ALLEN ISD
MIDDLE SCHOOL
Academic Planning Guide
2009-2010

Curtis Cougars          Ereckson Huskies   Ford Mustangs
Allen Independent School District would like to acknowledge the following persons for their contributions in compiling the information for the Academic Planning Guides for 2009-2010:

Steve Payne, Sandra McCoy-Jackson, Becky Kennedy, and Phyllis Spain for their leadership and guidance.

Counselors, Academic Specialists, and Registrars at each campus for their input on scheduling and credit concerns.

Subject Area Focus Groups for their expertise on alignment and curriculum concerns.

Teachers for their contributions to curriculum alignment and course descriptions.

Allen ISD reserves the right to reduce or eliminate courses and/or programs due to lack of enrollment, changes in district facilities, or financial exigency.

Allen ISD does not discriminate on the basis of age, national origin, race, color, sex, religion, disability, or against any other legally protected group.
A MESSAGE FROM THE SUPERINTENDENT

We are proud to present the 2009-2010 Academic Planning Guide that includes graduation requirements, course descriptions, and other general information. Much hard work has been done by Learner Services and Campus teams in preparing this document so that you might have appropriate information to make an informed decision for next year.

We would encourage you to consider the following points as you prepare to make your plans for the next few years in the Allen schools:

- The best predictor for success in college is the completion of a rigorous curriculum.
- Early decisions can affect the available choices later in the high school years.
- Participation in community service projects is encouraged for all students.
- College/University preparation starts early, not in the senior year.
- Evaluate what you want to do, then write a plan to achieve that goal.
- Start early to determine the requirements that a college or university might have for admission. The earlier, the better.
- Plan to challenge yourself in your senior year.
- Discuss this process with your parents and make the high school program a “family decision”.

We urge you to make a plan that starts with next year and concludes with your senior year. As you consider the options, the District strongly encourages you to graduate under the recommended high school program.

Please review the graduation requirements, read the various course descriptions, attend your campus parent meeting, and complete a multi-year plan in that section of the planner. This plan will be available for you to monitor your progress each year that you are enrolled in Allen ISD.

I wish you success in your planning efforts.

Sincerely,

[Signature]

Ken Helvey, Ed.D.
Superintendent of Schools
# TABLE OF CONTENTS

## Planning Your Middle School Program

- Academic Considerations
- Required Areas of Study
- Practical Suggestions for Students and Parents
- Schedule Changes
- Promotion and Retention
- Student Success Initiative

## Planning Your High School Program

- Eagle Scholars
- Post-Secondary Pursuit Requirements
- Practical Suggestions for Students and Parents
- State Standards
- Graduation Options
- Graduation Program Requirements Chart
- General Information
- Grade Classification
- Graduation Guidelines
- Student Assessment Guide to Graduation
- TRACK (TAKS Readiness and Core Knowledge)
- Advanced Placement Courses
- International Baccalaureate Diploma Program
- Gifted and Talented Program
- Texas Grant Program
- State Standards
- Early College Admissions
- English Language Arts Course Sequencing
- Mathematics Course Sequencing
- Science Course Sequencing
- Social Studies Course Sequencing
- Languages Other Than English Course Sequencing

## Course Descriptions

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Languages Other Than English
- Physical Education
- Career and Technical Education
- Advanced Technology
- Communications
- Fine Arts
- Service Learning
- Athletics
PLANNING YOUR MIDDLE SCHOOL PROGRAM

Being in middle school is both an exciting and challenging time in a student’s life. Allen ISD offers a wide array of programs that are designed to meet the academic needs of middle schools students and to prepare them for high school course selections and requirements. It is recommended that students and parents think in terms of a six-year plan that includes not only middle school considerations, but possible high school choices as well.

