advanced Placement courses. The benefits of enrollment in Pre-AP classes are many, including the following:

- * Development of strong study skills
- * An understanding of the college regimen
- * The potential of earning college credits while in high school

Success in Pre-AP classes requires commitment and a "good faith effort" on the part of the student. It is important that students and parents recognize that success in a Pre-AP course requires:

- | | |
|-----------------------------------|--|
| * Active participation in class | * Involvement in class discussions |
| * Note-taking | * A willingness to ask questions |
| * Good attendance | * Having supplies and textbooks in class |
| * Completion of all assignments | * Prompt attention to make-up work |
| * Willingness to attend tutorials | * Prioritizing homework and study time |

Parental support and encouragement are an integral component to success in a Pre-AP course. As students navigate their Pre-AP course, it is often a parent's support that motivates the student. Students considering enrollment in a Pre-AP course should use the following criteria:

- | | |
|---|---|
| * Indication of high interest | * Parent approval |
| * Teacher recommendation | * Satisfactory grades in pre-requisite course |
| * Standardized test scores that support the student's grades and interest | |

If a student, parent or teacher realizes that enrollment in a Pre-AP class is not in the student's best interest, with parent permission; students may withdraw from the class and return to the regular level course equivalent. Students are expected to remain in the course for at least six weeks. A withdrawal from, including student, parent and teacher signatures, is required. On some campuses a student must also have the principal's approval to withdraw from a Pre-AP course.

I have read the expectations of enrollment in Pre-AP courses and wish to register for the course(s) circled below.

Pre-AP Language Arts (English)	Pre-AP Math (7th grade)
Pre-AP Science	Pre-AP Algebra 1
Pre-AP History	Other: _____

Student signature: _____ Date: _____

My son or daughter may enroll in the Pre-AP courses listed above.

Parent signature: _____ Date: _____

Please return this form to school Counseling Department.

STUDY TIPS

- A. Before you start to study, ask yourself what you want to accomplish in this study session. Set goals for how long it might take you to do each part of your work. Be sure that your goals are realistic for you. Also, plan to do your hardest work first. Then time will seem to pass more quickly.
- B. When you want to learn new material, quickly tell yourself what you already know about the subject of your assignment. Then ask yourself: What do I want to find out about this topic? What am I trying to learn about it?
- C. When you finish studying something orally, visually, or in action, briefly go over what you have just learned. Talk to yourself about it; imagine that you are explaining or showing it to someone else. Or actually find someone to whom you can explain it.
- D. You must decide when to study alone and when to study with others. Most people need to study alone when they are reading and writing. Some people like to do problems and study for tests by themselves as well. Others work well with friends and learn a great deal this way. The key is to be aware of what you are really doing when you study. If you are studying with friends but you're not getting enough work done, then you need to do more by yourself.
- E. The best time to study depends on you. When are you most awake and alert? Try to do your studying at that time. It's helpful to most people to have a definite time for studying and to start working at the same time each day in order to form good study habits.
- F. For most people 25-45 minutes is the best length of time for studying before taking a break. Then rest for 5-15 minutes, or do something you enjoy. If you have studied well, reward yourself. Stretch, walk, and talk, listen to music, shoot baskets, or do something that you like to do. Then go back to your studying.

Learning Styles Research shows:

Each of you is different in the way you learn. Select the most comfortable and successful way for yourself. As you find your style, your grades should improve and the time that it takes you to learn the material should be reduced. Consider the following:

Suggestions for How to Study

1. Evaluate your personality and preferences. Discover whether or not you are vulnerable to noise and other distractions. Also determine if you work better by sitting quietly for a long period of time or if you need to take short breaks once in a while and then return to your work.
2. Identify the space and claim it. Your bedroom may or may not be the best place to study. Some students identify their bedrooms with rest and simply can't concentrate there. A bedroom can also be problematical if you share a room with a sibling. If you happen to need a quiet place without interruption, it might be better for you to set up a place in the attic, basement, or garage, completely away from others. If this is realistic (for instance, some attics have no electricity) just ask your parents to help you set it up. Most parents would be glad to accommodate a student trying to improve study habits!
3. Make sure your study area is comfortable. It is very important to set up your computer and chair in a way that won't harm your hands, wrists, and neck.
4. Stock your study space with all the tools you'll need; like pens, pencils, paper, dictionaries, a thesaurus, and math tools.

5. Establish study rules. Avoid unnecessary arguments and misunderstandings with your parents, siblings and/or others by establishing when and how you study. If you know that you are able to study effectively by taking breaks, just say so. Communicate with your parents and explain that you are not just fooling around when you get up for a snack. Or, explain if you are certain that you can study with music on. If you don't have a conversation about this, they are likely to think you're messing around when you are not.

Suggestions for Taking Notes

The Cornell note taking method provides the opportunity for students to effectively use their notes to study. Note paper is divided into two columns, the left column approximately 2 – 3 inches from the left side of the paper. Notes are taken in the larger right column, using the left column to jot down ideas or key words which give the main idea of the lesson. The students write a summary of the lesson on the bottom of the page.

Suggestions for Taking Tests

- A. There is no substitute for thorough preparation. "Cramming" does not produce comparable results. Take your notes with you so that you know they are there. Avoid hurriedly talking to others before the test.
- B. If the test is a standard multiple-choice or true-false test, consider the following:
 1. Watch time; pace yourself.
 2. Work through the test, marking the answers you are sure of.
 3. Check unsure ones; pencil in tentative answers.
 4. Go back to these. Reread the question, answer again and compare to first answer.
 5. Eliminate as many choices as possible.
 6. It is sometimes helpful to reword the question in your own words.
 7. Note qualifying words. Usually, generally, sometimes, often, always, never, the one best generally denote incorrect responses.
 8. A partially true item is incorrect or false.
- C. If the test is an essay test, consider the following:
 1. Set up a time schedule and stick to it. Six sketchy answers are better than three questions over-answered and three unanswered.
 2. Use a clear, direct introduction, which answers the specific question asked.
 3. Stick to your topic. Only answer what the question asks. Don't put in all that you know about the subject unless the question calls for that.
 4. Be sure to give both general ideas and details in your essay.
 5. If you do not know the entire answer but must do a question, start writing what you do know. At least you may get partial credit, and the rest of the answer may come to you while you write.
 6. Answer in outline form if you lack the time to write out your answer as an essay. You may get partial credit for showing what you know about the question.
 7. Proofread for grammar, punctuation, and spelling.

SEVENTH GRADE

CURRICULUM AND DESCRIPTION OF COURSES

The seventh grade year is a time for the student to adjust to a new school, to strengthen skills and habits acquired in elementary school and to broaden fields of interest.

