

DESOTO ISD

MIDDLE SCHOOL COURSE CATALOG

2024-2025



TRIPLE A EXPERIENCE:
"ACADEMICS" ARTS ATHLETICS



The mission of DeSoto ISD is to ensure students, without exception, learn, and grow at their highest levels.

Board of Trustees

President – Chasiti McKissic, Place 2
Vice President – Abe Cooper, Jr., Place 5
Secretary – Traci McNairy, Place 7
Cynthia Watson-Banks - Place 1
Karen Lacy, Place 3
James Durham, Place 4
Dr. DeAndrea Fleming, Place 6

DeSoto ISD Cabinet

Dr. Usamah Rodgers, Superintendent
Stephanie McCloud, Chief Academic Officer
Bessye Adams, Interim Chief Financial Officer
James Thomas, Chief of Maintenance and Operations
Tiffanie Blackmon-Jones, Chief Communications Officer

Course Catalog Committee 2024-2025

Committee Chairs

- Stephanie McCloud, Chief Academic Office
- Dr. Anita Perry, Executive Director of CCMR
- Dr. Felicia Johnson, Executive Director of Research and Design
- LaKedra Cardell, Director of Assessment and Evaluation

Committee Members

- Sonja Head, Instructional Facilitator 6-12 Math
- Cora Garner, Instructional Facilitator 9-12 ELAR
- Shanta Duren, Director Next Generation GEAR UP
- Dr. Calvin Green, Director GEAR UP
- Robin Ford, Director of Advanced Academics
- Stephanie Fuller, Executive Director of Special Population
- Melinda Pugh, Director of CTE
- Dr. Helena Castañón-Vargas, Director of BE, ESL and L.O.T.E.
- Gene Morrow, Engagement Liaison
- Russell Hooper, Director of JROTC Programs
- Wendy Robinson, Physical Education Teacher

Reviewers Included:

Secondary Principals, DeSoto ISD Teachers, Middle School Counselors, and Teaching & Learning

Table of Contents

Sections	Page Number
Introduction	4
Suggested Course Sequence	5
Honors Classes / Enrollment Considerations	6
High School Courses Available in Middle School	9
Foundation High School Program Graduation Plans	10
Foundation High School Program Endorsements	12
Help for Postsecondary Readiness & Success	15
English, Language Arts and Reading (ELAR)	18
Mathematics	24
Science	28
Social Studies	32
Languages Other Than English (LOTE)	36
Special Education	38
Career and Technical Education (CTE)	42
Fine Arts	46
Physical Education	54
Junior Cadet Corps	58
Course Planning Resources	60

Introduction

In this guide, you will find information that will help as you plan your course sequence from sixth through eighth grade, and information to help guide you to college readiness. Each year, it is recommended that you spend time with your campus counselor to identify course options, to review changes to the graduation program requirements, and to help you in your decision-making process as you register for the upcoming year. Additionally, it is recommended that you view the websites for any colleges, certifications, or post-graduation programs you may be interested in to pinpoint their specific requirements.

The staff of DeSoto ISD encourages you to spend time in the course planning process as an investment in your future.

- Read the course descriptions for your campus.
- Note the content and any requirements for the core and elective classes that are available.
- Review the suggested course sequence options and information to prepare for college and career pathways.

For more specific campus information, follow this link: [DeSoto ISD: Home](#). →Go to schools →middle schools.



Suggested Course Sequence

These are the recommended sequences for courses in the four core areas based on the student's level of ability and performance. These course sequences are only suggested; a student is not locked into a sequence once it is started. For example, a student may take Math 7 or Math 7 Honors in the seventh grade, then Math 8, or Algebra I in 8th grade. In most cases, students may not select a sequence of courses which would result in a loss of grade-level instruction in a content area. Advanced 6th and 7th grade courses in Math are designed to include content from higher grade levels so that all 6th – 8th learning standards are covered prior to the high school credit course in the 8th grade.

Content Area	Sixth Grade	Seventh Grade	Eighth Grade
ELAR	ELAR 6 ELAR 6 Honors (H)	ELAR 7 ELAR 7 Honors (H)	ELAR 8 ELAR 8 Honors (H)
Math	Math 6 Math 6 Honors (H)	Math 7 Math 7 Honors (H)	Math 8 Algebra I
Social Studies	Contemporary World Cultures 6 Contemporary World Cultures 6 Honors (H)	Texas History 7 Texas History 7 Honors (H)	US History 8 US History 8 Honors (H)
Science	Science 6 Science 6 Honors (H)	Science 7 Science 7 Honors (H)	Science 8 Science 8 Honors (H)
CTE	Technology Applications 6	General Employability Skills	Fundamentals of Computer Science
Fine Arts	Art, Band, or Choir	Art, Band, or Choir	Art, Band, or Choir
Electives	Physical Education Beginning Tennis	Physical Education Athletics JROTC Tennis	Physical Education Athletics JROTC Tennis
Optional Elective		Career & College Exploration Spanish I	Career & College Exploration Spanish II

Curriculum at A Glance

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

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

GIFTED & TALENTED PROGRAM

Middle school students identified as GT may be served through Honors class sections of core academic subjects. Honors and GT students may frequently be in the same class section. GT students will receive additional differentiation through the use of instructional techniques and curriculum options including, but not limited to, cross-curricular projects and units of deeper study.

DeSoto Middle Schools offer Honors courses in English, mathematics, science, and social studies. The Honors sequence for mathematics is accelerated to prepare students to take Algebra I during their 8th grade year. Please be aware that Honors courses require a full-year commitment. Honors courses include specific content and activities designed to prepare students for both STAAR exams and success in college-level Advanced Placement (AP) courses. Depth of material requires students to read and write extensively in and out of class.

Who Should Take Honors Classes?

There are no prerequisites for Honors courses in English, Science, or Social Studies. Due to the accelerated nature of Honors middle school mathematics, students must take 6th Grade Honors Math in order to enroll in 7th grade Honors mathematics, and subsequently, Algebra I. Consider these factors:

- Your child's past performance in the subject area: if a student has always excelled at science, Honors Science may be a great idea. Conversely, if a student tends to struggle in math, the accelerated Honors Math sequence might not be the best fit.
- Your child's skills: some Honors courses, such as Honors English, require extensive reading and writing. Consider whether your student is prepared for long, difficult reading assignments, multiple essays, and in-depth research papers. Review the descriptions for each Honors course to ensure your child will benefit from the rigors of advanced coursework.

Are Honors courses right for my students?

A student successful in Honors courses typically

- will have experienced success in related coursework.
- is interested in the subject.
- works to develop and maintain good study skills and habits.
- plans and works ahead on long term projects.
- asks questions and participates in class.
- asks for assistance when needed.
- carefully considers time commitments and balances academic load with family life or outside commitments.
- perseveres when faced with challenging material.

What are the requirements for placement in Honors courses?

Since Honors courses help prepare students for future AP and/or Dual Credit courses, DeSoto ISD supports the College Board's statement: "The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses." For optimum success, it is recommended that students meet the following guidelines.

Honors Courses: Enrollment Considerations

Honors English Language Arts and Reading (ELAR)

1. STAAR scores of Meets or Masters in Reading Language Arts
2. A final grade in the last ELAR course of 85 or higher (if Honors, 80 or higher)

Honors Math*

1. STAAR scores of Meets or Masters in Mathematics
2. A final grade in the last math course of 85 or higher (if Honors, 80 or higher)

*Please note: Due to the accelerated schedule of middle school Honors mathematics, students who have not taken 6th grade Honors Math or an equivalent course will need approval (campus administration, teacher and counselor) before enrolling in 7th grade Honor Math or Algebra I.

Honors Science

1. STAAR scores of Meets or Masters in Science (6th grade)
2. STAAR scores of Meets or Masters in Mathematics (7th grade)
3. A final grade in the last science course taken of 85 or higher (Honors, 80 or higher)

Honors Social Studies:

1. STAAR scores of Meets or Masters in Reading
2. A final grade in the last social studies course taken of 85 or higher (or Honors, 80 or higher)

Once enrolled in Honors courses, can a student get a schedule change?

Once enrolled in an Honors course, a student may only request a schedule change with permission. A conference including the student, parent, teacher, counselor, and campus administrator will be held to determine the outcome of the student's request. Schedule changes will generally not be permitted mid-semester.

TESTING

STAAR (State Assessments of Academic Readiness)

State testing consists of assessments in the academic core areas– Mathematics, Science, Social Studies, and Reading/Writing.

Students enrolled in high school Algebra I Honors must meet standard on the End of Course (EOC) exam which is also a required element for high school graduation.

High School Courses available at the Middle School

Desoto ISD provides multiple opportunities for students to take high school-level coursework prior to starting the 9th grade. These courses are equivalent in rigor to courses taken at DeSoto High School, and students will be held to any state testing requirements associated with the course. High School courses taken in middle school are the beginning of a student's official high school transcript and care should be taken to select coursework that is appropriate to the student's maturity and academic readiness. All high school courses taken in the middle school will be recorded on the students' transcript, but grades will not be used to determine a students' overall high school grade point average (GPA).

