



## **Curriculum and Instruction Support Staff**

Keith McBurnett, *Chief Academic Officer*  
Susan Oglesbee, *Assistant Superintendent of Curriculum and Instruction*  
Terrence Eaton, Ph.D., *Executive Director of Middle School Education*  
Barbara Booth, Ph.D., *Executive Director of Instructional Support*  
Mark Kincaid, *Executive Director of College & Career Readiness*  
Barbara Gideon, Ed.D., *Executive Director of Professional Development and Curriculum*  
Emily Beaird, *Director of Student Services*  
Justin Porter, *Director of Bilingual, ESL & LOTE Instruction*  
Geraldyn Elmore, *Director of Career and Technical Education*  
Kathy Hickok, *Director of Accountability*  
Heather Christie, *Assessment Coordinator*  
Holly Ingram, *Coordinator of Guidance & Counseling Services*  
Mickey Kohler, *Coordinator of Gifted and Talented*  
Carol Trovall, *Coordinator of Secondary ELA*  
Lori Shaw, *ESL Professional Development Specialist*  
Katey Arrington, *Coordinator of Secondary Mathematics*  
Dessie Sherrill, *Mathematics Specialist for Middle School*  
Luis Salinas, *Coordinator of Secondary Science, Health, and Elementary PE*  
Sara Lucas, *Coordinator of Social Studies*  
Ryan Merritt, *Coordinator of Career and Technical Education*  
Todd Gratehouse, *Coordinator of Secondary Instructional Technology*  
Chico Portillo, *Coordinator of Fine Arts*  
Marsha Saucier, *Coordinator of Library Services*  
Lisa Socha, *AVID Facilitator*



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Pflugerville ISD  
1401 West Pecan Street  
Pflugerville, Texas 78660  
Phone (512) 594-0000



***Pflugerville ISD -- Each Child. Their Future. Our World.***



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## **Campus Directories**

### **Dessau Middle School**

12900 Dessau Road  
Austin, Texas 78754  
Phone: 512.594.2600  
Fax: 512.594.2605  
Diana Sustaita, Principal  
Raquel Landeros, Counselor  
LaShanda Lewis, Counselor  
Alma Rodriguez, Counselor

### **Kelly Lane Middle School**

18900 Falcon Pointe Blvd.  
Pflugerville, Texas 78660  
Phone: 512.594.2800  
Fax: 512.594.2805  
Devin Padavil, Principal  
Christina Garza, Counselor  
Sherri Vigil, Counselor

### **Park Crest Middle School**

1500 N. Railroad  
Pflugerville, Texas 78660  
Phone: 512.594.2400  
Fax: 512.594.2405  
Denise Monzingo, Principal  
Davella Pearson, Counselor  
Chris Shanahan, Counselor  
Darlena Walker, Counselor

### **Pflugerville Middle School**

1600 W. Settlers Valley Dr.  
Pflugerville, TX 78660  
Phone: 512.594.2000  
Fax: 512.594.2005  
Mary Kimmins, Principal  
Julia Engelmann, Counselor  
DeSharon Malunga, Counselor  
Sarah Mullin, Counselor

### **Westview Middle School**

1805 Scofield Ln.  
Austin, TX 78727  
Phone: 512.594.2200  
Fax: 512.594.2205  
Ronald Gonzales, Principal  
Norma Guerra, Counselor  
Patti Hodges, Counselor  
Alisa Okorn, Counselor

## Middle School Information

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

### Curriculum at a Glance

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

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

Middle schools offer Pre-Advanced Placement courses in English, math, science, and social studies. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

A school counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this.

### Alternative Credit Opportunities

#### Correspondence Courses

Students may take exams for courses in which no prior instruction has been received. A score of 90 must be achieved. District sponsored examinations are administered in late August and May. Students should contact a counselor for registration information.

#### Credit by Examination with Prior Instruction for Promotion

A student must have had prior formal instruction in a semester course to be eligible to gain credit by examination. The student must also have received a grade of at least 51 in the course for which credit by examination is desired. Credit by examination may not be used to gain eligibility for participation in extra curricular activities. A score of 70 or above is required on the credit by examination test.