The courses which students will take in the seventh grade are listed below and are described on the following pages. Not every elective course is offered at each school. Elective offerings are dependent on staff and student requests.

A. REQUIRED – of all students

English 7 (1 unit)
*Reading 7 (1 unit)
Mathematics (1 unit)
Science I (1 unit)
Texas History/Geography (1 unit)
**Physical Education (1/2 or 1 unit)

B. ELECTIVES (vary by campus)

Exploratory Foreign Language
Speech
***Theater Arts 7
***Vocal Music
***Band
***Orchestra (experience required)

***Art
AVID
Athletics (1/2 or 1 unit)
Reading (1/2) or 1 unit
Foundations of Technology

C. ALTERNATIVES

*At some campuses, required Reading (LA7210) may be included in the English (LA7225) class

**One full year of PE must be taken during the 7th or 8th grade.

***One full year of Fine Arts must be taken during the 7th or 8th grade.

****ALL ESL students must be scheduled with an English teacher who is ESL certified.

COURSES REQUIRED OF ALL STUDENTS

LA7200 - English 7 - This course integrates oral and written conventions, listening and speaking skills, and composition. It develops and strengthens speaking and writing skills through both oral and written practice, including the integration of grammar and spelling skills within the writing process. Writing skills are developed through the use of mentor texts and through writing instruction that addresses a variety of genres, while focusing on expository writing. This course should be taken with LA7210 – Reading 7.

LA7210 - Reading 7 - This course integrates the study of literature, reading analysis and response, vocabulary development, media literacy, listening and speaking skills, and research. Students will develop more complex reading skills by analyzing a variety of literature genres, including fiction, expository, literary nonfiction, drama, poetry, persuasive, procedural, and various forms of media. This course should be taken with LA7200 – English 7.

LA7300 – Pre-Advanced Placement English 7 - This PreAdvanced Placement English course is provided for students who wish to take a class that promotes the study of more rigorous and in-depth composition skills. This course should be taken with LA7310 – PreAdvanced Placement Reading 7.

LA7310 – Pre-Advanced Placement Reading 7 - The PreAdvanced Placement Reading course is provided for students who wish to take a class that promotes the study of more rigorous and in-depth literary analysis skills. This course should be taken with LA7300 – PreAdvanced Placement English 7.

LA7225 – EngLA and Reading 7 - This course integrates the teaching of English language arts and reading in one class period for campuses not offering LA7200 – English 7 and LA7210 – Reading.

LA7325 – Pre-Advanced Placement EngLA and Reading 7 - This course integrates the teaching of English language arts and reading in one class period for students who wish to take a class that promotes the study of more rigorous and in-depth literary analysis and composition skills at campuses not offering LA7300 – Pre-Advanced Placement English 7 and LA7310 – Pre-Advanced Placement Reading 7.

MA7200 - Mathematics - The primary focal points at Grade 7 are numbers and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality and algebraic thinking to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics.

MA7280 – STAAR Math 7 - This local course may be required on some campuses for students who have not passed the math portion of the STAAR test. STAAR Math 7 will be offered at some campuses as a one-semester class (MA7281).

Double Blocked Grade 7 - This local course may be required on some campuses for students enrolled in Mathematics (MA7200). The focus of this course is to provide extra time and support on topics such as numbers and operations, proportionality, expressions, equations, measurement, geometry, and probability.

MA7300 – Pre-Advanced Math 7 - This course will prepare the motivated math student for Algebra 1 in the eighth grade. The primary focal areas in PAP 7 Math are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Recommended Prerequisite: Successful completion of Adv. 6th Math with 80% or above and student interest

SC7200 - Science I - Grade 7 science is interdisciplinary in nature, however, the majority of the content focus is on organisms and the environment (55%), physical science (29%), and Earth and space (16%). Students will use scientific methods to conduct descriptive, comparative and/or experimental laboratory and field investigations for at least 40% of instructional time. Topics of study include the interactions between matter and energy, the relationship between force, motion and energy, natural and human impacts on Earth and relationship to phenomenon in our solar system, and the inter-relationships of organisms and the environment. Emphasis will be placed on critical thinking, scientific reasoning and problem solving skills.

SC7300 - Pre-Advanced Placement Science I - This course is designed to provide students with the knowledge and skills necessary for entry into Pre-Advanced Placement and Advanced Placement courses at the high school level. The seventh grade curriculum will be taught with Pre-AP strategies incorporated throughout the course. Students will engage in differentiated learning activities with increased depth and complexity.

SS7200 - Texas History/Geography - In Grade 7 Texas History, students study the history of Texas from early times to the present. The content includes the cultures of Native Americans, the eras of mission-building, colonization, revolution, republic, and statehood. Students identify regions of Texas and the distribution of population within and among the regions. Students describe the structure and function of municipal, county, and state governments and the influence of the U.S. Constitution on the Texas Constitution. Primary and secondary sources are used to examine the diverse cultural background of Texas and the contributions of the different racial and ethnic groups.

SS7300 - Pre-Advanced Placement Texas History/Geography - The Pre-Advanced Placement Texas History course is designed to help students begin to build the skills needed for college. It is especially helpful for students who wish to take Advanced Placement, International Baccalaureate, or dual credit social studies courses in high school. Course content includes the cultures of Native Americans, the eras of mission-building, colonization, revolution, republic, and statehood. Students identify regions of Texas and the distribution of population within and among the regions. Students describe the structure and functions of municipal, county, and state governments and the influence

of the U.S. Constitution on the Texas Constitution. Primary and secondary sources are used to examine the diverse cultural background of Texas and the contributions of the different racial and ethnic groups. The curriculum focuses on improving the ability to read critically and to analyze and synthesize factual information. Students examine primary source material and answer document-based and free response questions. Students should read on grade level before attempting this course.

PE7200 - Physical Education - Students enter junior high school with many of the basic physical and social skills. The junior high program provides opportunities to acquire new skills and to improve those already acquired. Students participate in a wide variety of progressively planned team games, rhythms, and recreation games. They have opportunities to develop desirable attitudes, to gain knowledge about each activity, to practice good health habits, and to experience self-directing responsibilities of citizenship. To be excused from participation, a student must have a written permit from a physician. Upon a written request from a parent, a student may be excused from active participation for a limited period not to exceed three (3) days. One year of physical education is required in grades 7 OR 8. Participation in athletics will substitute for P.E.