A school counselor will assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into courses.

Below are the courses offered:

- Algebra I
- Employability Skills
- Fundamentals of Computer Science
- Spanish I
- Spanish II

Students taking Algebra I will take the Algebra I EOC

Grade Level Classification Credits

Level	Credit Requirement
Freshman	0 – 5.5 Credits
Sophomore	6.0 – 12.5 credits
Junior	13.0 – 18.5 credits
Senior	19.0 or more credits

Foundation High School Program: Graduation Plans

Distinguished Level of Achievement 26 Credits	Foundation High School Program + Endorsements 26 Credits
4 English Credits <ul style="list-style-type: none"> ELA I, II, III and one credit in advanced course 	4 English Credits <ul style="list-style-type: none"> ELA I, II, III and one credit in advanced course
4 Math Credits <ul style="list-style-type: none"> Algebra I, Algebra II, Geometry, one additional advanced math credit 	4 Math Credits <ul style="list-style-type: none"> Algebra I, Geometry, two additional advanced math credits
4 Science Credits <ul style="list-style-type: none"> Biology, One credit in IPC or Chemistry or Physics, Two additional advanced science credits 	4 Science Credits <ul style="list-style-type: none"> Biology, One credit in IPC or Chemistry or Physics, Two additional advanced science credits
<ul style="list-style-type: none"> 4 Social Studies Credits 	<ul style="list-style-type: none"> 4 Social Studies Credits
2 World Languages	2 World Languages
1 Physical Education Credit	1 Physical Education Credit
1 Fine Arts Credit	1 Fine Arts Credit
0.5 Speech Credit	0.5 Speech Credit
5.5 Elective Credits	5.5 Elective Credits
Community Service Program 2024 Graduates, 40 hours 2025 and beyond, 50 hours	Community Service Program 2024 Graduates, 40 hours 2025 and beyond, 50 hours
<ul style="list-style-type: none"> Credit requirements specific to at least one endorsement. A student must graduate under this plan to be eligible for the Top 10% Automatic Admission in State Universities. 	<ul style="list-style-type: none"> Credit requirements specific to at least one endorsement.
Assessment Mastery <ul style="list-style-type: none"> End-of-Course Exams: <ul style="list-style-type: none"> English I, English II, Algebra I, Biology, US History 	Assessment Mastery <ul style="list-style-type: none"> End-of-Course Exams: <ul style="list-style-type: none"> English I, English II, Algebra I, Biology, US History

Texas First Diploma Plan

As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at any Texas public institution of higher education, including colleges, universities, and technical colleges. Talk to your counselor to see if this exciting new opportunity is the right path for you!

Eligibility Requirements		
Graduation Requirements	Credits	The Texas First Program does not specifically define all of the required coursework, but students must earn at least 22 high school credits . In addition, students are not required to meet Foundation High School program credit requirements in order to graduate under this program. Besides credits earned through high school courses, students may also earn credits through dual credit, dual enrollment, credit-by-exam, or other district-approved programs .
	GPA	Students must earn a final grade point average (GPA) equivalent to a 3.0 on a 4.0 scale .
	STAAR EOC Exams	<p>Students must meet STAAR EOC exam requirements for the English 1 or English 2, Algebra 1, and Biology exams by either achieving Approaches Grade Level, Meets Grade Level, or Masters Grade Level for each test.</p> <p>Students can also meet this requirement by achieving a passing score on a substitute assessment for that subject area.</p> <p>College Readiness Testing</p> <p>Students must demonstrate college readiness by earning an overall scaled score in at least the 80th percentile on one or more of the following assessments:</p> <ul style="list-style-type: none"> ○ ACT ○ SAT ○ PSAT/NMSQT ○ TSIA/TSIA2 ○ GED <p>Students can also meet this requirement by earning a GPA that ranks them in the top 10% of the student's current class during the semester prior to the student's graduation.</p>
	College Readiness Testing	<p>Students must demonstrate college readiness by earning an overall scaled score in at least the 80th percentile on one or more of the following assessments:</p> <ul style="list-style-type: none"> ○ ACT ○ SAT ○ PSAT/NMSQT ○ TSIA/TSIA2 ○ GED <p>Students can also meet this requirement by earning a GPA that ranks them in the top 10% of the student's current class during the semester prior to the student's graduation.</p>
	Subject Area Mastery	<p>Students must demonstrate mastery in the following subject areas:</p> <ul style="list-style-type: none"> ○ English/Language Arts ○ Mathematics ○ Science ○ Social Studies ○ Language other than English <p>Students can demonstrate mastery by meeting one or more of the following criteria:</p> <ul style="list-style-type: none"> ○ Earn a score on the STAAR EOC assessment that meets the college readiness standards ○ Earn a C or higher in a dual credit or dual enrollment course that meets Texas Common Core Curriculum requirements <p>Meet the college readiness standards on additional assessments such as SAT, ACT, PSAT, AP, and IB. To see the minimum required scores, download the Texas First Early High School Completion Program Subject Area Assessments and Benchmarks Table.</p>
Scholarship	<p>In addition to early graduation, the Texas First Program provides students with a financial incentive to meet these requirements.</p> <p>Students who graduate on the Texas First Program are considered to have met the eligibility requirements for a scholarship credit equivalent to up to one year of the TEXAS Grant, or a maximum of \$16,137, at All Texas public institutions.</p> <p>Note: Admission is not guaranteed to college and universities based on completion of the Texas First Program. Students must still complete the application and admission process in order to receive scholarship funds. Additionally, students should be aware that the top 10% calculation for the Texas First Program may also qualify for Texas' Automatic Admissions Policy.</p>	

Foundation High School Program Endorsements

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the Foundation High School Program (FHSP). The purpose of the FHSP plan is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas workforce have encouraged career-oriented training and certification at the high school level to help meet their growing demands.

Within the Foundation High School Program, there are “endorsements”. Endorsements are made up of four courses or four or more credits taken in a coherent sequence providing advanced or more in-depth knowledge and skills in a curriculum area. Middle school students should explore career information related to the endorsement areas listed below so they may begin to think about what areas they will want to take more in-depth coursework during their educational career in high school.

The five endorsement areas are:

- 1. *Arts and Humanities***
- 2. *Business and Industry***
- 3. *Multidisciplinary Studies***
- 4. *Public Services***
- 5. *Science, Technology, Engineering and Mathematics (STEM)***

All eighth graders will be required to choose one of five endorsements as outlined in the FHSP graduation plan. High school courses needed to satisfy an endorsement may also be used to satisfy foundation named course subject requirements. Students may enroll in courses under more than one endorsement before the student's junior year. The earned endorsement will be reflected on the student's official transcript at the completion of their high school career.

As you use this catalog, you will see recommended Programs of Study organized within each of the Endorsements. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the "relevance" of what they are learning. The Program of Study allows students to study a field in depth and helps to facilitate a seamless transition from secondary to postsecondary opportunities.

DeSoto ISD has built our curriculum offerings into the endorsements plan using the subsection of Programs of Study and then adding defined concentrations to drive students toward their graduation goals and college and career aspirations. Students will select their Personal Graduation Plan based on their endorsement, pathway and concentration.

Endorsements Overview

Arts and Humanities	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> • Cultural studies • English Literature • Fine arts • History • Political science • World languages 	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> 1. Total of 5 social studies credits 2. Four levels of the same language in language other than English (LOTE) 3. Two levels of the same language in LOTE and two levels in a different language in LOTE 4. Four levels of American Sign Language 5. Coherent sequence of 4 credits by selecting courses from 1 or 2 categories or disciplines in fine arts or innovative courses approved by the commissioner 6. Four English elective credits by selecting from the following: <ul style="list-style-type: none"> • AP English Literature & Composition • Creative Writing • English IV • Humanities • IB Lang Studies A1 Higher Level • Independent Study in English • Literary Genres • Research and Technical Writing • Communication Applications
Business and Industry	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> • Accounting • Agricultural science • Architecture • Auto technology • Communications • Construction • Culinary arts and hospitality • Database management • Finance • Graphic design 	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> 1. Coherent sequence of courses for 4 or more credits in CTE. The final course in the sequence must be selected from one of the courses listed to the left. 2. Four English elective credits by selecting three levels in one of the following areas: <ul style="list-style-type: none"> • Advanced Broadcast Journalism • Advanced Journalism: Newspaper • Advanced Journalism: Yearbook • Debate • Public Speaking 3. Four technology application credits listed below: <ul style="list-style-type: none"> • 3-D Modeling & Animation • Web Game Development • HVAC • Info technology • Logistics • Marketing • Digital Art & Animation • Digital Communication • Digital Design & Media Production • Digital Video & Audio Design • Independent Study in Evolving/Emerging Technologies • Web Communication • Web Design 4. Coherent sequence of four credits from 1, 2, or 3.