## Courses Designated for Grades 9-12

### Offered to Middle School Students

#### High School Courses Offered at the Middle School Level (as of spring, 2006):

- Algebra I (in 8<sup>th</sup> grade)
- Spanish I (in 8<sup>th</sup> grade)
- PreAP Spanish I and II (for native speakers only, in 7<sup>th</sup> grade)
- AP Spanish III and IV (for native speakers only, in 8<sup>th</sup> grade)
- PreAP Geometry (NOT on choice sheets: only for students transferring in with Alg. I credit, or for highly advanced math students.)
- Health/Foundations of Personal Fitness
- Webmastering
- Video Technology

**Students taking high school courses at the middle school level are treated as if they are enrolled in grades 9-12. If the course is repeated, both grades will be recorded on the transcript in determining a student's overall high school grade point average (GPA).**

During the spring middle school registration, information regarding grades, credit, and GPA calculations for high school courses taken at the middle school level will be provided to staff, parents, and students.

At the beginning of the school year, parents/guardians of students enrolled in a high school course at the middle school level will sign an "Agreement of Understanding." This agreement will delineate how grades, credit, and calculations for GPA will be determined for the course.

### Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) Courses

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

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

#### Who Should Take AP and Pre-AP Classes?

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

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

**Should students take all Pre-AP Classes?**

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

***College and Career Readiness Planning***

***Bridges – Guidance Central*** is an online site of essential tools to help students create effective, personalized education and career plans to achieve their goals. The site may be accessed from school or from home using the internet.

The Bridges' *Guidance Central* site for PISD Middle School Campuses consists of :

- *Choices Explorer* to motivate students by building awareness of a wide variety of education and career options
- Plus, guided activities, a Parent Guide, career and education exploration, planning articles and more

Some interesting features of *Choices Explorer* include:

- Exploring careers in the *Career Zone*
- Take career interest inventory
- Find homework helpers and study tips in *Succeeding in High School*
- Get to work on job hunting, career planning, and more!
- Plan for high school, college and beyond
- Learn about the 16 career clusters

**ACCESS to Guidance Central**

1. Go to the website: [www.bridges.com](http://www.bridges.com)
2. Enter Site ID and Password as requested.
3. Students are to create portfolios to save their documents
4. Next, select file you wish to work on in *Choices Explorer*
5. Parent/Teacher/Administrator Website Access: [www.bridges.com](http://www.bridges.com)

**Park Crest Middle School**  
**Site ID: 0106559**  
**Password: gopumas**

**Westview Middle School**  
**Site ID: 0106562**  
**Password: wildcats**

**Pflugerville Middle School**  
**Site ID: 0106561**  
**Password: panthers**

**Dessau Middle School**  
**Site ID: 0106560**  
**Password: dbacks**

**Kelly Lane Middle School**  
**Site ID: 0107883**  
**Password: knights**



## **Preparing for your future starts now!**

### *From Adventures in Education- Middle School Students*

Here are some tips that can prepare you to begin thinking about high school and college today. Your future depends on it.

**Explore Careers** – Investigate career choices based on your talents and dreams.

- Consider your abilities – think about all the areas in which you excel
- Think about your interests and make a list
- Talk to people about their careers
- Describe the lifestyle that you want
- Read books on different careers
- Talk to your school counselor

**Planning for College** – Learn skills to help achieve your goals. Starting off right by developing good study habits is key if you want to succeed in school, and ultimately, in life.

Here are some tips that can help you get started on a path to success:

- Get organized
- Manage your time with a schedule planner
- Read frequently, do your homework, and maintain good grades
- Prepare for tests
- Plan your middle school courses and high school courses
- Develop a four year plan
- Ask for help

**Middle School Courses** – Challenge yourself now with classes that can help you in high school.

The courses you choose in middle school make an impact on your high school education. You should consider several factors when selecting your middle school classes.

- Challenge yourself – select courses that match your abilities, but are also challenging. Don't choose easy classes thinking that middle school doesn't matter. The more challenged now, the better prepared you'll be in high school.
- Investigate your options – determine the middle school courses that can be taken for high school credit. However, you should realize that high school courses are usually very demanding and require good organizational skills and a determination to get the work done.
- Research available courses – determine what classes will build your skills for courses that you will be taking in high school.
- Meet with your counselor – visit with your counselor regarding your interests and future plans.