Academic Considerations

- It is very important that a student be placed as accurately as possible in the appropriate language arts, math, science and social studies class. Matrices have been carefully designed to determine placement in Pre-AP courses. Components such as ability, tests, previous year’s 1st semester grades, and TAKS scores are included as part of the matrix. Students earn high school credit for Algebra I, Spanish, French, and BCIS in the 8th grade. The course content and work load are the equivalent of a high school course and students enrolled in the course should expect extensive outside-of-class preparation. (Students receive 1 high school credit for Algebra I and Foreign Language and 1.5 credits for BCIS; however the grade is not included in the high school GPA). The district strongly recommends all students in Algebra I, Spanish, and/or French maintain an 80 average or higher each six week period.

Required Areas of Study

- Physical Education: All students are required to complete one year of Physical Education (or an approved substitute) prior to the end of the 8th grade. A student may take advantage of a full year of PE in 7th grade, which allows for more possible electives as an 8th grader, or a student may choose to take a semester of PE during both the 7th and 8th grade.

Practical Suggestions for Students and Parents

Carefully plan a middle school course of study, keeping in mind student abilities and interests as well as high school programs. The Academic Planning Guides for the Lowery Freshman Center and Allen High School, which contain program requirements and course descriptions, can be found on the district web site: http://www.allenisd.org/aisdweb.nsf/content/academicplanner?OpenDocument

- Participate in school-related activities, school-sponsored clubs and community service. Being involved in school programs and community service contributes to developing a well-rounded, sensitive and compassionate citizen.
- Begin keeping a resume or portfolio of student accomplishments. Electronic portfolios are an excellent way to save a quantity of superior student efforts over a period of years. Student certificates and awards can also be kept in photo albums. All records should be updated yearly.
- Integrate technology into each student’s studies and life. Success in the 21st century will require a high level of knowledge and skill in the use of technology.
- Establish good study habits during the middle school years. The use of a planner or agenda book is crucial for keeping up with daily assignments, tests and long-term projects. Designate a study place which has good lighting and is furnished with necessary study tools such as pens, paper, highlighters, dictionary, and a calculator.

Schedule Changes

No drops, adds, or schedule changes will be allowed after the tenth instructional day of the semester. During this time frame, any schedule change must have signatures of the counselor, the parent, and the current teacher of record. No student may drop a course after the tenth instructional day due to compulsory attendance regulations. Schedule changes during the first 10 instructional days are made based on the following criterion:

1. A student has failed a course and needs to repeat that course.
2. A change is needed as a result of a credit earned in summer school.
3. A change is needed to balance class size.
4. A student has a schedule, which is obviously not educationally defensible.
Promotion and Retention

- Promotion from 7th grade to 8th grade requires that a student’s yearly average in ELA (Reading and English) **AND** Mathematics is at or above 70%, and a student’s yearly average in either Science **OR** Social Studies is at or above 70%. The 90% attendance rule must also be met (see Student Handbook).

- Promotion from 8th grade to the Lowery Center requires that a student’s yearly average in English **AND** Mathematics is at or above 70%, and a student’s yearly average in either Science **OR** Social Studies is at or above 70%. A student should also have completed at least a year of Physical Education. The 90% attendance rule must also be met (see Student Handbook).

STUDENT SUCCESS INITIATIVE

The 76th Texas Legislature mandated new grade advancement testing requirements that were enacted as the Student Success Initiative and are specified in TEC, §28.0211. The Student Success Initiative mandated new passing requirements beginning in school year 2007-2008 for the reading and mathematics Texas Assessment of Knowledge and Skills (TAKS) tests at Grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee.

Multiple (at least three) Test Opportunities

TEC, §28.0211, requires that students have at least three opportunities to meet standard on the grade 8 reading and mathematics TAKS tests.

Grade Placement Committee

For a student who does not meet standard on the reading or math TAKS test for the second time, school districts are required to establish a grade placement committee for the student. The grade placement committee consists of the principal or designee, the student's parent or guardian, and the teacher of the subject area failed by the student. The law charges the grade placement committee with prescribing the accelerated instruction that the district will provide the student before the statewide assessment is administered a third time.