Multidisciplinary	<p>Allows a student to select courses from the curriculum of each endorsement area and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement.</p>	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> 1. Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education w/o remediation from w/in one endorsement area or among endorsement areas that are not in a coherent sequence. 2. Four credits in each of the four foundation subject areas to include English IV and Chemistry and/or Physics. 3. Four credits in advanced placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
Public Service	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> • Education and training • Government & public administration • Health sciences and occupations • Law, public safety, corrections & security 	<p>Must complete one of the following:</p> <ol style="list-style-type: none"> 1. Coherent sequence of courses for 4 or more credits in CTE. The final course in the sequence must be selected from one of the courses listed to the left. 2. Four courses in JROTC
Science, Technology, Engineering, and Math (STEM)	<p>Includes courses directly related to:</p> <ul style="list-style-type: none"> • Science, including environmental science • Technology, including computer science • Engineering • Math 	<p>Must complete Algebra II, Chemistry, Physics, and one of the following:</p> <ul style="list-style-type: none"> • A coherent sequence of courses for 4 or more credits in CTE. The final course in the sequence must be selected from the STEM career cluster. • A coherent sequence of four credits in selected Computer Science courses. • A total of 5 credits in Math by successfully completing Algebra I, Geometry, Algebra II and 2 additional Math courses for which Algebra II is a prerequisite. • A total of 5 credits in science by successfully completing biology, chemistry, Physics, and 2 additional Science courses. <p>In addition to Algebra II, Chemistry, and Physics, a coherent sequence of 3 additional credits from no more than two of the three areas listed in 1, 2, 3, and 4.</p>

HELP FOR POSTSECONDARY READINESS AND SUCCESS

College is affordable, and planning is essential. For information about careers after high school as well as college planning (admissions and financial aid), check out these important websites.

Career Planning Help

- www.collegefortexans.com - Everything a Texan needs to know about preparing for, applying for, and paying for college or technical school
- www.texasgearup.com - Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) has information for students and parent by grade level.
- www.collegenet.com - An internet college search and admission process provider; includes scholarship information
- www.collegeview.com - Explore careers, colleges, and financial aid
- <http://nces.ed.gov/collegenavigator/> - Aids in the college search by containing very detailed information
- www.mynextmove.org – Career search tools
- www.collegeboard.com - Has a lot of useful information and is also where you can sign up to take the SAT
- www.act.org - Has a lot of useful information and is also where you sign up to take the ACT

Career Exploration Information

- www.careeronestop.org - Allows investigation of careers with detailed information
- www.mappingyourfuture.org - Planning a career, selecting a school, and paying for school
- www.mappingyourfuture.org/espanol - Same as above in Spanish
- www.careersandcolleges.com – General information for college-bound students
- www.utexas.edu/world/univ/state - Complete listing of all universities
- www.theprincetonreview.com – General college information
- www.aacc.nche.edu – American Association of Community Colleges
- www.applytexas.org/adappc/gen/c_start.WBX - Common application for Texas colleges and universities Financial Aid and Scholarships
- www.fafsa.ed.gov - Free Application for Federal Student Aid – what to do before, during, and after filling out the form. The most important federal financial aid application. Many state grants and scholarships require the FAFSA to be submitted.
- www.everychanceeverytexan.org - Information including The Minnie Stevens Piper Foundation compendium of Texas Colleges and Financial Aid Calendar (under “Texas Schools Info
- www.aie.org - Adventures in Education (AIE) is a site for college and career planning with monthly calendars

- www.fastweb.com - A scholarship and grant search site
- www.gocollege.com – General information for college scholarships
- www.college-scholarships.com – Free college scholarship and financial aid searches, SAT and ACT test preparation tips, and listing of colleges
- www.texascollegeandcareer.org - Planning a career, selecting a school, scholarships, SAT and ACT practice tests
- www.edudaris.com – college readiness and scholarship planning

SchoolLinks

SchoolLinks is a modern, college and career readiness platform to prepare students for what comes after graduation. For 6th-8th grade school students, SchoolLinks helps them begin to discover their interests and strengths, and begin to explore colleges and careers that match those interests and strengths. SchoolLinks at DeSoto ISD is accessible by 6th-8th grade students and their parents.

All of the SchoolLinks features are designed with students in mind to help them become career, college, and life ready. SchoolLinks features are incredibly user-friendly and content can be easily comprehended by 6th-8th grade students.

Using SchoolLinks, 5th – 6th grade students and their parents can:

- Access career interest, strength and mindset surveys
- Explore 2-year and 4-year colleges
- Build their Personal Graduation Plan (PGP)
- Take virtual reality college campus tours
- Explore traditional, fast-growing, and military career fields
- Start creating digital portfolios / resumes
- Communicate with counselors

Using SchoolLinks, 7th - 8th grade students will be able to really dive into post-secondary education and exploration by:

- Creating course plans based on career pathways
- Creating digital portfolios / resumes
- Learning about financial aid
- Searching for scholarships

Student Login: Students will login to SchoolLinks via [Classlink](#). Then select SchoolLinks logo.



College Driven GEAR UP (CDGU)

DeSoto Independent School District (DeSoto ISD) is a recent recipient of a 2022 GEAR UP grant award entitled College Driven. This is the district's third opportunity to be part of this amazing federally funded opportunity: Let's Gear Up (Cohorts 2020 and 2021), Next Generation GEAR UP (Cohorts 2024 and 2025), and now College Driven will serve the scholars in cohorts 2028 and 2029.

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) State Grant is a seven- year federal initiative designed to increase early college awareness, readiness, and success for low-income and historically underrepresented students. This grant serves an entire cohort of students beginning with seventh grade and following the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

College Driven GEAR UP will provide resources for educators, students, and parents on topics including:

- College Readiness
- College Awareness
- Advanced Academics
- Promising Outreach Practices
- Financial Aid
- Parent Involvement
- Mentors, Mindsets, and Relationships

The DeSoto ISD College Driven GEAR UP grant objectives are aligned with our DeSoto ISD board goals and are as follows:

- Objective #1: Increase GEAR UP cohort students' academic performance to adequately prepare them for postsecondary education.
- Objective #2: Increase the percentage of high school GEAR UP cohort graduates and their participation in postsecondary education.
- Objective #3 Increase GEAR UP students' educational expectations and students' and parents' knowledge of postsecondary education options, preparation and financing.
- Objective 4: Increase students'/parents' knowledge and skills, regarding work-based learning experiences, STEM, remote learning, use of technology, and mental health services to create a pathway toward increasing their competencies and aptitudes.

English Language Arts and Reading (ELAR)

ELAR Recommended Course Sequence and Testing Guide

Track	Traditional		Honors		Advanced Placement (AP)/Dual Credit (DC)	
Grade	Course	Exams	Course	Exams	Course	Exams
6th	ELAR 6	STAAR RLA 6	ELAR 6 Honors	STAAR RLA 6	ELAR 6 Honors	STAAR RLA 6
7th	ELAR 7	STAAR RLA 7	ELAR 7 Honors	STAAR RLA 7	ELAR 7 Honors	STAAR RLA 7
8th	ELAR 8	STAAR RLA 8 PSAT 8/9	ELAR 8 Honors	STAAR RLA 8 PSAT 8/9	ELAR 8 Honors	STAAR RLA 8 PSAT 8/9
9th	English I	English I EOC PSAT 8/9	Pre-AP English I	English I EOC PSAT 8/9	Pre-AP English I	English I EOC PSAT/NMSQT
10th	English II	English II EOC PSAT/NMSQT ASVAB	Pre-AP English II	English II EOC PSAT/NMSQT ASVAB	Pre-AP English II	English II EOC PSAT/NMSQT ASVAB
11th	English III	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP English Lang English III DC*	PSAT/NMSQT SAT ACT TSIA2 ASVAB	English III DC* AP English Lang AP English Lit	PSAT/NMSQT SAT ACT TSIA2 ASVAB
12th	English IV	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP English Lit English IV DC*	PSAT/NMSQT SAT ACT TSIA2 ASVAB	English IV DC* Choose a 4th year ELA course	PSAT/NMSQT SAT ACT TSIA2 ASVAB
Possible 4th Year English Language Arts Course Options:						
Advanced Journalism: Yearbook		Creative Writing		AP Research	AP Seminar	Debate
Literary Genres		Independent Study in Journalism		Research and Technical Writing		Journalism

English Language Arts and Reading, Grade 6

Local: 601520

TEA: 03200510

Duration: Year

Prerequisite: English Language Arts and Reading Grade 5

Course Description: Students will engage in activities that build on their prior knowledge and skills in order to strengthen and integrate their reading, writing, research, listening, speaking, oral, and written language skills.

English Language Arts and Reading Honors, Grade 6

Local: 601521

TEA: 03200510

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: As required by the state, this course deepens and enriches the TEKS through advanced activities that integrate reading, writing, research, listening, speaking, and oral and written language skills.

English Learner Language Art (ELLA), Grade 6

Local: 001551

TEA: 03210530

Duration: Year

Prerequisite: Students participating in ESL program with LPAC approval

Course Description: Students will engage in activities that build on their prior knowledge and skills in order to strengthen and integrate their reading, writing, research, listening, speaking, oral, and written language skills.