Remember the education you receive in high school is directly connected to what you do in middle school. Think about these decisions carefully.

**Resources** – Need help? Just ask for it!

During your middle school years, keep in mind that there are many people to help you succeed.

- Talk to your teachers – Teachers can offer good advice, as well as tutoring. But don't wait until you're in trouble to ask for help.
- Visit with your counselor – Your counselor is another good resource. They can help you find a way to learn well. Explaining your concerns to the counselor can get you many helpful ideas.
- Consult your parents – Your parents know you and your learning style. They can make good suggestions and help with your school work. And as an added benefit, keeping your parents informed about your school work lets them know that you're working hard!
- Utilize the resources provided by the district. Check out the Bridges Guidance Central website and also the district website for College and Career Readiness at:  
[www.pflugervilleisd.net/curriculum/cte/career\\_development.html](http://www.pflugervilleisd.net/curriculum/cte/career_development.html)

**Paying for College** – Learn how to get college money and who provides it. Money is out there – don't let anyone fool you. Lack of money is no reason to elect not to go to college. You just need to know where to look.

How can I get money to get me to college?

- When the time comes, apply for aid like scholarships and grants that don't have to be paid back.
- Earn and save money yourself by working part-time or during the summers.
- Encourage your family to save for your future education if they are not already.
- Should all else fail, you can always borrow money in the form of student loans that you can pay back later.

Who provides the money?

- The federal government and state governments provide different forms of financial student aid.
- Organizations and private groups or individuals who want to help students get to college often award student aid.
- Businesses often provide scholarships to students who excel in certain subjects.
- Colleges award scholarships to students who excel academically, athletically, and/or have other talents.

Remember you might not qualify for every kind of aid, but you will almost certainly qualify for some kind of aid.



## Graduation Requirements for Graduates of 2011 and Beyond

All students must display mastery of all sections of Exit TAKS prior to participation in the graduation ceremony.  
All plans require 26 credits for graduation.

Course	Distinguished Achievement Plan	Recommended Plan
<b>English</b>	Same as recommended	<b>Four Credits:</b> <ul style="list-style-type: none"> <li>• English I, II, III, IV</li> </ul> English I and II for speakers of Other Languages may be substituted for English I and II – only for immigrant students with limited English proficiency
<b>Mathematics</b>	<b>Four Credits:</b> the credits must consist of Algebra I, Algebra II, and Geometry and an additional approved mathematics course for which Algebra II is a prerequisite.	<b>Four Credits:</b> The first three must be earned in Algebra I, Geometry, and Algebra II. The fourth credit available from Pre-calculus; AP Statistics; AP Calculus AB, AP Calculus BC; AP Computer Science; Independent Study in Math; and concurrent enrollment in college math courses or Math Models with Applications. If select Math Models with Applications, course must be taken prior to or concurrently with Algebra II.
<b>Science</b>	<b>Four Credits:</b> One credit must consist of a biology credit, a chemistry credit, a physics credit, and an additional approved laboratory based science course. *Principles of Technology deleted	<b>Four Credits:</b> One credit must be a biology credit. Students must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement. <ul style="list-style-type: none"> <li>• Integrated Physics and Chemistry;</li> <li>• Chemistry;</li> <li>• Physics, Principles of Technology</li> </ul> The fourth science may be selected from the following lab-based courses: <ul style="list-style-type: none"> <li>• Astronomy</li> <li>• Aquatic Science</li> <li>• Environmental Systems</li> <li>• Science Research and Design</li> <li>• Anatomy and Physiology of Human Systems</li> </ul>
<b>Social Studies</b>	Same as recommended	<b>Three and One-half Credits:</b> World Geography, World History, U.S. History, Government (1/2)
<b>Economics</b>	Same as recommended	<b>One-half Credit</b>
<b>Languages Other Than English</b>	<b>Three credits:</b> Must be in the same language	<b>Two Credits:</b> Must consist of level I and Level II in the same language.
<b>Physical Education</b>	Same as recommended	<b>One and one-half Credits:</b> must include Foundations of Personal Fitness (1/2 credit). Limit of two credits in PE can count toward graduation. Substitutions for Foundations of Personal Fitness and required credits for PE include: <ul style="list-style-type: none"> <li>• Drill team</li> <li>• Marching band</li> <li>• Cheerleading</li> <li>• Dance I-IV</li> <li>• Athletics</li> </ul> 2 or 3 credit Career & Technology work-based training programs



## Graduation Requirements for Graduates of 2011 and Beyond

All students must display mastery of all sections of Exit TAKS prior to participation in the graduation ceremony..  
All plans require 26 credits for graduation.