If the student does not meet standard a third time, the student is retained at the same grade level. The parent or guardian may appeal this retention to the student's grade placement committee. This committee may promote the student if it determines by unanimous decision that, in accordance with school board policy, it is likely the student will perform at grade level given accelerated instruction upon promotion. The final decision of this committee cannot be appealed.
PLANNING YOUR HIGH SCHOOL PROGRAM

Allen ISD has a wide array of high school programs that prepare students for post-high school pursuits. It is recommended that students and parents think in terms of a six-year plan that carries students through their first two years beyond high school.

Eagle Scholars
The Eagle Scholars-High School and Beyond initiative takes the challenge to a higher level than the earlier standard of the Recommended High School Graduation Plan or other advanced plans. To be recognized as an Allen High School Eagle Scholar, students will be required to:

- Graduate from high school having completed the Recommended, Distinguished Achievement or International Baccalaureate High School Program.
- Achieve a College Ready standard on the Reading/English Language Arts and Mathematics TAKS test, and
- Achieve the state passing standard on the Science and Social Studies TAKS test,
- Develop and carry out an individual plan for their high school years and transition to college, the workplace, the military, or some other endeavor of their choosing.
- Complete & submit a college application
- Take a college entrance exam

Eagle Scholars has a proven track record. The program sends business professionals into 8th grade classrooms to explain why preparation for their future begins now. The program continues throughout high school with various incentives to help motivate the students to stay on track as an Eagle Scholar. Each AHS Eagle Scholar receives a letter jacket and/or a patch once they have achieved the College Ready requirements on TAKS Reading/English Language Arts (2200 and a 3 on the essay) and Mathematics (2200), as well as earning the state passing standard on TAKS Science and Social Studies. The High School and Beyond program can contribute to preparing students for success in further education, equip them to compete in the global economy, help them become responsible citizens, and enable them to live fulfilling and satisfying lives.

Post-Secondary Pursuit Requirements
Students should begin early to develop a course of study to assure successful post-secondary pursuits of his or her choice. Entrance requirements and information for prospective students can be found in the AHS College, Career, and Scholarship Center or through electronic means from any college/university website.

Practical suggestions for students and parents:
- Take the Preliminary Scholastic Aptitude Test (PSAT) the freshman, sophomore and junior years. Taking the PSAT the freshman and sophomore year exposes students to the format used on the SAT and allows the school and parents to identify areas of strength and weakness. National Merit Scholarship recipients are taken from PSAT candidates that take the test during the junior year only.
- Take the SAT/ACT examinations multiple times. Students’ skills are varied and some do better on the ACT than the SAT. It is recommended that students take both tests at least once. A sample schedule might include: PSAT—freshman, sophomore and junior fall semesters; SAT—January to March of junior year; ACT—spring to summer junior year; and SAT again fall of senior year. Most colleges accept applications in the fall of a student’s senior year; therefore it is important to have multiple results documented before the end of a senior’s fall semester.
- Take the Armed Services Vocational Aptitude Battery-The ASVAB test results are useful and appropriate for career exploration by all students in grades 10, 11, and 12 because awareness of self and knowledge of occupations is important for all who are planning for the future. Deciding which college to attend and what to study are key career decisions. The ASVAB results can help students gauge their readiness for college. These scores can help students understand their academic strengths and vulnerabilities. The results can help students choose potentially satisfying courses of study and a major that will hold their interests.
• Plan on a senior year filled with rigorous coursework and activities. A student’s senior year should propel the student smoothly toward the next challenge. “Senior-itis” alludes to the “need” to relax and enjoy oneself prior to leaving high school. This mindset and culture greatly impairs a student’s ability to succeed in an ever-changing, competitive society. A student’s senior year should be focused on future academic pursuits.
• Integrate technology into studies and life. An understanding and competence in the use of computer hardware, software, programs and the Internet is essential. There is no field of study or career choice in the 21st Century that will not require a high level of knowledge and skill in the use of technology.
• Participate in school-related activities and community service. Being involved in school programs and community service contributes to developing a well-rounded, sensitive, compassionate citizen. Institutes of higher learning are hypersensitive to a student’s involvement in activities other than academics.
• Keep an updated résumé and portfolio of accomplishments using www.bridges.com. Whatever choices each student may make, it is important to have a visible record of accomplishments and activities that point toward the student’s commitment to succeed. Students should have a résumé on file no later than the sophomore year and it should be updated at least twice a year.
• Enroll in AHS courses that earn college credit while still a student in high school: Some Tech Prep courses, Dual Credit courses, and/or AP or IB courses. Students must remember that these are college level courses taught with rigor and high expectations and extra time outside of each class is expected.