Accelerated Reading, Grade 6 (Elective)

Local: 005625

TEA: 03273410

Duration: Year

Prerequisite: Students who are not successful on the state reading assessment in fifth grade, score below the district criteria, or who need additional reading instruction.

Course Description: This required course is designed for students who were not successful on the state reading assessment in the fifth grade, score below district criteria, or experience reading difficulties.

Students eligible for Special Education may only be placed in this course through the ARD process. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments. In addition to direct instruction, technology-based programs will be utilized to enhance reading comprehension.

English Language Arts and Reading, Grade 7

Local: 701520

TEA: 03200520

Duration: Year

Prerequisite: English Language Arts and Reading 6

Course Description: This course combines the study of English and reading experience. Grade 7 ELA relies on the study of well-crafted essays, stories, and poems to direct student writing in literary, expository, and persuasive texts. Students will study theme, genre, and sensory language through contemporary and traditional literary and informational texts and will use a reading and writing workshop approach as they engage in teacher-directed and self-selected reading and writing experiences. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.

English Language Arts and Reading Honors, Grade 7

Local: 701521

TEA: 03200520

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

[Honors course] This course combines the study of English and reading experience.

Course Description: This course is designed for students who wish to have a more challenging and rigorous seventh-grade English Language Arts and Reading experience. Students in ELAR 7 Honors will experience the content described in the regular course; however, they will be expected to direct their own studies more independently and in greater depth than students in a regular section. In addition to reinforcing broad based skills and essential knowledge and skills that are a part of the regular curriculum, students will integrate multiple disciplines into the study of ELAR 8 content. Students will develop higher level thinking skills through independent study projects. There will also be a focus on open-ended

tasks and the development of products that challenge existing ideas and produce new ideas. Students will read and analyze a variety of fiction and nonfiction selections and will write creative and expository compositions based on these selections.

English Learner Language Arts (ELLA), Grade 7

Local: 001552
TEA: 03200531
Duration: Year

Prerequisite: Students participating in ELLA program with LPAC approval
(EL/English instruction for 1 period and reading for 1 period).

Course Description: The curriculum for this course is based upon the Texas Essential Knowledge and Skills and uses the district-adopted textbook. The focus of EL is placed on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Materials used in the program are appropriate for the linguistic levels of the students and are also cognitively demanding.

Accelerated Reading, Grade 7 (Elective)

Local: 005725
TEA: 03273420
Duration: Year

Prerequisite: Students who are not successful on the state reading assessment in sixth grade, score below the district criteria, or who need additional reading instruction.

Course Description: This required course is designed for students who were not successful on the 6th grade administration of the state reading assessment in the 6th grade, score below district criteria, or experience reading difficulties. Students eligible for Special Education may only be placed in this course through the ARD process. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by diagnostic assessments. In addition to direct instruction, technology-based programs will be utilized to enhance reading comprehension.

English Language Arts and Reading, Grade 8

Local: 801520
TEA: 03200530
Duration: Year

Prerequisite: English Language Arts and Reading 7

Course Description: In this course, students will learn and practice reading comprehension, interpretation, and analysis processes through the study of literary and informational texts. With an emphasis on collaborative discussions to discover and develop understandings about texts, students will keep records of their reading responses and experiences and use these as the foundation for analytical writings. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.

English Language Arts and Reading Honors, Grade 8

Local: 801521
TEA: 03200530
Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

[Honors course] This course combines the study of English and reading experience.

Course Description: This course is designed for students who wish to have a more challenging and rigorous seventh-grade English Language Arts and Reading experience. Students in ELAR 8 Honors will experience the content described in the regular course; however, they will be expected to direct their own studies more independently and in greater depth than students in a regular section. In addition to reinforcing broad based skills and essential knowledge and skills that are a part of the regular curriculum, students will integrate multiple disciplines into the study of English I content. Students will develop higher level thinking skills through independent study projects. There will also be a focus on open-ended tasks and the development of products that challenge existing ideas and produce new ideas. Students will read and analyze a variety of fiction and nonfiction selections and will write creative and expository compositions based on these selections.

English Learner Language Arts (ELLA), Grade 8

Local: 001553

TEA: 03200532

Duration: Year

Prerequisite: Students participating in the ELLA program with LPAC approval.

Course Description: This course is the EL students' reading and English course (EL/English instruction for 1 period and reading for 1 period). The curriculum for this course is based upon the Texas Essential Knowledge and Skills and uses the district-adopted textbook. The focus of EL is placed on accelerated language acquisition in the domains of listening, speaking, reading, and writing skills. Materials used in the program are appropriate for the linguistic levels of the students and are also cognitively demanding.

Accelerated Reading, Grade 8 (Elective)

Local: 005825

TEA: 03273430

Duration: Year

Prerequisite: Students who are not successful on the state reading assessment in seventh grade, score below the district criteria, or who need additional reading instruction.

Course Description: This is a required course for students who were not successful on the state reading assessment in seventh grade, score below the district criteria, or who need additional reading instruction. Students eligible for Special Education may only be placed in this course through the ARD process. This course is designed to emphasize reading as a process. In this full-year course, students practice reading strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response using a variety of materials differentiated to meet student needs. In addition to direct instruction, technology-based programs will be used to enhance reading comprehension.

Mathematics

Math Recommended Course Sequence and Testing Guide

Track	Traditional		Honors		Advanced Placement (AP)/Dual Credit (DC)	
Grade	Course	Exams	Course	Exams	Course	Exams
6th	MATH 6	STAAR MATH 6	MATH 6 Honors	STAAR MATH 6	MATH 6 Honors	STAAR MATH 6
7th	MATH 7	STAAR MATH 7	MATH 7 Honors	STAAR MATH 8	MATH 7 Honors	STAAR MATH 8
8th	MATH 8	STAAR MATH 8 PSAT 8/9	Algebra I Honors	Algebra I EOC PSAT 8/9	Algebra I Honors	Algebra I EOC PSAT 8/9
9th	Algebra I	Algebra I EOC PSAT 8/9	Algebra II Honors	PSAT 8/9	Algebra II Honors	Algebra II EOC PSAT/NMSQT ASVAB
10th	Algebra II	PSAT/NMSQT ASVAB	Geometry Honors	PSAT/NMSQT ASVAB	Geometry Honors AP Pre-calculus	PSAT/NMSQT SAT ACT TSIA2 ASVAB
11th	Geometry	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP Pre-Calculus	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP Calculus AB	PSAT/NMSQT SAT ACT TSIA2 ASVAB
12th	Pre-Calculus Statistics or AQR Algebraic Reasoning	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP Calculus AB AP Statistics	PSAT/NMSQT SAT ACT TSIA2 ASVAB	AP Calculus BC AP Statistics	PSAT/NMSQT SAT ACT TSIA2 ASVAB

Math, Grade 6

Local: 601530

TEA: 02640060

Duration: Year

Course Description: This course expands the study of using rational numbers operations, representing proportional relationships, understanding data representations, and using expressions and equations in multiple contexts.

Math Honors, Grade 6

Local: 601531

TEA: 02640060

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

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

NOTE: Students taking 6th grade Honors will take the 6th grade STAAR test in the spring. Students taking Math Grade 7 Honors will take the 8th grade STAAR test in the spring.

Accelerated Math, Grade 6 (Elective)

Local: 005615

TEA: 82100100

Duration: Year

Prerequisite: Students who are not successful on the state mathematics assessment in fifth grade, score below the district criteria, or who need additional math instruction.

Course Description: This is a required course for students who were not successful on the state mathematics assessment in fifth grade, score below the district criteria, or who need additional math instruction. Students eligible for Special Education may only be placed in this course through the ARD process. This course is designed to emphasize math processes. In this year long course, students practice math strategies to improve basic skills, vocabulary, math fluency, and math comprehension. Students will be instructed using a variety of materials differentiated to meet student needs. Targeted intervention including closes gaps identified by diagnostic assessment to ensure academic success. In addition to direct

instruction, technology-based programs will be utilized to enhance math comprehension.

Math, Grade 7

Local: 701530

TEA: 03103000

Duration: Year

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

Math Honors, Grade 7

Local: 701531

TEA: 03103000

Duration: Year

Prerequisite: Successful completion of Grade 6 Honors Math or equivalent

Course Description: 7th Grade Honors Math is an accelerated program designed to prepare the student to study Algebra in the 8th grade and to continue their high school math education to AP Calculus. The course will cover the second half of the 7th grade curriculum and the entire 8th grade curriculum. Students taking Math Grade 7 Honors will take the 8th grade STAAR test in the spring. Students taking Algebra I in 8th grades will take the Algebra I EOC in the spring. Student schedules are final, and changes cannot be made after the start of a new semester.

Accelerated Math, Grade 7 (Elective)

Local: 005715

TEA: 82920XXX

2 Semester

Prerequisite: Students who are not successful on the state mathematics assessment in sixth grade, score below the district criteria, or who need additional math instruction.