Course	Distinguished Achievement Plan	Recommended Plan
<b>Health Education</b>	Same as recommended	<b>One-half Credit:</b> Health Education or Health Science Technology (1 credit)
<b>Speech</b>	Same as recommended	<b>One-half Credit:</b> Communications Applications
<b>Fine Arts</b>	Same as recommended	<b>One Credit</b>
<b>Technology Applications</b>	Same as recommended	<b>One Credit</b> from: <ul style="list-style-type: none"> <li>• Computer Science I/II</li> <li>• Desktop Publishing</li> <li>• Digital Graphics/Animation</li> <li>• Video Technology</li> <li>• Web Mastering</li> <li>• Computer Information Systems I/II</li> <li>• Business Computer Programming</li> <li>• Web Design –Telecommunications/Networking</li> <li>• Multimedia Graphics &amp; Animation</li> <li>• Computer Applications</li> <li>• Completion of 3 credits in coherent sequence of CTE courses or Tech Prep Plan of study and demonstrated proficiency by Grade 11</li> </ul>
<b>Electives</b>	<b>Two and One-Half Credits:</b> Any state approved course	<b>Three and One-half Credits:</b> Any state approved course
<b>Additional</b>	See explanation of DAP for details of additional requirements found at <a href="http://www.pflugervilleisd.net/curriculum/ap/dap.html">www.pflugervilleisd.net/curriculum/ap/dap.html</a>	

Notes:

1. College Board Advanced Placement and Pre-AP courses may be substituted for requirements in appropriate areas.
2. All students entering ninth grade in the 2004-05 school year and thereafter are expected to complete requirements for the Recommended or Advanced High School Program.

# Course Descriptions

*Courses in this guide may not be available on all campuses or may not be offered in a given year. Other than required courses, courses may vary based on the number of student requests for the course.*



## **English Language Arts Courses**

### **Grade 6 English Language Arts**

In Grade 6, students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Students take notes during oral presentations, organize and summarize spoken messages, and evaluate their own oral presentations. Sixth grade students read widely in classic and contemporary selections and informational texts. Students are able to understand idioms, multi-meaning words, and analogies in text. Students can distinguish denotative and connotative meanings of words and use word origins as an aid to understand historical influences on word meanings. Students use study strategies to learn and recall important ideas. Students recognize literary devices such as flashback, foreshadowing, and symbolism. Sixth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives and also edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports and projects. Sixth grade students evaluate the purposes and effects of film, print, and technology presentations. Students assess how language, medium, and presentation contribute to meaning. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

### **Grade 6 Pre-AP English Language Arts**

This course builds on the range and depth of the regular course through the theme, Perceptions: relating the World to Self. Creative and critical thinking are emphasized as students use the communication skills of reading, writing, listening, speaking, viewing and representing, including technology, to analyze differing points of view and the role of change in society. Extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing experiences provide a rich and rigorous language experience.

### **Grade 7 English Language Arts**

In Grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Students analyze a speaker's persuasive techniques and credibility. Students evaluate a spoken message in terms of its content, credibility, and delivery. Seventh grade students continue to read widely in classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and

prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students vary sentence structure and use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive. Seventh grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Seventh grade students draw data from multiple primary and secondary sources for use in research reports and projects. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

### **Grade 7 Pre-AP English Language Arts**

This course builds on the range and depth of the regular course through the theme, Growth and Change: Exploring Self and Others. Creative and critical thinking are emphasized as students use the communication skills of reading, writing, listening, speaking, viewing and representing, including the use of technology, to study the impact of change on individuals and groups. Extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing experiences provide a rich and rigorous language experience.