**State Standards**
To review the Texas Essential Knowledge and Skills requirements for any course, visit the Texas Education Agency web site: [www.tea.state.tx.us](http://www.tea.state.tx.us).
GRADUATION OPTIONS
Starting with the CLASS OF 2012

Under state and local graduation requirements, students choose between two options, the Recommended High School Plan and the Distinguished Academic Achievement Program. Each of these options has different requirements for graduation. The chart below depicts the curriculum requirements for each option.

<table>
<thead>
<tr>
<th>Curriculum Subject Areas or Equivalent Program</th>
<th>Recommended High School Plan</th>
<th>Distinguished Academic Achievement Program*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Economics</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Other Languages</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Computer Technology/Apps.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Electives (State)</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>26 Credits</td>
<td>26 Credits</td>
</tr>
</tbody>
</table>

*Four Advanced Measures Required

Recommended High School Plan

Features of the Option:
1. All courses completed to meet graduation requirements must be approved by the State Board of Education. **No (local) credit courses can count toward graduation requirements.**

2. **English**—4 credits: English I, II, III and IV required; no substitutions allowed for English IV.

3. **Mathematics**—4 credits: All students are required to complete Algebra I, Geometry, Algebra II, and a fourth state-approved math course.

4. **Science**—4 credits: All students are required to complete Biology, Chemistry, Physics, and a fourth state approved laboratory science course.


6. **Economics**—.5 Credit

7. **Physical Education**—1.5 credits: .5 credit must be from Intramural Sports. A student may substitute athletics, fall semester marching band, dance, cheerleading, and two or three credit career technology work-based training courses for the 1.5 credits of Physical Education. A student may only waive one semester of P.E. (.5 credit) per each semester enrolled in a substitute course. Consult a House Counselor for possible substitutions.

8. **Health**—.5 credit: Credit can also be earned through Health Science Technology I.

9. **Foreign Language**—2 credits: Must be in the same foreign language.

10. **Fine Arts**—1 credit: May choose from Art, Band, Choir, Orchestra, Theater Arts, Drill Training Color Guard, or Dance.

11. **Speech**—.5 credit: Students must select Communications Applications.
12. **Computer Technology Applications—1 credit:** May be chosen from BCIS, Computer Science, Communication Graphics, Computer Applications, Technology Systems, or Computer Multimedia and Animation Technology.

13. **Electives—3.5 Credits:** Which must be state approved.

**Total Credits:** 26

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**Distinguished Academic Achievement Program**

**Features of the Option:**

1. All courses completed to meet graduation requirements must be approved by the State Board of Education. **No local credit courses can count toward graduation requirements.**

2. Students should complete all of the requirements of the Recommended High School Program **AND** the following requirements must be met:
   - an additional Foreign Language credit (in the same language) must be earned;
   - Integrated Physics & Chemistry (IPC) **may not** be counted as a Science credit towards graduation.

3. Advanced Measures — A student must achieve any combination of four of the advanced measures approved by the State Board of Education:
   a. Original research and/or project:
      Judged by a panel of professionals in the field that is the focus of the project or conducted under the direction of mentor(s) and reported to the appropriate audience;
   b. Test data:
      - A score of three or above on The College Board Advanced Placement Examination;
      - A score of four or above on an International Baccalaureate Examination;
      - A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation, National Hispanic Scholar Program or National Achievement Scholarship Program for Outstanding Black American Students. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.
   c. College courses:
      A grade of 3.0 (B) or higher on courses that count for college credit (dual and/or concurrent enrollment), including tech prep programs.