ELECTIVES

FL1211 – Latin I – This course is an introduction to the Latin language and the Romans who spoke it. Students are introduced to basic grammar, syntax, and vocabulary, as well as ancient Roman culture and civilization as it impacts modern society. Listening, speaking, reading, and writing are used to enhance the student’s ability to interpret the language. **By the end of Level 1, students should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking , and a Novice Mid proficiency level in writing.** + 1 credit

FL1221 - French I - This course is an introduction to French language and culture taught almost entirely in French. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the Francophone world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Level 1 should reach the, Novice Mid to Novice High proficiency level by the end of the course.** + 1 credit

FL1231 - German I - This course is an introduction to German language and culture taught almost entirely in German. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the German-speaking world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in German 1 should reach the, Novice mid to Novice High proficiency level by the end of the course.** + 1 credit

FL1241 - Spanish I - This course is an introduction to Spanish language and culture taught almost entirely in Spanish. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the Hispanic world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Spanish 1 should reach the, Novice mid to Novice High proficiency level by the end of the course.** + 1 credit

FL7200 - Exploratory Foreign Language - This course explores a variety of foreign languages in an introductory way. Some of the languages students will be introduced to include Spanish, French, Latin and German. Simple introductions, numbers, time, and everyday objects will be identified. On some campuses this course is offered as a one semester elective course (FL7201). 1 credit

FL 1242 Spanish II - Spanish II is a continuation of students' study of Spanish language and culture taught almost entirely in Spanish. During this course students will develop greater independence in their ability to discuss things beyond school, in the real world. By the end of the year their skill level should allow them to visit a country where Spanish is spoken and take care of their survival needs, such as ordering in a restaurant, getting and giving directions and inquiring about interesting places to visit. During the first semester they will learn to describe people and activities in greater detail and talk about clothing and shopping. Learning to tell about things that happened when they were children is an important skill students acquire in the second semester of this course. In addition they will acquire language for dealing with doctors and hospitals. **Students in Spanish II should reach Novice High to Intermediate low proficiency level by the end of the course.**

Prerequisite: FL 1241 Spanish I

1 credit

FL 1343 Pre-AP Spanish III - Pre-advanced Spanish III is an introduction to thematic learning of Spanish language and culture and is taught almost entirely in Spanish. By the end of the course students should be able to speak and write in the past, present, and future time frames on topics of general interest with increasing accuracy, even when the situation involves a minor complication. They begin to string sentences together and quickly approach cohesive paragraph-like speak speech. By the end of semester 1, students will know how to invite someone to participate with them in culturally appropriate celebrations and to visit popular tourist attractions with them. In semester 2 they will begin to talk about more abstract concepts like their feelings, artistic representations, the environment, personal, and public goals, and the concept of community. **Students in Spanish III should reach the Intermediate Low- Intermediate Mid proficiency level by the end of the course.**

1 credit

FL 1347 Pre-Advanced Placement Spanish Language and Culture IV - Pre-advanced Spanish Language and Culture IV continues to prepare students to sit for the Advanced Placement Spanish Language and Culture Exam. This course is taught in Spanish. Using current events, global viewpoints and cultural fiction and non-fiction text, students continue to develop their awareness of Hispanic culture and the products, practices and perspectives of the Hispanic world. The course is based on the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement Spanish and Culture IV should reach the Intermediate Mid to Intermediate High proficiency level by the end of the course.**

Prerequisite: FL 1247 - Spanish II for Spanish Speakers or FL 1244 - Spanish III or FL1343 PAP Spanish III

1 credit

FL 1344 Advanced Placement Spanish Language and Culture - Advanced Placement Spanish Language and Culture prepares students to sit for the AP Spanish Language and Culture Exam. This course is taught in Spanish. Students use current events, cultural literature, and diverse resources to learn to discuss in spoken and written forms, the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement Spanish and Culture should reach the Intermediate High – Advanced Mid proficiency level by the end of the course.**

Prerequisite: FL 1348 PAP Spanish III for Native Speakers or FL 1347 PAP Spanish Language or FL1343 PAP Spanish III for 12th graders

1 credit

LA7260 - Reading 7 - This elective course is designed to help students become more skillful readers. The curriculum will emphasize improvement of reading skills. Students will work on strengthening vocabulary, increasing fluency, and developing proficiency in using a variety of comprehension strategies and skills.

LA7218 - STAAR Reading 7 - This local course may be required on some campuses for students who have not passed the reading portion of the STAAR test. This course is offered on some campuses as a one-semester course. (LA7219).

LA7275 - Speech - This course creates practical and special speaking/performance situations, which enable the student to build confidence, poise, and acquire skills of communication for more effective citizenship. Pantomime,

tableau, and monologue are introduced to free imagination and develop basic techniques. Offered at some campuses as a one semester elective course (LA7276).

MA7280 - STAAR Math 7 - This course may be required on some campuses for students who have not passed the math portion of the STAAR test. STAAR Math 7 will be offered at some campuses as a one-semester class (**MA7281**).

+ Students may drop courses that give high school credit only within the first six weeks without penalty. After the first six weeks, a grade of "F" is recorded. **Students cannot add a course for credit after the first three weeks of the first six-weeks.**

The following Fine Art (FA) courses meet the fine art requirement:

FA7200 – Vocal Music – The seventh grade is a performance-based curriculum that serves as a training class for the eighth and ninth grade choirs in which proper vocal singing, music theory, and music literature are studied. Many types of vocal music are sung, including popular and folk music as well as music of a more serious nature. Seventh grade choirs perform in programs and may compete in UIL contests during the year.

FA7220 - Concert Choir - The seventh grade is a performance-based curriculum that serves as a training class for the eighth grade choir in which proper choral singing, music theory, and music literature are studied. Many styles of choral music are sung, including popular and folk music as well as music of a more serious nature. Seventh grade choirs perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours.

FA7230 - Concert Orchestra – Concert Orchestra at the seventh grade level is open only to those who have had training in the elementary string program in Arlington or elsewhere. **No beginners are enrolled.** The program is set up as a continuation of basic string training with an introduction to fine string literature. Also, more emphasis is given to performance.

FA7240 - Symphonic Orchestra - Orchestra at the seventh grade level is open only to those who have had training in the elementary string program in Arlington or elsewhere. **No beginners are enrolled.** The program is set up as a continuation of basic string training with an introduction to fine string literature. Also, more emphasis is given to performance. Seventh grade orchestras perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours.