### **Grade 8 English Language Arts**

In Grade 8, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Students continue to read widely in classic and contemporary selections and informational texts. Students are able to identify characteristics of various literary forms. Eighth grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce multi-paragraph compositions with varied sentence structure. Eighth grade students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students use citations competently and write by following accepted formats for research reports. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media. For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

**Grade 8 Pre-AP English Language Arts**

This course builds on the range and depth of the regular course through the theme, Problem Solving: Creating Solutions in the World. Creative and critical thinking are emphasized as students use in the communication skills of reading, writing, listening, speaking, viewing and representing, including the use of technology, to study the variety of ways problems are defined, analyzed, evaluated, and solved. Extensive in and out of class reading,

**Grade 6, 7, and/or 8 ESOL**

Students are placed in the appropriate ESOL course by the PAC Committee based on the student's level of English Proficiency. ELL students are at different stages of language acquisition. Language proficiency levels are not grade specific. This course develops an understanding of basic core vocabulary, expressions, and American customs. Emphasis is placed on acquisition of English through participation in numerous and varied language and cultural experiences in addition to direct, formal teaching of skills and structures in English. Students will gain competence in listening, speaking, reading, and writing.

## **Languages Other Than English**

### **SPANISH I**

Credit: 1

Grade: 8

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

### **SPANISH AP LANGUAGE**

(\*DMS, WMS, PMS only)

Credit: 1

Grade: 8

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

**\*All PISD students interested in the Spanish AP Language course qualify for a transfer to a campus where the course is offered.**

My Notes:



## **Science Courses**

### **Grade 6 Science**

6<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, forces and motion, and space.

### **Grade 6 Pre-AP Science**

6<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as properties of matter, energy transformations, forces and motion, space travel, and cycles such as the rock cycle. Students in Pre-AP Science will do a science fair project on topics interesting to them. They will extend their knowledge and apply their scientific skills by solving complex problems.

### **Grade 7 Science**

7<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as chemistry, Newton's Laws of physics, the human body, and energy transformations. In addition, this course includes a study of all body systems, including a two-week unit on human reproduction. A letter will be given to parents announcing the dates of the unit; take-home assignments will provide parents an opportunity to discuss various topics with their children.

### **Grade 7 Pre-AP Science**

7<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as chemistry, Newton's Laws of physics, the human body, and energy transformations. In addition, this course includes a study of all body systems, including a two-week unit on human reproduction. A letter will be given to parents announcing the dates of the unit; take-home assignments will provide parents an opportunity to discuss various topics with their children. Students in Pre-AP Science will do a science fair project on topics interesting to them. They will extend their knowledge and apply their scientific skills by solving complex problems.

### **Grade 8 Science**

8<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as chemical and physical properties of matter, chemical reactions, how natural events and human activities can alter earth systems, rocks and fossils, and the universe.

### **Grade 8 Pre-AP Science**

8<sup>th</sup> Grade Science is an integrated course of earth, life, and physical science concepts. Students will be engaged in many hands-on lab activities each week. As students learn science skills, they study topics such as chemical and physical properties of matter, chemical reactions, how natural events and human activities can alter earth systems, rocks and fossils, and the universe. Students in Pre-AP Science will do a science fair project on topics interesting to them. They will extend their knowledge and apply their scientific skills by solving complex problems.

## Social Studies Courses

### Grade 6 Social Studies – World Cultures

**Regular:** Students study people and places of the contemporary world within broad regions, such as Sub-Saharan Africa, South America, and East Asia. Students describe the influence of individuals and groups on historical and contemporary events in those societies. Students identify locations and geographic characteristics as well as different ways of organizing economic and governmental systems. Students also describe the nature of citizenship in various societies and compare institutions common to all societies such as education and religious institutions. Students explain how the level of technology affects the development of selected societies and identify different points of view. A wide variety of primary and secondary source materials is used to teach the eight integrated social studies strands of knowledge and skills.

**Pre-AP:** In addition to the regular course, Pre-AP classes emphasize higher level thinking skills through independent reading, analytical writing, and in-depth discussion to prepare students for advanced placement courses.

### Grade 7 Social Studies – Texas History

**Regular:** Students study the full scope of Texas history from early times to the present, from the cultures of Native Americans prior to European exploration through the eras of mission-building, colonization, revolution, republic, and statehood, with a focus on individuals, events, and issues and their impact. Students identify the regions of Texas, describe the structure and function of the government, examine the rights and responsibilities of Texas citizens, identify the different ethnic groups who contributed to Texas culture, and analyze the impact of science and technology on the lives of Texans. A wide variety of primary and secondary source material is used to teach the eight integrated social studies strands of knowledge and skills.