**Total Credits:** 26
### ALLEN HIGH SCHOOL GRADUATION PROGRAM REQUIREMENTS
**STARTING WITH CLASS OF 2012**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Recommended High School Program</th>
<th>*Distinguished Achievement Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English I-IV</td>
<td>English I-IV</td>
</tr>
<tr>
<td></td>
<td>4 including Algebra I, Algebra II, and Geometry</td>
<td>4 including Algebra I, Algebra II, and Geometry</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 including Biology, Chemistry, Physics and a fourth State Approved laboratory Science course</td>
<td>4 including Biology, Chemistry, and Physics and a fourth State Approved laboratory Science course</td>
</tr>
<tr>
<td></td>
<td>4 including Algebra I, Algebra II, and Geometry</td>
<td>4 including Algebra I, Algebra II, and Geometry</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3.5 including World Geography, World History, US History, and Government</td>
<td>3.5 including World Geography, World History, US History, and Government</td>
</tr>
<tr>
<td></td>
<td>2 must consist of Level 1 &amp; 2 in the same language</td>
<td>3 must consist of Level 1, 2 &amp; 3 in the same language</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 From Art, Band, Orchestra, Drill Team, Color Guard, Dance, Choir, or Theatre Arts</td>
<td>1 From Art, Band, Orchestra, Drill Team, Color Guard, Dance, Choir, or Theatre Arts</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1.5 Substitutions Allowed</td>
<td>1.5 Substitutions Allowed</td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>.5 Health Substitutions Allowed</td>
<td>.5 Health Substitutions Allowed</td>
</tr>
<tr>
<td><strong>Languages Other than English</strong></td>
<td>3 must consist of Level 1, 2 &amp; 3 in the same language</td>
<td>3 must consist of Level 1, 2 &amp; 3 in the same language</td>
</tr>
<tr>
<td></td>
<td>2 From Art, Band, Orchestra, Drill Team, Color Guard, Dance, Choir, or Theatre Arts</td>
<td>2 From Art, Band, Orchestra, Drill Team, Color Guard, Dance, Choir, or Theatre Arts</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>.5 Communication Applications</td>
<td>.5 Communication Applications</td>
</tr>
<tr>
<td><strong>Computer Technology Applications</strong></td>
<td>3.5 Selected from state approved courses</td>
<td>2.5 Selected from state approved courses</td>
</tr>
<tr>
<td><strong>Additional Components (Electives)</strong></td>
<td>3.5 Selected from state approved courses</td>
<td>2.5 Selected from state approved courses</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

*4 Advanced Measures Required
GENERAL INFORMATION

Grade Classification
1. Students are classified at the beginning of the school year according to the number of credits they have earned. Classifications will remain the same throughout the school year unless corrections are necessary due to errors. All changes in grade classification must be approved by the principal.
2. Minimum grade classification requirements:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (9)</td>
<td>0 – 6.5 Credits</td>
</tr>
<tr>
<td>Sophomore (10)</td>
<td>6.5 – 12 Credits</td>
</tr>
<tr>
<td>Junior (11)</td>
<td>13 – 19 Credits</td>
</tr>
<tr>
<td>Senior (12)</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

Graduation Planning Sheet – Grades 7-12
As part of the registration process, 7th graders will be given the opportunity to complete a Graduation Planning Sheet – Grades 7–12. The Graduation Planning Sheet will serve as a guide when making course selections each year. It will provide the student and parent a basis upon which to set educational goals and a plan for meeting those goals. The Graduation Planning Sheet – Grade 7-12 will be used by the school counselor when working with students and parents to consider course selections that could impact high school planning and graduation. The goal will be to personalize the graduation plan for each student and parent by providing a sequential framework for specific graduation requirements as well as options for individual course selection.

Graduation Guidelines
1. The Allen IISD will cooperate with other districts in order to grant a diploma to a student who leaves Allen at midterm of the senior year if it is impossible for the student to meet the graduation requirements of the receiving district.
2. Students who wish to graduate early should file an early graduation request by FRIDAY OF THE SECOND WEEK OF THE FALL SEMESTER. This request form is available from your counselor. Approval of the House Principal is required.
3. Graduation requirements for Special Education students will be established by the local ARD Committee in accordance with the policies of the Texas Education Agency.
4. It is the responsibility of the student and the parents to confer with the counselor to know at all times how many credits the student has earned and how many he/she needs to meet the requirements for graduation.