***Band** - All prospective band students are given a musical aptitude test in the spring of their sixth grade year. This test is given to determine the innate musical ability of the student, but is not necessarily a criterion by which all band students are selected. Beginners are started in the seventh grade. The band program is divided into three groups: **Beginning, Intermediate, and Advanced.** Players for each group are selected according to their performance ability regardless of grade level or previous musical experience. A minimum of 30 minutes daily practice is required of all band students. Seventh grade bands perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours. *Beginning sections by instrument: FA7250 Woodwind, FA7260 Percussion, FA7270 Brass, FA7280 Intermediate Concert Band, FA7290 Advanced Symphonic Band.

FA7600 – Art 7 - Students are given opportunities for exploring, organizing, understanding, and evaluating their own ability for creative expression in a variety of media: paint, clay, charcoal, pastel, fiber, printmaking, sculpture, etc.

Craftsmanship and active participation in the creative process will be encouraged. Student will have the opportunity to participate in various shows and competitions throughout the year. (FA7601).

FA7700 - Theater Arts 7 - The student is introduced to basic acting skills such as improvisation, characterization and stage movement. Play structure and play production are covered. Special Topic's include oral interpretation, scene writing, reader's theatre, mime and pantomime.

EX7300 - AVID 7th Grade - The seventh grade AVID Elective course is an introduction to the AVID philosophy. Students will refine short- and long-term goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self-evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note-taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

CCJ7221 (semester) or CCJ7222 (year) – Investigating Careers – Students will use an interactive computer-based curriculum and hands-on activities, including computer aided design and 3-D design, to explore career opportunities in multiple technology fields including biotechnology, electronics, automated systems, communications, robotics, power, energy, production and manufacturing. Students are introduced to environmental issues in each industry, job skill and education requirements, and salary prospects

SPECIAL EDUCATION

7th grade Special Education Course Options

Special education course decisions are made by the ARD Committee based on the student's Individual Education Program (IEP).

Core Academic Classes

English 7		Reading Imp/LA 7		Math 7		Social Studies 7		Science 7	
SP7100	PC	SP7150	PC	SP711	PC	SP7141	PV	SP7142	PV
		SP8850	AC	SP886	AC	SP7900	AC	SP7940	AC

Electives

AC Electives		Vocational		Social/Emotional		AI, OI, VI Support	
SP8900	Elective	SP7130	PVOC	SP8553	SEAS	SP7170	VI Supp 7-8
		SP8870	AC	SP8880	ABLE	SP7180	VI Ad Sk 7-8
						SP7960	OI/AI Supp7-8

Core Academic Classes

SP7100- PC English 7 - This course is designed to meet the individual needs of special education students. Emphasis is placed on composition including conventions and the writing process.

SP7150- PC Reading Improvement 7 - This course is designed to meet the individual needs of special education students. Emphasis is placed on improving reading skills including vocabulary, fluency, and comprehension.

SP8850- AC Reading/Language Arts 7/8 - This course provides instruction for acquiring functional skills in reading, writing, listening, following directions, communicating needs, and basic computer literacy skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP7110- PC Math 7 - This course is designed to provide both a foundation for future mathematical concepts, as well as, a remediation for basic skills which need further exploration. An emphasis on the concrete to pictorial to abstract method of teaching is utilized in order to gain total understanding of the problem at hand.

SP8860- AC Math 7/8 - This course provides instruction for functional math for everyday living, calculator usage, money/time/measurement skills and concepts, and basic computational skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP7141- PV Social Studies 7 - In this course students study the history of Texas from early times to the present. The content includes the cultures of Native Americans, the eras of mission-building, colonization, revolution, republic, and statehood. Students identify regions of Texas and the distribution of population within and among the regions. Students describe the structure and function of municipal, county, and state governments and the influence of the U.S. Constitution on the Texas Constitution. Primary and secondary sources are used to examine the diverse cultural background of Texas and the contributions of the different racial and ethnic groups. Specific course content modifications are prescribed by the ARD committee through the student's IEP.

SP7900- AC Social Studies 7/8 - This course provides instruction for history with a focus on community awareness and teaching of age appropriate socialization. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP7142- PV Science 7 - In this interdisciplinary course, the majority of the content focus is on organisms and the environment, physical science, and Earth and space. Students will use scientific methods to conduct descriptive, comparative and/or experimental laboratory and field investigations for at least 40% of instructional time. Topics of study include the interactions between matter and energy, the physical and chemical properties and changes of matter,

relationship between force, motion and energy, the Earth System and organisms and the environment. Emphasis will be placed on critical thinking, scientific reasoning and problem solving skills. Specific course content modifications are prescribed by the ARD committee through the student's IEP.

SP7940- AC Science 7 - This course provides instruction for science developed around personal independence, nutrition, household skills, hygiene, grooming, and personal safety skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

ELECTIVE CLASSES

SP8900- AC Elective 7/8 - This course curriculum is identified each year. It may include leisure- recreational skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP7130- PV Prevocational Awareness 7 - This course provides instruction and training to assist students in gaining critical workplace skills, increase adaptive behavior skills needed for gainful employment and increase citizenry participation in order to successfully transition to high school and postsecondary life. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8870- AC Prevocational Awareness 7/8 - This course provides instruction for beginning vocational skills including basic production and assembly skills, cooperative work skills and generalized employability skills. Campus jobs are included. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8553- SEAS Life Management 7/8 - This course provides direct teaching and training, and reinforcement of specific skills needed for social emotional problem-solving skills needed for students to make progress in the IEP.

SP8880- ABLE Life Management 7/8 - This course provides direct teaching and training, and reinforcement of specific skills needed for social emotional problem-solving skills needed for students to make progress in the IEP.

SP7170- VI Support 7/8 - This course is designed to provide instruction on learning techniques and/or study skills for students with a vision impairment.

SP7180- VI Adaptive Skills 7/8 - This course is designed to provide instruction on adaptive skills for students with a vision impairment.

SP7960- OI/AI Support 7/8 - This course is designed to provide instruction on adaptive and/or study skills for students with auditory and/or orthopedic impairments.

EIGHTH GRADE CURRICULUM AND DESCRIPTION OF COURSES

The aims of the seventh grade are continued in the eighth grade, introducing the student to work of increasing difficulty and encouraging more independent work. The courses of the eighth grade are listed below and are described on the following pages. Not every elective course is offered at each school. Elective offerings are dependent on staff and student requests.

A. REQUIRED - of all students

English (1 unit)
Mathematics or Algebra I (1 unit)
Science II (1 unit)
U.S. History/Citizenship (1 unit)
*Physical Education (1/2 or 1 unit)
Career, Technical and Higher
Education Investigations

B. ELECTIVES (vary by campus)

Introduction to Careers &
Technology (1/2 unit)
French I
German I
Latin I
Spanish I
Speech
***Vocal Music
***Orchestra (experience required)
***Band
***Art (material cost)

AVID

***Theater Arts 8
Gateway to Technology (1/2 or 1 unit)
Athletics (1/2 or 1 unit)
Reading (1/2 or 1 unit)

C. ALTERNATIVES

Special Education

*One full year of PE must be taken during the 7th or 8th grade.