**Pre-AP:** In addition to the regular course, Pre-AP classes emphasize higher level thinking skills through independent reading, analytical writing, and in-depth discussion to prepare students for advanced placement courses.

### Grade 8 Social Studies – US History through Reconstruction

**Regular:** Students study the history of the United States from the early colonial period through Reconstruction. Students analyze political, social, and economic issues and events within the colonial and revolutionary eras, the development of the U.S. Constitution, the challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and reform movements, and the impact of science and technology on the development of the U.S. Students identify the origins of the free enterprise system and examine the rights and responsibilities of citizenship of the United States as well as the importance of effective leadership in a democratic society. A wide variety of primary and secondary source material is used to teach the eight integrated social studies strands of knowledge and skills.

**Pre-AP:** In addition to the regular course, Pre-AP classes emphasize higher level thinking skills through independent reading, analytical writing, and in-depth discussion to prepare students for advanced placement courses.

## **Career and Technical Education**

### **Technology in Action – 7<sup>th</sup> and 8<sup>th</sup> Grade**

#### **1 Unit**

This course is a hands-on, activity based overview course designed to increase the student's understanding of the development and use of technology in many careers. Group and individual tasks, problem solving, critical thinking and interdisciplinary activities will be explored throughout the course through hands-on activities such as robotics, CO2 cars, computer applications and more. Modular labs at Dessau, Kelly Lane and Pflugerville; traditional lab at Parkcrest and Westview campuses.

### **Technology in Action Year Two, 8<sup>th</sup> grade: (\*Park Crest and Westview only)**

**Choose one of the following from your course selection sheet.**

#### **Exploring Communication Technology**

##### **½ Unit**

This course with its laboratory experiences is designed to encourage students to explore the skills and technologies of the communication industry. Instruction includes the application of technology; the design of products and services; emerging and innovative technologies; safety and maintenance of technology; codes, laws and standards; marketing; and technology-related career explorations. Activities may include developing images, photography, and desktop publishing, video production, drafting and printing.

#### **Exploring Computer Application**

##### **½ Unit**

An exploratory course designed for students to investigate the types of activities performed with computers. Laboratory experiences allow students to explore the skills and technologies of the computer industry. The content includes the application technology; the design of products and services, emerging and innovative technologies; safety and maintenance of technology; codes, laws and standards; marketing; and technology related career exploration. Activities in this course may include desktop publishing, computer-aided design and drafting, computer animation, CNC programming, computer control, and robotics.

#### **Exploring Construction Technology**

##### **½ Unit**

This course with its laboratory experiences is designed to encourage students to explore the skills and technologies of the construction industry. Instruction includes the application of technology, the design of products and services, emerging and innovative technologies, safety and maintenance of technology, codes, laws and standards, marketing, and technology-related career explorations. Activities may include building models of buildings, using construction tools and machines, and designing and building simple structures.

#### **Exploring Energy, Power, and Transportation Technology**

##### **½ Unit**

This course with its laboratory experiences is designed to encourage students to explore the skills and technologies of the energy, power, and transportation industries. Instruction includes the application of technology, problem solving, design of products and services, emerging and innovative technologies, safety and maintenance of technology, codes, laws and standards, marketing, and technology-related career explorations. Activities may include building solar collectors, designing, making and testing land and space vehicles, using pneumatic and electrical devices, and research of alternative energy sources.

## **Fine Arts**

### **Grade 6 Art**

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

**Note:** This course is for 6<sup>th</sup> grade only and is not offered on all campuses.

### **Grade 7 and 8 Art 1**

This course is an introduction to the basic principles of design, drawing, painting, printmaking, sculpture, ceramics and textiles. The program also includes art history and art appreciation. The students work with a variety of media.

**Note:** This course is for 7<sup>th</sup> and 8<sup>th</sup> grade students taking Art for the first time in middle school. It may be offered on one campus as a one-semester course.