Course Description: This is a required course for students who were not successful on the state mathematics assessment in sixth grade, score below the district criteria, or who need additional math instruction. Students eligible for Special Education may only be placed in this course through the ARD process. This course is designed to emphasize math processes. In this year long course, students practice math strategies to improve basic skills, vocabulary,

math fluency, and math comprehension. Students will be instructed using a variety of materials differentiated to meet student needs. Targeted intervention including closes gaps identified by diagnostic assessment to ensure academic success. In addition to direct instruction, technology-based programs will be utilized to enhance math comprehension.

Math, Grade 8

Local: 801530

TEA: 03103100

Duration: Year

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

Accelerated Math, Grade 8 (Elective)

Local: 005815

TEA: 83100XXX

Duration: Year

Prerequisite: Students who are not successful on the state mathematics assessment in seventh grade, score below the district criteria, or who need additional math instruction.

Course Description: This is a required course for students who were not successful on the state mathematics assessment in seventh grade, score below the district criteria, or who need additional math instruction. Students eligible for Special Education may only be placed in this course through the ARD process. This course is designed to emphasize math processes. In this year long course, students practice math strategies to improve basic skills, vocabulary, math fluency, and math comprehension. Students will be instructed using a variety of materials differentiated to meet student needs. In addition to direct instruction, technology-based programs will be utilized to enhance math comprehension.

Algebra I Honors, Grade 8

Local: 815000

TEA: 03100500

Credit: 1 (High School Credit)

Duration: Year

Prerequisite: Successful completion of Math Grade 7 Honors or equivalent

Course Description: This course covers Algebra I TEKS and other prerequisite topics for high school mathematics courses. Students will learn Algebra concepts which form the basis for all other math courses. Students will also be instructed in the use of graphing calculators and other technology. Included in the admission requirements to Algebra I is demonstrated mastery of 8th grade TEKS.

Note: One high school credit is earned upon successful completion of this course. Students will be required to take the Algebra I EOC which all students must pass to graduate from high school. If a student completes the STAAR EOC assessment will in middle school the student must either take the corresponding ACT or the SAT while in High school to fulfill federal testing requirements.

Science

Science Recommended Course Sequence and Testing Guide

Track	Traditional		Honors		Advanced Placement (AP)/Dual Credit (DC)	
Grade	Course	Exams	Course	Exams	Course	Exams
6th	Science 6	None	Science 6 Honors	None	Science 6 Honors	None
7th	Science 7	None	Science 7 Honors	None	Science 7 Honors	None
8th	Science 8	STAAR Science 8	Science 8 Honors	STAAR Science 8	Science 8 Honors	STAAR Science 8
9th	Biology	Biology EOC	Biology Honors	Biology EOC	Biology Honors	Biology EOC
10th	IPC	None	Chemistry Honors	PSAT/NMSQT ASVAB	AP Biology	Biology AP exam
11th	Environmental Systems	None	Physics Physics I Honors Anatomy & Physiology	Exams vary by course	Chemistry Honors AP Physics I Anatomy & Physiology	Exams vary by course
12th	Additional Science Course	Exams vary by course	Additional Science Course	Exams vary by course	Additional Science Course	Exams vary by course
Additional Science Courses Options:						
<div> <div>Advanced Animal Science*</div> <div>Anatomy & Physiology*</div> </div> <div> <div>AP Environmental Science</div> <div>AP Physics 2</div> <div>Forensic Science*</div> </div> <div> <div>Earth & Space Science</div> <div>Environmental Systems</div> <div>Patho-Physiology*</div> </div> <div> <div>AP Chemistry</div> </div>						
*Each of these courses must be taken within the designated student pathway. These are not general elective science courses.						

Science, Grade 6

Local: 601540

TEA: 03060600

Duration: Year

Prerequisite: None

Course Description: This process-oriented science course involves students in a thematic study of the world around them. Small group and individual laboratory experiments will be utilized for in-depth integrated study addressing life, Earth, and the physical sciences. Topics will include energy resources, force, motion and energy, elements and compounds, organization of the solar system, the role of gravity in the solar system, space exploration, interdependence between organisms and their environments, and the levels of organization within ecosystems.

Science Honors, Grade 6

Local: 601546

TEA: 03060600

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: Science 6 Honors is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as sixth grade science in more depth and complexity. Students will be expected to complete more self-directed and independent projects than in a regular sixth grade science class. Honors courses are available to academically ready students willing to be challenged with rigorous content. This course will require additional work and/or reading for successful course completion. In addition, advanced critical thinking and problem-solving skills will be developed with a group or individual project presented in a competitive public forum such as a science fair.

Science, Grade 7

Local: 701540

TEA: 03060700

Duration: Year

Prerequisite: Science 6

Course Description: This laboratory-oriented course allows students to become actively involved in scientific processes and provides them with the opportunity to use technology as a tool and resource for learning about the world around them. Science 7 is a thematic interdisciplinary approach to life sciences. Students will understand the relationships that exist between organisms and their environment through the understanding of Earth science and physical science disciplines. Topics will include characteristics of Earth that allow life to exist, force, motion and energy observed in living systems, matter and energy as it relates to living systems, structure and functions of cells and human body systems, heredity, and ecosystems.

Science Honors, Grade 7

Local: 701541

TEA: 03060700

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: Science 7 Honors is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as seventh grade science in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular seventh grade science class. Students will be expected to participate in the school Science Fair. Honors courses are available to academically ready students willing to be challenged with rigorous content. This course will require additional work and/or reading for successful course completion.

Science, Grade 8

Local: 801540

TEA: 03060800

Duration: Year

Prerequisite: Science 7

Course Description: General Science 8 is a laboratory-oriented course that continues the interdisciplinary approach to the life, Earth, and physical science disciplines begun in Science 6 and 7. Heavy emphasis will be placed on science processes and the relationship of fundamental science concepts to our daily lives. Technology will be utilized to explore the following topics: matter and energy, force, motion and energy, cycles within Sun, Earth, and Moon systems, characteristics of the universe, interactions between organisms in ecosystems, and the impact of man on the Earth.

Science Honors, Grade 8

Local: 801541

TEA: 03060800

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: Science 8 Honors is for students who are highly motivated and interested in science. The class is an accelerated academic class that covers the same objectives as eighth grade science in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular eighth grade science class. Students will be expected to participate in the school Science Fair. Honors courses are available to academically ready students willing to be challenged with rigorous content. This course will require additional work and/or reading for successful course completion.

Social Studies

Social Studies Recommended Course Sequence and Testing Guide

Track	Traditional		Advanced Placement (AP)/Dual Credit (DC)	
Grade	Course	Exams	Course	Exams
6th	Social Studies 6	None	Social Studies 6 Honors	None
7th	Social Studies 7	None	Social Studies 7 Honors	None
8th	Social Studies 8	STAAR SS 8	Social Studies 8 Honors	STAAR SS 8
9th	World Geography	None	World Geography Honors AP Human Geography	AP exam
10th	World History	None	AP World History	AP exam
11th	US History	US History EOC	AP US History US History DC*	AP exam
12th	US Government Economics Sociology African American Studies Mexican-American Studies Personal Financial Literacy	None	AP Macroeconomics AP Government AP Psychology US Government DC* Intro to Sociology DC* Personal Financial Literacy and Economics	AP exam

World Cultures, Grade 6

Local: 601550
TEA: 02660060
Duration: Year

Prerequisite: None

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

World Cultures Honors, Grade 6

Local: 601551
TEA: 02660060
Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: In grade 6, learners develop learning, thinking, and research skills that promote understanding of social and environmental influences on human behavior and assist them in making connections between their lives and decisions to the world around them, taking into consideration both past and present. Sixth grade social studies is interdisciplinary with an emphasis on the study of the influence of individuals and groups on historical and contemporary events in selected societies as well as identifying the locations and geographic characteristics of those societies.

Texas History, Grade 7

Local: 701550
TEA: 03343000
Duration: Year

Prerequisite: None

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

Texas History Honors, Grade 7

Local: 701551
TEA: 0334300
Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: This course is designed to provide learners an opportunity to obtain a more in-depth study of Texas history. Emphasis is placed on developing knowledge, skills, and attitudes that will enable learners to research projects, analyze materials, and draw conclusions based on academic reasoning. Course content includes studies of the history and development of the state from early times through the present.

U.S. History through Reconstruction, Grade 8

Local: 801550

TEA: 03343100

Duration: Year

Prerequisite: None

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

U.S. History through Reconstruction Honors, Grade 8

Local: 801551

TEA: 03343100

Duration: Year

Prerequisite: None. Please view Honors Courses Considerations before selecting this course.

Course Description: In addition to grade-level expectations described above, the Honors course will emphasize more detail and do deeper analysis of concepts. These courses are designed to prepare students for AP coursework in high school.

LANGUAGES OTHER THAN ENGLISH (LOTE)

LOTE Pathway

[\(Link\)](#)

The TEA requires all graduating seniors to earn at least 2 credits of a foreign language by taking 2 years of the same language. Texas Administrative Code §74.43.B (6). See page 2.

A student learning Spanish as a second language- not having taken any Spanish courses or with no knowledge of the Spanish language- will follow the traditional plan shown in Table A.

A student who has taken Spanish courses or has knowledge of the Spanish language may take the LAS Spanish Language placement online test. The level of proficiency determines what the student should take as shown on Table B.