Student Assessment Guide to Graduation
To receive a Texas high school diploma, a student must complete all the necessary coursework for graduation and pass all parts of the exit level Texas Assessment of Knowledge and Skills (TAKS).

The Exit Level TAKS includes four subject areas: English Language Arts, Mathematics, Science, and Social Studies. The test is based on the Texas Essential Knowledge and Skills (TEKS), which is the curriculum that teachers use daily in their classrooms.

The first time a student will take the Exit Level TAKS is in the spring of the 11th grade. If the student passes all parts of the test on their first try, he/she will have fulfilled their testing requirements for graduation.
ENGLISH LANGUAGE ARTS
The English Language Arts TAKS test includes English III and writing. The ELA test has been developed to accurately measure how well you read and write. You should have successfully completed English I and II, and be either enrolled in or have completed English III before taking the exit level ELA.

The combination reading and writing exam covers six objectives. Your score is based on how well you do on both parts of the test. On the reading, you are required to answer multiple choice and short answer questions based on two reading selections and a visual representation. On the writing, you must write a composition on a specific topic and answer multiple-choice revising and editing questions based on passages that resemble student writing.

Scores on the composition section range from 1 to 4 and represent how well you respond in writing to a specific prompt. (1= an ineffective response; 2=a somewhat effective response; 3= a generally effective response; 4= a highly effective response). To pass the English Language Arts test, you must score at least a 2 on the composition.

MATHEMATICS
Assessment of mathematics skills at the exit level includes both Algebra I and Geometry. The test assesses your understanding of Algebra and Geometry and your ability to apply this understanding to the real world.

The Exit Level mathematics test covers ten objectives. On this test you will answer both multiple-choice and open-ended questions. Items requiring the ruler on the mathematics chart or the use of pi, estimation, or reasonableness will be assessed only in multiple-choice format. You will use a graphing calculator, which is provided for you, during the entire test administration.

SCIENCE
Knowledge of science on the Exit Level TAKS test includes Biology, Chemistry and Physics concepts. The test emphasizes process skills, since they are essential to scientific investigation and science content. Choosing to take Biology, Chemistry and Physics courses will provide you with a solid science foundation as preparation for the exit level test.

Multiple-choice and open-ended questions will be used to assess the five objectives covered on the Exit Level Science TAKS test. Your understanding of how to work with tools, equipment and materials used in laboratory work and field experiences will be assessed as well as your ability to interpret illustrations, determine linear measurements, and read masses from balances, volumes from graduated cylinders, and temperatures from thermometers.

SOCIAL STUDIES
The Social Studies TAKS test assesses how well you understand important topics in early American History, United States History, World History and World Geography. It also assesses how well you apply critical thinking skills to these topics.

To satisfy your social studies course requirements in high school, you must take four years of social studies courses, including World History, World Geography, U.S. History Since Reconstruction, and Government / Economics. The Exit Level Social Studies test includes items assessing concepts shared by World History and World Geography.

The 11th grade Exit Level Social Studies test covers five objectives: major historical issues and events, geographic influences on history, economic and social influences on history, political influences on history, and critical thinking skills. A multiple choice format is used to assess your ability to use critical thinking skills to analyze social studies information that will be linked to a map, chart, graph, or historical document.
TRACK (TAKS Readiness and Core Knowledge)
TRACK is a free University of Texas online college readiness program with diagnostic tests and hundreds of tutorials to help students master the TEKS (Texas Essential Knowledge and Skills) learning objectives on the TAKS Exit Level exams. (www.track.uttelecampus.org)

Advanced Placement Courses
The Advanced Placement Program is directed by the College Board to allow students to take college-level course work while still in high school. The College Board develops the curriculum of AP courses and provides training for teachers. The examination for each course is a national standard that is used by colleges to grant college credits to those students that make a high enough score. Most colleges and universities consider students that take AP courses to be better prepared for the rigor of college courses. Courses designated as “AP” are college-level courses. Students should expect course subject matter and workload at a college level. Students enrolled in an AP course are expected to take the College Board exam at the end of the year.