### **Grade 8 Art 2**

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

**Note:** This second-year course is for 8<sup>th</sup> grade students, and is not offered on all campuses.

### **Beginning Band**

Beginning Band is open to all students interested in learning to play a band instrument. No prior musical training is necessary. Students will be placed on an instrument after meeting with a band director. Students will develop basic playing and music reading skills, practice habits, and self discipline. Some practice outside of the school day is required. During the course of the year students might participate in the following types of performances: seasonal concerts, festival performances, and school/community events.

In most cases, students provide their own instruments. However, in certain circumstances there are a limited number of instruments available.

### **Grade 7 and 8 Band**

The Wind Ensemble, Honor Band and Symphonic Band are performing groups that are open normally to 7<sup>th</sup> and 8<sup>th</sup> grade students that have successfully completed at least one year of band with a grade average of 70 or higher for the year. Students continue to develop ear training and listening skills, music reading, individual/ensemble playing skills, and musicianship. Band directors will place students in the appropriate performing group. Performance participation is required in order to be a member of these groups. Some practice outside of the school day is required. During the course of the year, all students might

participate in the following types of performances: pep rallies, football games, formal evening concerts, UIL band contest, music festivals, and other community performances.

### **Grade 6 Beginning Choir**

Choral reading techniques, ear training, vocal production, solfege, and basic theory are incorporated. Special attention will be devoted to students with changing voices. All students will participate in the school wide musical, solo/ensemble competition and a festival at the end of the year. There will be public performances and a uniform.

### **Grade 7 and 8 Choir**

Students develop ear training and listening skills, Individual and ensemble singing skills, vocal production, music reading, solfege, showmanship, and musicianship. They will study the historical and cultural significance of works performed. Choirs at the 7<sup>th</sup> and 8<sup>th</sup> grade level participate in several UIL events which eligibility is required. Concert/Sightreading, All Region Choir Auditions, and solo/ensemble are a few of the competitions that students will participate in. All choir members will participate in the school wide musical and a festival at the end of the year. There will be public performances and uniforms.

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

### **Grade 7 and 8 Choir: Advanced Choir**

In this more advanced course, students further extend their ear training/listening skills, individual/ and ensemble singing skills, vocal production, solfege, music reading, showmanship, and musicianship. They will study the historical and cultural significance of works performed, and will do qualitative analysis of choral literature. Choirs at the 7<sup>th</sup> and 8<sup>th</sup> grade level participate in several UIL events which eligibility is required. Concert/Sightreading, All Region Choir Auditions, and solo/ensemble are a few of the competitions that students will participate in. All choir members will participate in the school wide musical and a festival at the end of the year. There will be public performances and uniforms.

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

### **Grade 7 and 8 Beginning Choir**

This course may be offered for one or more of the following groups: Treble, Tenor-Bass or Mixed. Students will develop skills in musicianship, choral reading techniques, ear training, vocal production, and basic music theory. Choirs at the 7<sup>th</sup> and 8<sup>th</sup> grade level participate in several UIL events in which eligibility is required.



Concert/Sightreading, All Region Choir Auditions, and solo/ensemble are a few of the competitions that students will participate in. All choir members will participate in the school wide musical and a festival at the end of the year. There will be public performances and uniforms.

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

### **Beginning Orchestra (\*Westview only)**

Open to all students wishing to learn to play violin, viola, cello, or string bass. Students extend their basic knowledge of pitch and rhythm while developing basic playing skills, practice habits, music reading, and listening skills. This ensemble performs several concerts each year.

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

### **Intermediate Orchestra (\*Westview only)**

Open to all students who have at least one year of experience on violin, viola, cello, or string bass. Students extend their ear training/listening skills, individual & ensemble playing skills, tone production, music reading, and musicianship. Students participate in a variety of concerts. Students may also participate in UIL orchestra contests, solo & ensemble events, region orchestra auditions, and community programs.

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

### **Advanced Orchestra (\*Westview only)**

Enrollment in this ensemble is by audition and requires Director's permission. This course continues to develop ear training/listening skills, music reading, individual and ensemble playing skills, musicianship, and advanced string instrument technique. Students are expected to participate in numerous concerts, UIL contests, region orchestra auditions, and community programs. This course may be called Honors Orchestra on some campuses.