*** One full year of Fine Arts must be taken during the 7th or 8th grade.

** ALL ESL students must be scheduled with an English teacher who is ESL certified.

COURSES REQUIRED OF ALL STUDENTS

LA8225 – EngLA and Reading 8 - This course integrates oral and written conventions, listening and speaking skills, and composition, and integrates the study of literature, reading analysis and response, vocabulary development, media literacy, listening and speaking skills and research. It develops and strengthens speaking and writing skills through both oral and written practice, including the integration of grammar and spelling skills within the writing process. Writing skills are developed through the use of mentor texts and through writing instruction that addresses a variety of genres, while focusing on literary and expository writing. Students will develop more complex reading skills by analyzing a variety of literature genres, including fiction, expository, literary nonfiction, drama, poetry, persuasive, procedural, and various forms of media.

LA8325 – Pre-Advanced Placement EngLA and Reading 8 - This course integrates the teaching of English language arts and reading in one class period for students who wish to take a class that promotes the study of more rigorous and in-depth literary analysis and composition skills.

MA8200 - Mathematics - The primary focal points at Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations, while the concepts of proportionality are used to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphical, and symbolic representations of relationships, including equations and inequalities and begin to develop an understanding of functional relationships. Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics.

MA8280 - STAAR Math 8 - This course may be required on some campuses for students who have not passed the math portion of the STAAR test. STAAR Math 8 will be offered at some campuses as a one-semester class (MA8281).

Double Blocked Grade 8 - This local course may be required on some campuses for students enrolled in Mathematics (MA8200). The focus of this course is to provide extra time and support on topics such as proportionality, expressions, equations/inequalities, foundations of functions, and multiple representations.

MA8301 - Pre-Advanced Placement Math 8 Algebra I- This pre-advanced Algebra I class will be taken in eighth grade by students working above grade level. It is designed for the student who has participated in the PreAdvanced Placement Mathematics program and/or is prepared to study Algebra in the eighth grade. In this course, students will build on the knowledge and skills from mathematics in Grades 6 and 7, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real- world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. **Credit will be given toward graduation requirements.+ End of Course (EOC) tested.**

Recommended Prerequisite: Successful completion of Pre-AP Math 7 with 80% or above and student interest

1 credit

SC8200 - Science II – Grade 8 Science is interdisciplinary in nature and integrates life science (20%), physical science (40%) and earth science (40%). The topics include the study of introductory chemistry, interdependence of living systems, motion and Newton’s laws, cycles within the Earth, Moon and Sun, and changes to the Earth’s surface and atmosphere. At least 40% of instructional time should be used in field and laboratory investigations using scientific methods, critical thinking, problem solving, and tools to collect and analyze information to explain concepts.

SC8300 – Pre-Advanced Placement Science II - This course is designed to provide students with the knowledge and skills necessary for entry into Pre-Advanced Placement and Advanced Placement courses at the high school level. The eighth grade curriculum will be taught with Pre- AP strategies incorporated throughout the course. Students will engage in differentiated learning activities with increased depth and complexity.

SS8200 - U. S. History/Citizenship - In Grade 8 United States History, students study the history of the United States from the early colonial period through Reconstruction. The content includes the political, economic and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, the Civil War and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns. They analyze economic factors, the development of the free enterprise system, and American principles and beliefs. Students develop critical thinking skills using a variety of primary and secondary sources.

SS8300 – Pre-Advanced Placement U.S. History/Citizenship - This course is designed to help students begin to build the skills needed for college. It is especially helpful for students who wish to take Advanced Placement, International Baccalaureate, or dual credit social studies courses in high school. Course content includes the political, economic and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, the Civil War and Reconstruction. The curriculum focuses on improving the ability to read critically and to analyze and synthesize factual information. Students analyze primary source material through document-based questions, and write free response and document-based essays. Students should read on grade level before attempting this course.

CCJ829 – Career, Technical and Higher Education Investigations - Students will explore career and higher education opportunities and evaluate the relevance of technology as they develop Texas Education Agency-mandated skills for college and career readiness, lifelong learning, and daily living. The student will take the TCEA Technology Applications assessment pre- and post-tests required by TEA and will research and select an endorsement, also required by TEA. They will create a four-year high school plan with courses that support that endorsement and will also research and create a two-year post-secondary plan which includes options such as colleges and universities, trade and technical schools, military and certifications that support their chosen career field.

+ Students may drop courses that give high school credit only within the first six weeks without penalty. After the first six weeks, a grade of "F" is recorded. **Students cannot add a course for credit after the first three weeks of the first six-weeks.**

ELECTIVE

PE8200 - Physical Education 8 - This course is concerned with the teaching of skills, knowledge, and attitudes through physical activities. The focus is on lifetime activities, social skills, and a positive attitude toward life that results in choosing healthy behaviors. One year of physical education is required in grades 7 OR 8. Athletics will substitute for P.E.

FL1211 – Latin I – This course is an introduction to the Latin language and the Romans who spoke it. Students are introduced to basic grammar, syntax, and vocabulary, as well as ancient Roman culture and civilization as it impacts modern society. Listening, speaking, reading, and writing are used to enhance the student’s ability to interpret the language. **By the end of Level 1, students should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking , and a Novice Mid proficiency level in writhing.** + 1 credit

FL1221 - French I - This course is an introduction to French language and culture taught almost entirely in French. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the Francophone world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Level 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**+ 1 credit

FL1231 - German I - This course is an introduction to German language and culture taught almost entirely in German. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the German-speaking world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in German 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**+ 1 credit

FL1241 - Spanish I - This course is an introduction to Spanish language and culture taught almost entirely in Spanish. Students in this course will develop listening, speaking, reading, and writing proficiency on topics dealing with the everyday life of a student, and will develop the ability to recognize the interrelationships between cultures of the Hispanic world. By the end of the year, students will be able to give personal information about themselves and others in both spoken and written forms. In semester 1, students will memorize words and phrases they can use to introduce themselves, list things they like and do not like to do, and tell what they do in school and for fun. By the end of the second semester, they will be creating their own sentences to order a simple meal in a restaurant, invite people to do things, tell a little about their families, and give a simple description of where they live. **Students in Spanish 1 should reach the Novice Mid to Novice High proficiency level by the end of the course.**+ 1 credit