Native Spanish Speakers students transferring from another Texas school may get credit for Spanish I and/or II, to honor the sending District plan (if applicable). Students who took the placement test and placed at Spanish II and above, will be awarded a credit of (P) or Passing for the prerequisite course as shown on Table C.

Spanish I Middle School

Local: 817300

TEA: 03440100

Grade Level: 7-8

Credit: 1 (High School Credit)

Prerequisite: None

Course Description: This course is an introduction to the Spanish language, grammar, and Hispanic cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level ability in using Spanish in school and in the community. Studies of Hispanic culture and history are introduced.

Spanish II

Local: 17200

TEA: 03440200

Grade Level: 8

Credit: 1 (High School Credit)

Prerequisite: None

Course Description: This course is an introduction to the Spanish language, grammar, and Hispanic cultures while developing the skills in listening and reading comprehension, speaking, and writing. The main goal for this course is for students to progress toward a novice-high level ability in using Spanish in school and in the community. Studies of Hispanic culture and history are introduced

SPECIAL EDUCATION

Special Education

Students experiencing challenges in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Admission, Review, and Dismissal (ARD) committee. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instruction that is designed to meet a student's unique educational needs may be provided in a variety of settings. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom, or (e) a separate campus. Related services necessary for the student to benefit from special education may also be provided.

Applied Independent Living Skills Grade 6

Local: 002060

TEA: SE000001

Duration: Year

Prerequisite: Scholar receiving services in Applied Academics & Placement by the ARD Committee

Course Description: The Independent Living Skills I class are designed to assist in navigating daily tasks and overcoming hurdles. The class is designed to help scholars meet individualized goals in learning the skills that lead to a more independent life. Scholars will learn skills focused on the areas of Money Management, Understanding Your Disability, Riding the Bus, Living Well with a Disability, Independent Cooking, Self-Advocacy, Positive Attitude and Overcoming Barriers, Employment Skills Classes (Employee Readiness and Retention), and Basic Grammar.

Applied Independent Living Skills Grade 7

Local: 002070

TEA: SE000001

Duration: Year

Prerequisite: Scholar receiving services in Applied Academics & Placement by the ARD Committee

Course Description: The Independent Living Skills I class are designed to assist in navigating daily tasks and overcoming hurdles. The class is designed to help scholars meet individualized goals in learning the skills that lead to a more independent life. Scholars will learn skills focused on the areas of Money Management, Understanding Your Disability, Riding the Bus, Living Well with a Disability, Independent Cooking, Self-Advocacy, Positive Attitude and Overcoming Barriers, Employment Skills Classes (Employee Readiness and Retention), and Basic Grammar.

Independent Living Skills Grade 8

Local: 002080

TEA: SE000001

Duration: Year

Prerequisite: Independent Living Skills II, Scholar receiving services in a self-contained setting & Placement by the ARD Committee

Course Description: Transition planning in Texas should begin when you are 14 years old or even 13 depending on the annual ARD date. Transition planning includes your goals for working, learning, and living once you leave high school. The process is based on the scholar's strengths, preferences, and interests. All students (and families) should plan for life after high school. You should also consider what supports and accommodations you might need at your job, school, home, or community. This course provides the scholars an opportunity to explore various careers, living arrangements, and post-secondary opportunities. In addition, scholars will begin exploring their CTE course selections by researching those available to them to select a program aligned to their transition plan and selected CTE pathway. Career Planning (Working): What jobs or careers interest you? What knowledge, skills and experience do you need to obtain a job in your chosen field? There are many people who can help you gain work experience, training, or other assistance along the way. Education Planning (Learning): What training or education do you need after high school? Consider where you want to go to school, how to pay for it, and what courses you should take before leaving high school. Independent Living (Living): Where do you want to live after high school? Will you be in a college dorm, apartment, or at home? What type of assistance will you need? Managing money, navigating transportation, cooking, and home repairs are all skills you may need.

Fundamental Living Skills Grade 6

Local: 002160

TEA: SE000001

Duration: Year

Prerequisite: Scholar receiving services in Applied Academics & Placement by the ARD Committee

Course Description: The Independent Living Skills I class are designed to assist in navigating daily tasks and overcoming hurdles. The class is designed to help scholars meet individualized goals in learning the skills that lead to a more independent life. Scholars will learn skills focused on the areas of Money Management, Understanding Your Disability, Riding the Bus, Living Well with a Disability, Independent Cooking, Self-Advocacy, Positive Attitude and Overcoming Barriers, Employment Skills Classes (Employee Readiness and Retention), and Basic Grammar.

Fundamental Living Skills Grade 7

Local: 002170

TEA: SE000001

Duration: Year

Prerequisite: Scholar receiving services in Applied Academics & Placement by the ARD Committee

Course Description: The Independent Living Skills I class are designed to assist in navigating daily tasks and overcoming hurdles. The class is designed to help scholars meet individualized goals in learning the skills that lead to a more independent life. Scholars will learn skills focused on the areas of Money Management, Understanding Your Disability, Riding the Bus, Living Well with a Disability, Independent Cooking, Self-Advocacy, Positive Attitude and Overcoming Barriers, Employment Skills Classes (Employee Readiness and Retention), and Basic Grammar.

Fundamental Living Skills Grade 8

Local: 002180

TEA: SE000001

Duration: Year

Prerequisite: Independent Living Skills II, Scholar receiving services in a self-contained setting & Placement by the ARD Committee

Course Description: Transition planning in Texas should begin when you are 14 years old or even 13 depending on the annual ARD date. Transition planning includes your goals for working, learning, and living once you leave high school. The process is

based on the scholar's strengths, preferences, and interests. All students (and families) should plan for life after high school. You should also consider what supports and accommodations you might need at your job, school, home, or community. This course provides the scholars an opportunity to explore various careers, living arrangements, and post-secondary opportunities. In additions, scholars will begin exploring their CTE course selections by researching those available to them to select a program aligned to their transition plan and selected CTE pathway. Career Planning (Working): What jobs or careers interest you? What knowledge, skills and experience do you need to obtain a job in your chosen field? There are many people who can help you gain work experience, training, or other assistance along the way. Education Planning (Learning): What training or education do you need after high school? Consider where you want to go to school, how to pay for it, and what courses you should take before leaving high school. Independent Living (Living): Where do you want to live after high school? Will you be in a college dorm, apartment, or at home? What type of assistance will you need? Managing money, navigating transportation, cooking, and home repairs are all skills you may need.

Applied Personal Social Skills, Grade 6

Local: 002061

TEA: SE000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Applied Personal Social Skills, Grade 7

Local: 002071

TEA: SE0000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Applied Personal Social Skills, Grade 8

Local: 002081

TEA: SE0000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Fundamental Personal Social Skills, Grade 6

Local: 002161

TEA: SE0000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD

BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Fundamental Personal Social Skills, Grade 7

Local: 002171

TEA: SE0000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Fundamental Personal Social Skills, Grade 8

Local: 002181

TEA: SE0000001

Duration: Year

Prerequisite: Placement by the ARD Committee

Course Description: Social Skills is a course that relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication. The DeSoto ISD BIC/BASE/STRIVES Social Skills Program will be used to help scholars learn self-control, interaction skills, and other personal/social skills necessary for success in school and community life. This course could also be applicable for any scholar that receives Special Education services per ARD Committee decision.

Career and Technical Education

The CTE department offers 3 of the 5 state graduation endorsements:

- **Business and Industry**



- **STEM**



- **Public Services**



- **Arts & Humanities**

- **Multi-disciplinary**

Career and College Exploration, (First Time Taken)

Local: 009565

TEA: 12700110

Grade Level: 7-8

Duration: 1 Semester

Course Description: The career development process is unique to every person and evolves throughout one's life. Students will use decision -making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

Career and College Exploration, (Second Time Taken)

Local: 009665

TEA: 12700120

Grade Level: 7-8

Duration: 1 Semester

Course Description: The career development process is unique to every person and evolves throughout one's life. Students will use decision -making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

General Employability Skills

Local: 816101

TEA: N1270153

Grade Level: 7

Credit: 1 (High School Credit)

Course Description: This course is a year long course that provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace. Note: This course is for high school credit.

Fundamentals of Computer Science, Grade 8

Local: 816102

TEA: 03580140

Grade Level: 8

Credit: 1 (High School Credit)

Course Description: Fundamentals of Computer Science is a one-semester course that is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. Note: This course is for high school credit.

Non-CTE Electives

Technology Applications, Grade 6

Local: 600100

TEA: 02670060

Grade: 6

Duration: Year

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

Fine Arts

Visual Arts

Art Level I, Grades 6th - 8th

Local: 006554

TEA: 03154110

Duration: Year

Prerequisites: None

Course Description: This course extends the learning of basic elements of Art line, shape, color, form, texture, value and space. Students will use a variety of art materials, and construct and compile a portfolio to provide evidence of learning and growth.