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

### **Grade 6 Theatre Arts**

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

**Note:** Depending on the campus, this course is one or two semesters. This course may not be offered at all campuses.

### **Grade 7 and 8 Theatre Arts**

Students learn basic acting skills, including pantomime, improvisation, storytelling, character analysis, expressive use of the body, and scene presentation. They will also study the relationship of theatre to history, society, and culture.

### **Grade 8 Theatre Arts**

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

**Note:** On selected campuses, curriculum in film and video may be included in the course.

### **Grade 6 Fine Arts Appreciation**

This Sixth Grade course is a survey of Art, Theatre, and Music. Students expand their basic understanding of the fine arts strands and their relationship to each other, and learn to express themselves through art, creative dramatics, and music.

**Note:** This course is only offered on selected campuses, and the contents may vary from the description above. Please contact your counselor for specifics.

## **Instructional Technology**

### **Video Technology**

Students will learn the use of analog and digital video cameras, editing software, and other related video and audio hardware and software to create video productions of campus news and other activities. Students will gain understanding of copyright laws and ethical acquisitions of digital and video information. This course includes basic camera techniques, story/script writing, production, scheduling, lighting and audio recording techniques, postproduction and broadcasting.

### **Webmastering**

This course will focus on the planning, design, development, evaluation, and maintenance of web pages. Students will use web development & productivity software, create html documents, images, movies, and animations. Microsoft applications include FrontPage and PhotoDraw. Digital photos, digital video, and scanned images will be used to further enhance student web pages. Students will use effective Internet search skills to acquire additional text, sound, and image files for their projects.



## **Physical Education**

Each student must complete a yearly fitness assessment identified as **FITNESS GRAM®**. All information regarding this assessment is available on: [www.fitnessgram.net](http://www.fitnessgram.net)

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

### **Grade 6 Physical / Wellness Education**

Students will develop fitness knowledge and motor skills basic to efficient movement. Students will learn about decision making skills that promote healthy lifestyle choices and improve the quality of student's lives. Students are required to purchase a P.E. t-shirt and shorts identified by the campus P.E. Department.

### **Grade 7 Physical / Wellness Education**

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

### **Outdoor Education**

*Prerequisite: 6<sup>th</sup> Grade Wellness*

Students will develop knowledge and skills in outdoor educational activities that promote an active lifestyle through leisure and recreational sport. Instructional activities may include learning skills for orienteering, hiking, camping, outdoor cooking, biking, fishing, basic first aid, wilderness survival, backpacking, and archery.

### **Athletics**

**Boys' Athletics Grade 7<sup>th</sup> or 8<sup>th</sup>- football, basketball and track & field**

**Girls' Athletics Grade 7<sup>th</sup> or 8<sup>th</sup>- volleyball, basketball, track and field**

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

## **Miscellaneous Courses**

### **AVID (Grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>)**

AVID (Advancement Via Individual Determination) seventh grade students learn and apply strategies and methodologies that help them succeed in middle school. Writing, inquiry, collaboration, and reading strategies are used as part of the basis for instruction in the AVID classroom. In addition, Cornell notes, text notes, and learning logs are introduced to the AVID seventh students. These students begin the process of college readiness by focusing on high academic achievement in all subjects.

### **PFLEX**

Recommended for G/T students in 6<sup>th</sup>-8<sup>th</sup> grades, PLFEX (Pflugerville Learning Extensions) offers enrichment opportunities for creative thinking and high level problem solving. This elective course emphasizes independent research and student-driven dynamic learning through innovative lessons including Robotics, Destination Imagination, MathCounts, Renzulli Learning System, and other fun educational activities.

### **Teen Leadership**

*Prerequisite: 7<sup>th</sup> or 8<sup>th</sup> Grade*

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

**Note:** The following courses are not offered on all campuses. Check with your counselor for details.

### **KICKSTART**

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



*Planning for Career/College Readiness with Middle School Courses*

Name \_\_\_\_\_

Date: \_\_\_\_\_

<b>Sixth</b>	<b>Seventh</b>	<b>Eighth</b>
English	English	English
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies

Plans after high school:

- Technical/Trade School
- Community College
- Four Year College/University
- Military Service
- Workforce Entry
- Other \_\_\_\_\_

Future Career of Interest: \_\_\_\_\_