FL1242 – Spanish II – Spanish II is a continuation of students’ study of Spanish language and culture taught almost entirely in Spanish. During this course students will develop greater independence in their ability to discuss things beyond school, in the real world. By the end of the year their skill level should allow them to visit a country where Spanish is spoken and take care of their survival needs, such as ordering in a restaurant, getting and giving directions, and inquiring about interesting places to visit. During the first semester they will learn to describe people and activities in greater detail and talk about clothing and shopping. Learning to tell about things that happened when they were children is an important skill students acquire in the second semester of this course. In addition they will acquire language for dealing with doctors and hospitals. **Students in Spanish II should reach Novice High to Intermediate Low proficiency level by the end of the course.**
Prerequisite: FL 1241 – Spanish 1 1 credit

FL 1344 – Advanced Placement Spanish Language and Culture - This course prepares students to sit for the A Spanish Language and Culture Exam. The Course is taught in Spanish. Students use current events, cultural literature, and diverse resources to learn to discuss in spoken and written forms the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advanced Placement Spanish and Culture should reach the Intermediate High or Advanced Low proficiency level by the end of the course.**

Prerequisite: PAP Spanish III or PAP Spanish III for Spanish Speakers+

1 credit

FL1343 – Pre-AP Spanish III – Pre-advanced Placement Spanish III is an introduction to thematic learning of Spanish language and culture and is taught almost entirely in Spanish. By the end of this course students should be able to speak and write in the past, present and future time frames on topics of general interest with increasing accuracy even when the situation involves a minor complication. They begin to string sentences together and quickly approach cohesive paragraph-like speak speech. By the end of semester 1, students will know how to invite someone to participate with them in culturally appropriate celebrations and to visit popular tourist attractions with them. In semester 2 they will begin to talk about more abstract concepts like their feelings, artistic representations, the environment, personal and public goals, and the concept of community. **Students in Spanish III should reach Intermediate Low to Intermediate Mid proficiency level by the end of the course.**

1 credit

FL1347 – Pre-Advanced Placement Spanish Language and Culture IV – Pre-advanced Placement Spanish Language and Culture IV continues to prepare students to sit for the Advanced Placement Spanish Language and Culture Exam. This course is taught in Spanish. Using Current events, global viewpoints, and cultural fiction and non-fiction texts, students continue to develop their awareness of Hispanic culture and the products, practices, and perspectives of the Hispanic world. The course is based on the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Pre-Advanced Placement Spanish and Culture IV should reach the Intermediate Mid to Intermediate High proficiency level by the end of the course.**

Prerequisite: FL 1247 – Spanish 2 for Spanish Speakers or FL 1244- Spanish 3 or FL 1343- PAP Spanish 3

1 credit

FL1344 – Advanced Placement Spanish Language and Culture – Advanced Placement Spanish Language and Culture prepares students to sit for the AP Spanish Language and Culture Exam. This course is taught in Spanish. Students use current events, cultural literature and diverse resources to learn to discuss in spoken and written forms the themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology. **Students in Advance Placement Spanish Language and Culture should reach the Intermediate High to Advanced Mid proficiency level by the end of the course.**

Prerequisite: FL 1348 PAP Spanish 3 for Native Speakers or FL 1347- PAP Spanish Language or FL 1343- PAP Spanish 3 for 12th graders

1 credit

+ Students may drop courses that give high school credit only within the first six weeks without penalty. After the first six weeks, a grade of "F" is recorded. **Students cannot add a course for credit after the first three weeks of the first six-weeks.**

LA8260 - Reading 8 - This elective course is designed to help students become more skillful readers. The curriculum will emphasize improvement of reading skills. Students will work on strengthening vocabulary, increasing fluency, and developing proficiency in using a variety of reading comprehension strategies and skills.

LA8280 - STAAR Reading 8 - This local course may be required on some campuses for students who have not passed the reading portion of the STAAR test. This course is offered on some campuses as a one-semester class (LA8279).

MA8280 - STAAR Math 8 - This course may be required on some campuses for students who have not passed the math portion of the STAAR test. STAAR math 8 will be offered at some campuses as a one-semester class (MA8281).

SC8281 - STAAR Science 8 - This course may be required on some campuses for students who may be in danger of not passing the science portion of the STAAR test. This course is offered on some campuses as a one-semester class. (SC8282)

LA8270 - Speech - This course creates practical and special speaking/performance situations, which enable the student to build confidence, poise, and acquire skills of communication for more effective citizenship. Pantomime, tableau, and monologue are introduced to free imagination and develop basic techniques. Offered at some campuses as a one semester course (LA8276).

FA8200 - Vocal Music - Expressive singing, tone quality and voice blending, song interpretation and dramatization are stressed. Special groups are formed based on students' performance abilities. Concert and contest performances are part of the curriculum.

FA8220 - Concert Choir - Expressive singing, vocal tone, sight reading, song interpretation and dramatization are stressed. Special groups are formed based on students' performance abilities. Concert and contest performances are part of the curriculum. Eighth grade choirs perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours.

FA8230 - Concert Orchestra – Concert Orchestra at the eighth grade level will include a study of string techniques leading to the performance of more advanced literature. This is an advanced level orchestra consisting mostly of eighth graders and the most advanced seventh graders. Other features of this program at this level encompass experiences with symphonic music with the addition of woodwinds, brasses, and percussion to the string orchestra. Much attention will be given to solo and ensemble playing.

FA8240 - Symphonic Orchestra - Orchestra at the eighth grade level will include a study of string techniques leading to the performance of more advanced literature. This is an advanced level orchestra consisting mostly of eighth graders and the most advanced seventh graders. Other features of the program at this level encompass experiences with symphonic music with the addition of woodwinds, brasses, and percussion to the string orchestra. Much attention will be given to solo and ensemble playing. Eighth grade orchestras perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours.

EX8300 – AVID 8th Grade -The eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test-taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to presentation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they attend.

***Band** - The system constitutes a well-rounded program encompassing three main groups: **Beginners, Intermediate, and Advanced**. Players for each group are selected according to their performance ability regardless of grade level or previous musical experiences. A minimum of 30 minutes daily practice is required of all band students. Eighth grade bands perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours. *Beginning sections by instrument: *FA8250 Woodwind, FA8260 Percussion, FA8270 Brass, FA8280 Intermediate Concert Band, FA8290 Advanced Symphonic Band.