Art Level III, Grade 8

Local: 006552

TEA: 03154310

Duration: Year

Prerequisites: Art I and Art II

Course Description: This course extends art concepts learned in Grade 7 and 8 Art 2. A variety of projects and materials will be explored to reinforce the student's knowledge of the elements of art and principles of design. All students will construct and compile a portfolio to provide evidence of learning and growth.

Art Level II, Grades 7th - 8th

Local: 006551

TEA: 03154210

Duration: Year

Prerequisites: Art I

Course Description: This course is sequential to Art 1 and explores the Principles of Design: balance, emphasis, movement, rhythm, pattern, contrast, and unity. Students will use a variety of art materials and construct and compile a portfolio to provide evidence of learning and growth.

Band

Beginning Band, Grade 6 (Brass, Percussion, Woodwinds)

Local: 006640

TEA: 03154130

Duration: Year

Prerequisite: None

Course Description: Beginning band courses are offered as year-long classes, musicians will develop the foundational skills required to matriculate through a middle school band program. These classes emphasize tone production, instrument technique, music theory, and ensemble playing. Available courses include Flute, Clarinet, Saxophone, Double Reeds, French Horn, Trumpet, Trombone, Euphonium, Tuba and Percussion. Any one of these courses fulfills prerequisites for participation in advanced ensembles.

Symphonic Band, Honor Band, Grades 7th - 8th

Local: 006650

TEA: 03154230

Duration: Year

Prerequisite: Audition, band director approval, and successful competition of beginning band

Course Description: The Honor Band and Symphonic Band are auditioned performing groups that are open normally to 7th and 8th grade students who 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 and ensemble playing skills and musicianship. Performance participation is required in order to be a member of these groups. Some practice outside of the school day is required. During the course of the year, all students will participate in the following types of performances: Pep rallies, football games, formal evening concerts, UIL band contest, music festivals, TMEA Region band auditions, and other community performances.

Instrumental Enrichment Lab, Grades 7th - 8th

Local: 900318

TEA: 03154133

Duration: Year

Prerequisite: None

Course Description: Band students will have the exclusive opportunity to participate in this ensemble. Focus will be on the development of solo/ensemble repertoire and the continued development of instrument technique with advanced studies in music theory and ensemble technique. Repertoire will consist of solo and ensemble literature, various etudes and non-traditional wind band literature including pop and jazz selections.

Choir

Beginning Choir, Grade 6

Local: 900310

TEA: 03154134

Duration: Year

Prerequisite: None

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

JV Choir, Grades 7th - 8th (Girls only)

Local: 006620

TEA: 03154231

Duration: Year

Prerequisite: Audition, choir director approval, and successful competition of beginning choir

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

Varsity Choir, Grades 7th - 8th (Girls only)

Local: 006630

TEA: 03154331

Duration: Year

Prerequisite: Audition, choir director approval, and successful competition of beginning choir

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

Tenor/Bass Chorus, Grades 6th - 8th (Boys Only)

Local: 900311

TEA: 03154134

Duration: Year

Prerequisite: Audition, choir director approval, and successful competition of beginning choir

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

Varsity Mixed Choir, Grades 7th - 8th

Local: 900214

TEA: 03154334

Duration: Year

Prerequisite: Audition, choir director approval, and successful competition of beginning choir

Course Description: Vocal students that have successfully completed the Beginner Chorus requirement will have an opportunity to audition for this elite ensemble. This UIL competitive ensemble will explore a variety of repertoire – jazz, musical theater, classical, foreign language pieces, pop, and show choir repertoire. Multiple performance opportunities will be available and are requirements for participation.

McCowan Fine Arts Academy Electives

Dance (McCowan Middle School Only)

Dance 1, Grades 6th - 8th

Local: 500210

TEA: 03154120

Duration: Year

Prerequisite: None

Course Description: Students become acquainted with basic techniques in ballet, modern, and jazz and anatomical awareness that is pervasive throughout their lives. For ballet, students will focus on building the strength, flexibility, and control needed to execute ballet moves. Each class will emphasize barre exercises and may also include a combination of center floor work and across-the-floor combinations. This class does not include a year-end performance. Jazz class will focus on learning proper dance techniques such as isolation of the body, improving performance quality, and developing complex rhythms and patterns. Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary to help develop a well-rounded dancer. Class curriculum is based on ballet technique layered with traditional jazz movement. It includes a proper warm-up, stretches, isolation, across-the-floor progressions, and combinations.

Dance 2, Grades 7th - 8th

Local: 500211

TEA: 03154220

Duration: Year

Prerequisite: None

Course Description: Continuation of skills introduced in Dance 1 - Students become acquainted with basic techniques in ballet, modern, and jazz, as well as anatomical awareness that is pervasive throughout their lives. For ballet, students will focus on building the strength, flexibility and control needed to execute ballet moves. Each class will emphasize barre exercises and may also include a combination of center floor work and across-the-floor combinations. This class does not include a year-end performance. Jazz class will focus on learning proper dance technique such as isolation of the body, improving performance quality and developing complex rhythms and patterns. Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary to help develop a well-rounded dancer. Class curriculum is based on ballet technique layered with traditional jazz movement and includes a proper warm-up, stretches, isolation, across-the-floor progressions, and combinations. Dance 1 is a prerequisite.

Dance 3, Grade 8

Local: 500212

TEA: 03154320

Duration: Year

Prerequisite: None

Course Description: Continuation of skills introduced in Dance 1 and Dance 2 - Students will become acquainted with basic techniques in ballet, modern, and jazz, as well as anatomical awareness that is pervasive throughout their lives. For ballet, students will focus on building the strength, flexibility and control needed to execute ballet moves. Each class will emphasize barre exercises and may also include a combination of center floor work and across-the-floor combinations. This class does not include a year-end performance. Jazz class will focus on learning proper dance technique such as isolation of the body, improving performance quality and developing complex rhythms and patterns. Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary to help develop a well-rounded dancer. Class curriculum is based on ballet technique layered with traditional jazz movement and includes a proper warm-up, stretches, isolation,

across-the-floor progressions, and combinations.
Dance 2 is a prerequisite.

Dance Company, Grades 7th - 8th

Local: 900211

TEA: 03154320

Duration: Year

Prerequisite: None

Course Description: The dancers who complete the audition will be members of the McCowan Elite Dance Company and will represent the school at local events and productions. Dancers will be exposed to a wide variety of additional styles and introduced to local artists that study and teach these dance techniques on a regular basis including jazz, ballet, modern, hip-hop, contemporary, and ethnic dance style (African, Irish, Hawaiian, Middle Eastern Belly Dancing, etc.). Students learn and perform selected choreography. They will participate in UIL and dance competitions. Audition or teacher approval is required.

Choreography/ Production, Grades 6th - 8th

Local: 900212

TEA: 03154320

Duration: Year

Prerequisite: None

Course Description: Covers in-depth practical approaches to dance composition for students. Dancers will be introduced to the choreographic process. They will produce solo and group work. Student choreography will be presented at the end of the year dance production. The second portion of the course is Production. It provides practical experience in producing formal and informal dance concerts. Introduces basic familiarity with production and promotional responsibilities, backstage and front-of-house duties, and procedures. Practical production activities and projects within a designated area of dance design, stage technology, and stage management.

Theatre Arts (McCowan Middle School Only)

Beginner Theater, Grade 6

Local: 900410
TEA: 03154140

Duration: Year

Prerequisite: None

Course Description: Offered as a year-long class, encompassing an exploration of the foundations of theater, stage performance, technical theater studies, and theater history.

Advanced Theater, Grade 7

Local: 900412
TEA: 80900XXX

Duration: Year

Prerequisite: Beginning Theater

Course Description: Offered as a year-long class, 7th Grade students continue studies in on stage theater (acting, directing, character development).

Technical Theater, Grades 7th - 8th

Local: 900411
TEA: 80900XXX

Duration: Year

Prerequisite: None

Course Description: Offered as a year-long class, 7th Grade students continue studies in off stage theater production (lighting, set design, costuming, sound design)

Master Class Theater, Grade 8

Local: 900414
TEA: 80900XXX

Duration: Year

Prerequisite: Advanced Theater

Course Description: Offered as a year-long class, Advanced and Technical Theater students will continue to develop theater skills specific to their area of focus (Stage, Technical) and will work collaboratively to produce a student driven production in the Spring semester, one on one/small group instruction with professional actors and theater technicians throughout the year.

Musical Theater, Grades 6th - 8th

Local: 900413
TEA: 03154240)
Duration: 1 Semester

Prerequisite: None

Course Description: Students in this course will learn proper vocal technique for speaking and singing, music reading skills, musicianship skills, choreographic principles, dance terminology, stage terminology, acting principles, and the cultural and historical context of musical theater. Students will participate in character acting, scene and costume design, script writing and song composing, group and individual singing, and evaluating and analyzing music and drama.