FA8600 – Art 8 - The class at the eighth grade level provides opportunities for exploring, organizing, and understanding art materials and techniques. Students will develop productive abilities in drawing, design, painting, sculpture, and crafts. In addition, all aspects of art appreciation are represented in conjunction with the art experiences

and not as isolated areas of study. Craftsmanship and active participation in the creative process will be encouraged. Students will have the opportunity to participate in various shows and competitions throughout the year (FA8601).

FA8630 – Advanced Art 8 - The advanced class at the eighth grade level provides opportunities for the advanced art student. All topics covered in 7th grade will be explored more in-depth and at a faster pace in advanced art. In addition, all of the topics covered will provide additional pedagogical insights into the elements and principals of art in preparation for Pre-AP Art in the 9th grade. Students will be expected to develop a mini portfolio as a documentation of completed works. Students will have the opportunity to participate in various shows and competitions throughout the year. (FA8601)

Prerequisite: Successful completion of 7th grade art and teacher approval.

FA8700 - Theater Arts 8 - The student is introduced to basic acting skills such as improvisation, characterization and stage movement. Play structure and play production are covered. Special Topics include; oral interpretation, scene writing, reader's theatre, mime and pantomime.

CCJ8221/CCJ8222 - Gateway to Technology - Gateway to Technology is a year-long elective course which uses a hands-on approach to show students how technology is used in engineering to solve everyday problems and to expose students to a broad overview of the field of technology and its related processes. The instructional units motivate students to use their imaginations and teaches them to be creative and innovative. This math, science, and technology integrated program relates technology to students' daily lives, while helping them develop skills that will enable them to be better prepared for a rigorous academic high school curriculum. Credit will be given toward graduation requirements. + This is a GPA exempt course. 1 credit

SPECIAL EDUCATION

8th grade Special Education Course Options

Special education course decisions are made by the ARD Committee based on the student's Individual Education Program (IEP).

Core Academic Classes

English 8		Reading Imp/LA 8		Math 8		Social Studies 8		Science 8	
SP8100	PC	SP8150	PC	SP8110	PC	SP8141	PVOC	SP8142	PVOC
		SP8850	AC	SP8860	AC	SP7900	AC	SP7940	AC

Electives

AC Electives		Pre-Vocational Awareness		Social Skills/Life Mgmt		AI, OI, VI Support	
SP8900	Elective	SP8130	PVOC	SP8553	SEAS	SP7170	VI Supp 7-8
		SP8870	AC	SP8880	ABLE	SP7180	VI Ad Sk 7-8
						SP7960	OI/AI Supp7-8

Core Academic Classes

SP8100- PC English 8 - This course is designed to meet the individual needs of special education students. Emphasis is placed on composition including conventions and the writing process.

SP8150- PC Reading Improvement 8 - This course is designed to meet the individual needs of special education students. Emphasis is placed on improving reading skills including vocabulary, fluency, and comprehension.

SP8850- AC Reading/Language Arts 7/8 - This course provides instruction for acquiring functional skills in reading, writing, listening, following directions, communicating needs, and basic computer literacy skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8110- PC Math 8 - This course is a continuation of the first year with more emphasis placed on application and beginning Algebra. Remediation is continued to fill in skill deficiencies as students prepare for high school mathematics courses. Problem solving, measurement and probability and statistics are just some of the areas which are covered with a continued emphasis on understanding the mathematical concepts.

SP8860- AC Math 7/8 - This course provides instruction for functional math for everyday living, calculator usage, money/time/measurement skills and concepts, and basic computational skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8141- PV Social Studies 8 - In this course students study the history of the United States from the early colonial period through Reconstruction. The content includes the political, economic and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. S. Constitution, challenges of the early Republic, westward expansion, sectionalism, the Civil War and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns. They analyze economic factors, the development of the free enterprise system, and American principles and beliefs. Students develop critical thinking skills using a variety of primary and secondary sources. Specific course content modifications are prescribed by the ARD committee through the student's IEP.

SP7900- AC Social Studies 7/8 - This course provides instruction for history with a focus on community awareness and teaching of age appropriate socialization. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8142- PV Science 8 - This course includes field and laboratory investigations using scientific methods, critical-thinking, problem solving and tools to collect and analyze information to explain science concepts. This course integrates life, physical and earth sciences through the study of living systems and the environment, chemistry, motion, forces and energy, and earth and space systems. Opportunities for relevant inquiry-based hands-on activities will be included. Field activities and 40% lab activities are required components of the grade 8 science curriculum. Specific course content modifications are prescribed by the ARD committee through the student's IEP.

SP7940- AC Science 7/8 - This course provides instruction for science developed around personal independence, nutrition, household skills, hygiene, grooming, and personal safety skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

Elective Classes

SP8900- AC Elective 7/8 - This course curriculum is identified each year. It may include leisure- recreational skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8130- PV Prevocational Awareness 8 - This course provides instruction and training to assist students in gaining critical workplace skills, increase adaptive behavior skills needed for gainful employment and increase citizenry participation in order to successfully transition to high school and postsecondary life. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8870- AC Prevocational Awareness 7/8 - This course provides instruction for beginning vocational skills including basic production and assembly skills, cooperative work skills and generalized employability skills. Campus jobs are included. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8553- SEAS Life Management 7/8 - This course provides direct teaching and training, and reinforcement of specific skills needed for social emotional problem-solving skills needed for students to make progress in the IEP.

SP8880- ABLE Life Management 7/8 - This course provides direct teaching and training, and reinforcement of specific skills needed for social emotional problem-solving skills needed for students to make progress in the IEP.

SP7170- VI Support 7/8 - This course is designed to provide instruction on learning techniques and/or study skills for students with a vision impairment.

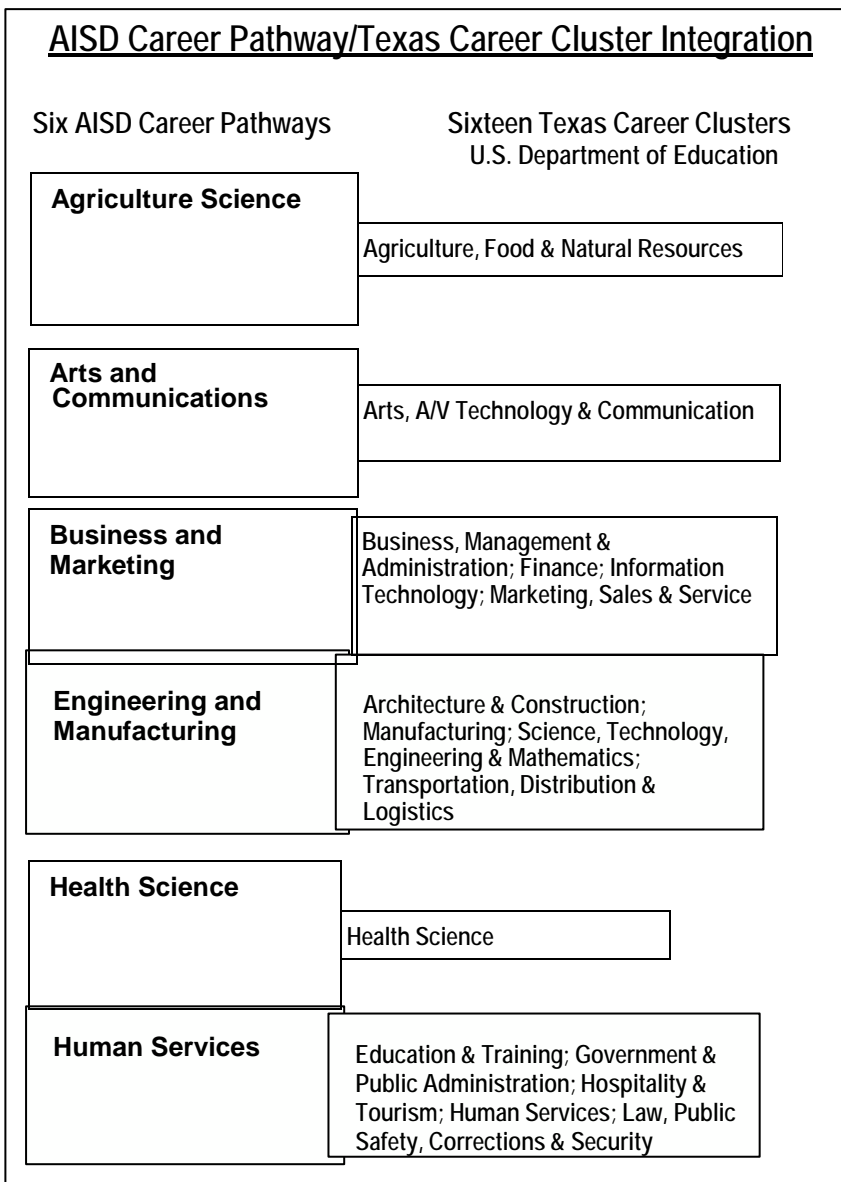
SP7180- VI Adaptive Skills 7/8 - This course is designed to provide instruction on adaptive skills for students with a vision impairment.

SP7960- OI/AI Support 7/8 - This course is designed to provide instruction on adaptive and/or study skills for students with auditory and/or orthopedic impairments.

AchieveTexas is an education initiative designed to prepare all students for a lifetime of success. It is a system designed to help students make wise education choices based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning.

The initiative uses sixteen federally defined career clusters as the foundation for structuring the arrangement of instructional programs. A career cluster is a group of occupations and industries based on commonalities. Career pathway models showing a recommended sequence of coursework based on a student’s interest or career goal can be found at www.achievetexas.org. The diagram below shows how the sixteen federal/state clusters fit into the six broad career groupings used in Arlington ISD.

Students can combine the foundational structure of the Achieve Texas initiative with the Tech Prep opportunities available to Arlington ISD students and create a sequence of coursework which will lead to a seamless transition from secondary to postsecondary education as well as a head start on their college degree coursework. Details of the Tech Prep opportunities can be found on the following pages of this catalog.



**CURRENT STATE OF TEXAS AND AISD OPTIONS FOR HIGH SCHOOL
GRADUATION REQUIREMENTS LISTED ARE FOR STUDENTS ENTERING 9TH
GRADE IN 2014-2015 (cohort 2018 and thereafter)**

<p>Foundation High School Program Distinguished Level of Achievement</p> <p>26 CREDITS</p>	<p>Foundation High School Program with Endorsements</p> <p>26 CREDITS</p> <p>(Arlington Independent School District Graduation Standard)</p>	<p>Foundation High School Program</p> <p>22 CREDITS</p>
<p>4 credits English – ELA I, II, III, one credit in any authorized advanced English course</p> <p>4 credits Mathematics – Algebra I, II, Geometry, one credit in any authorized advanced math course</p> <p>4 credits Science – Biology, Plus IPC, Chemistry or Physics plus two additional advanced courses</p> <p>3 credits Social Studies – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), World History or World Geography</p> <p>2 credits Foreign Language</p> <p>1 credit Physical Education</p> <p>1 credit Fine Arts</p> <p>7 credits in electives</p> <p>Credit requirements specific to a least one endorsement</p>	<p>4 credits English – ELA I, II, III, one credit in any authorized advanced English course</p> <p>4 credits Mathematics – Algebra I, Geometry, two credits in any authorized advanced math course</p> <p>4 credits Science – Biology, Plus IPC, Chemistry or Physics plus two additional advanced courses</p> <p>3 credits Social Studies – U.S. History, U.S. Government (.5 credit), Economics (.5 credit), World History or World Geography</p> <p>2 credits Foreign Language</p> <p>1 credit Physical Education</p> <p>1 credit Fine Arts</p> <p>7 credits in electives</p> <p>Credit requirements specific to at least one endorsement</p>	<p>4 credits English – ELA I, II, III, one credit in any authorized advanced English course</p> <p>3 credits Mathematics – Algebra I, Geometry, one credit in any authorized advanced math course</p> <p>3 credits Science – Biology, Plus either IPC, Chemistry or Physics, plus an advanced science course</p> <p>3 credits Social Studies – U.S. History, U.S. Government (.5 credit), Economics, World History or World Geography</p> <p>2 credits Foreign Language</p> <p>1 credit Physical Education</p> <p>1 credit Fine Arts</p> <p>5 credits in electives</p>
<p>Distinguished Level of Achievement</p> <p>Distinguished Level of Achievement is the Foundation/ Endorsement Plan including Algebra 2. Students are eligible for top 10% automatic admission to state universities.</p>	<p>Endorsements</p> <p>A student may earn an endorsement by successfully completing curriculum requirements for endorsements adopted by the State Board of Education in the following areas:</p> <ul style="list-style-type: none"> • STEM – science, technology, engineering and mathematics • Business and Industry • Public Services • Arts and Humanities • Multidisciplinary Studies 	<p>Performance Acknowledgements</p> <p>This acknowledgement may be earned for: (1) outstanding performance in the following areas: (A) in a dual credit course; (B) in bilingualism and biliteracy; (C) on a college advanced placement test or international baccalaureate examination; or (D) on the PSAT, the ACT-plan, the SAT, or the ACT; or (2) for earning a nationally or internationally recognized business or industry certification or license.</p>