Fine Arts- Miscellaneous/Specialty (McCowan Middle School Only)

Photography, Grades 7th - 8th

Local: 900610
TEA: 83400XXX
Duration: 1 Semester

Prerequisite: None

Course Description: This course combines practical instruction, field trips, group discussions, and individual reviews intended to foster a critical awareness of how images in our culture are produced and constructed. Student-initiated term projects are at the core of this exploration of the relationship of image to language and issues of interpretation and personal history. This course also offers practical instruction in basic black and white techniques, digital imaging, and fundamentals of camera operation, lighting, film exposure, development, and printing. This course provides opportunities for continued exploration of photography.

Physical Education

Physical Education

Each student receiving a Physical Education Credit must complete the FITNESS GRAM®, a State Mandated, yearly fitness assessment. All information regarding this assessment is available on www.fitnessgram.net. All students must choose and complete four (4) semesters of the following physical education courses:

Physical Education, Grades 6th (Boys)

Local: 013660

TEA: 02850000

Duration: Year

Course Description: Students will develop fitness knowledge and motor 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 to strive for lifetime personal fitness with an emphasis on health and wellness. Students are required to wear appropriate active gear identified by the campus P.E. Department.

Physical Education, Grades 6th (Girls)

Local: 013670

TEA: 02850000

Duration: Year

Course Description: Students will develop fitness knowledge and motor 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 to strive for lifetime personal fitness with an emphasis on health and wellness. Students are required to wear appropriate active gear identified by the campus P.E. Department.

Physical Education, Grades 7th - 8th (Boys)

Local: 013760 (7th); 013860 (8th)

TEA: 03823000

Duration: Year

Course Description: Students will develop fitness knowledge and motor 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 to strive for lifetime personal fitness with an

emphasis on health and wellness. Students are required to wear appropriate active gear identified by the campus P.E. Department.

Physical Education, Grades 7th - 8th (Girls)

Local: 013770 (7th); 013870 (8th)

TEA: 03823000

Duration: Year

Course Description: Students will develop fitness knowledge and motor 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 to strive for lifetime personal fitness with an emphasis on health and wellness. Students are required to wear appropriate active gear identified by the campus P.E. Department.

Pre –Middle School Athletics, Grade 6 (Boys)

Local: 613570

TEA: 02850000

Duration: Year

Prerequisites: Annual Physical Exam and Baseline Concussion Test

Course Description: Pre-Athletics is a Physical Education course designed to prepare 6th grade students for the DeSoto ISD Middle School Competitive Athletic Program in the 7th grade. Students choosing to enroll in Pre-Athletics should anticipate daily workouts during the class period that are significantly more physical and mentally demanding than what they may experience in a regular P.E. class. Students will also receive an introduction to the expectations and regulations of the University Interscholastic League (UIL). Students will focus on athletic conditioning, strength, and agility, as well as wellness and nutrition. The Pre-Athletic class will also focus on sports in-season at the time; ex: Volleyball, Football, Basketball, Track and Tennis. Students will learn skills, drills, and rules for those sports as well.

Pre –Middle School Athletics, Grade 6 (Girls)

Local: 613580

TEA: 02850000

Duration: Year

Prerequisites: Annual Physical Exam and Baseline Concussion Test

Course Description: Pre-Athletics is a Physical Education course designed to prepare 6th grade students for the DeSoto ISD Middle School Competitive Athletic Program in the 7th grade. Students choosing to enroll in Pre-Athletics should anticipate daily workouts during the class period that are significantly more physical and mentally demanding than what they may experience in a regular P.E. class. Students will also receive an introduction to the expectations and regulations of the University Interscholastic League (UIL). Students will focus on athletic conditioning, strength, and agility, as well as wellness and nutrition. The Pre-Athletic class will also focus on sports in-season at the time; ex: Volleyball, Football, Basketball, Track and Tennis. Students will learn skills, drills, and rules for those sports as well.

Middle School Athletics, Grades 7th - 8th (Boys)

Local: 713570 / 813570

TEA: 03823000

Duration: Year

Prerequisites: Meet UIL age restrictions, annual physical exam, baseline concussion test, and the DeSoto athletic department forms. Students may be required to try out for participation in athletic classes. Participants must comply with the UIL No Pass/No Play Legislation. There is an activity fee associated with this course. Transportation by the parent will be required to accommodate before or after school hours for practice time.

Course Description: Middle School Athletics is a Competitive Based Course. Participants will develop fundamental skills as well as learn strategies, rules and procedures used for each sport activity. Team sports offered include Cross Country, Football, Basketball, Soccer and Track and Field.

Middle School Athletics, Grades 7th - 8th (Girls)

Local: 713580 / 813580

TEA: 03823000

Duration: Year

Prerequisites: Meet UIL age restrictions, annual physical exam, baseline concussion test, and DeSoto athletic department forms. Students may be required to try out for participation in athletic classes. Participants must comply with the UIL No Pass/No Play Legislation. There is an activity fee associated with this course. Transportation by the parent will be required to accommodate before or after school hours for practice time and from locally played competition with the exception of football.

Course Description: Middle School Athletics is a Competitive Based Course. Participants will develop fundamental skills as well as learn strategies, rules and procedures used for each sport activity. Team sports offered include Football, Cross Country, Volleyball, Basketball, Soccer and Track and Field.

Off-Campus Physical Education, Grades 7th - 8th

Local: 816104

TEA: 03823000

Duration: Year

Course Description: Recommendation from the Special Education/PE Departments of DeSoto ISD may approve an off-campus private or commercially sponsored physical education program that provides special and/or accelerated activities that are not offered by the District's physical education program. Students must receive prior approval from the Athletic Director and/or the Chief Academic Officer, and the program must address the state TEKS. Students must meet the District's deadline for submission of the request which is the second Monday in May for fall semester approval and the second Monday in November for spring semester approval. For more information contact the counselor or the District's Coordinator of Physical Education.

Health Education, Grade 6

Local: 600250

TEA: 02860000

Duration: Year

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

Junior Cadet Corps

Junior Cadet Corps (JCC), Grade 6

Local: 615560
TEA: 02850000
Duration: Year

The Junior Cadet Corps program prepares students for leadership roles while making them aware of their rights, responsibilities, and privileges as Americans. The mission of our Junior Cadet Corps is to motivate young people to be better citizens. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community, and nation.

The Junior Cadet Corps program prepares students for leadership roles while making them aware of their rights, responsibilities, and privileges as Americans. The mission of our Junior Cadet Corps is to motivate young people to be better citizens. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community, and nation.

Junior Cadet Corps (JCC), Grade 7

Local: 715560
TEA: 03823000
Duration: Year

The Junior Cadet Corps program prepares students for leadership roles while making them aware of their rights, responsibilities, and privileges as Americans. The mission of our Junior Cadet Corps is to motivate young people to be better citizens. The program promotes graduation from high school, and provides instructional opportunities which benefit the student, community, and nation.

Junior Cadet Corps (JCC), Grade 8

Local: 811560
TEA: 03823000
Duration: Year

Course Planning Resources

Course Planning Worksheet

Student Name _____ ID # _____ Grade _____ Date _____

As courses are selected for the upcoming year, students and parents will also want to think about the courses that will be required through graduation. Though courses may change slightly, this page is provided for students and parents to look at not only planned courses for the upcoming year, but anticipated courses for the remainder of the student's educational experience. This worksheet can be revisited each year the student begins the registration process.

5 th grade				6 th grade			
	Course	Course Number	Credit		Course	Course Number	Credit
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
Total Courses Completed				Total Courses Completed			

7 th grade				8 th Grade			
	Course	Course Number	Credit		Course	Course Number	Credit
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
Total Courses / Credits Earned				Total Courses / Credits Earned			

9 th Grade - Freshman				10 th Grade - Sophomore			
	Course	Course Number	Credit		Course	Course Number	Credit
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
Total Credits Earned				Total Credits Earned			

11 th Grade - Junior				12 th Grade - Senior			
	Course	Course Number	Credit		Course	Course Number	Credit
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
Total Credits Earned				Total Credits Earned			



Personal Graduation Plan

Graduation Plan:

- ☐ Foundation (22 Credits)
☐ Foundation + Endorsement (26 Credits)
☐ Distinguished Level of Achievement (26 Credits)
Endorsement: ☐ Pub. Srv ☐ Bus & Ind ☐ STEM ☐ Multidisc ☐ Arts & Hum
Pathway: _____

Performance Acknowledgement: ☐ Outstanding Performance ☐ Certification
Specified Area(s) of Performance: _____

Student _____ ID _____ Grade _____

Revision dates: _____

Credit Summary		Pre- High School	1st year in HS	2nd year in HS	3rd year in HS	4th year in HS	Plus Years
Subject	Total Credits Req Completed	Course & Credit	6 Credits - Promoted Course & Credit	13 Credits - Promoted Course & Credit	19 Credits - Promoted Course & Credit	26 Credits - Graduate Course & Credit	Course & Credit
English	4						
Math	4						
Science	4						
Social Studies	4						
Other Lang.	2						
Phys. Education	1						
Fine Arts	1						
Health/ Speech	1						
Electives / Endorsement Courses (Coherent Sequence)	4						
Electives	1						
Total	26						

Student Signature _____

Date: _____

Parent Signature: _____

Date: _____

Counselor Signature: _____

Date: _____

Signature: _____

Date: _____