International Baccalaureate Diploma Program
Allen High School is an authorized school for the International Baccalaureate Diploma Program, a rigorous pre-university course of study for the academically talented and highly motivated student. The curriculum is designed to provide a broad liberal arts experience for the college bound student. Each student will become proficient in language, mathematical studies, and the experimental sciences. Students also participate in an in-depth exploration of the study of human behavior and the process of educational inquiry. In addition to testing in the 6 subject areas, IB diploma candidates must complete the Theory of Knowledge course, Creativity, Action, Service (CAS) component, and an Extended Essay. Students desiring to enter the program must complete an application process prior to acceptance in the program. Students pursuing an International Baccalaureate Diploma must also meet all state graduation requirements. Courses designated as “IB” are college-level courses. Students should expect course subject matter and workload at a college level. Students enrolled in an IB course are expected to take the IB exam at the end of the year.

Gifted and Talented Program
Phoenix is for identified Gifted and Talented students in 9-12th grade at Allen High School and Lowery Freshman Center. Based on Advanced Placement (AP) English standards, Phoenix provides AP and Pre-AP/IB English credit.

The Phoenix program is a four year course of study designed to challenge Gifted and Talented students as they engage in an integrated study of literature, history, and fine arts. The AP based humanities program emphasizes critical and analytical writing and reading, development of written style and research skills, and interpretive literary analysis through a curriculum designed with a focus on the intellectual, emotional and social needs of the gifted learner. Phoenix also incorporates a student-directed yearly publishing project that showcases all modes and genres of Phoenix student writing and an Independent Study project pursued through the sophomore and junior years.

TEXAS Grant Program
Parents should be aware of the TEXAS Grant program. The program awards financial assistance to students in need who are interested in pursuing a college education. Funds can be used to pay for tuition and fees. To be eligible, a student must graduate with the Recommended High School or Distinguished Academic Achievement diploma and be enrolled in an undergraduate or certificate program at an eligible institution. Consult a counselor or the TEA web site for further information. (www.tea.state.tx.us)

State Standards
To review the Texas Essential Knowledge and Skills requirements for any course, visit the Texas Education Agency web site: www.tea.state.tx.us.
EARLY COLLEGE ADMISSIONS

CONCURRENT and DUAL CREDIT PROGRAM
AISD and Collin College (CCCD@Allen) have created a unique partnership and opportunity to offer AHS students, as well as parents and community members, a variety of educational programs, services, and courses. AHS students can earn concurrent and/or dual college credit. Concurrent credit enrollment allows AISD students to earn only college credit for college courses completed while still enrolled in high school. Dual credit enrollment allows AISD students to earn both college and high school credit for college courses completed while still enrolled in high school. Each semester of a concurrent and dual credit course can count as an advanced measure required on the Distinguished Achievement Program (DAP) as long as the student maintains a "B" or above. The AHS College, Career, and Scholarship Center coordinates the concurrent and dual credit program.

ENROLLMENT
Qualified AHS students enrolled in either concurrent or dual credit college courses will earn college credit and will have a college transcript of the work completed through Collin College. College courses will be taught by professors who have met the college accreditation requirements. Concurrent and dual credit courses have the exact same requirements and expectations as those taught on any Collin College campus. Students and parents must understand that the students will be enrolled in college courses that also give them high school credit; this is not a high school course giving college credit. Students must be prepared to work on a college level where rigor and expectations are high. Concurrent and dual credit college courses will follow the Collin College calendar as outlined in the student Registration Guide. Upon enrollment, students will be both an AHS student and a Collin College student who must agree to abide by all the policies, procedures, and decisions of Allen High School and Collin College.

Students taking any Collin College concurrent and dual credit college courses are expected to maintain the highest standard of academic and personal integrity. Integrity includes honesty, trustworthiness, and reliability. Every student has the right to pursue an education free from problems caused by any form of academic dishonesty. Violations of this code will be handled according to the Concurrent and Dual College Credit guidelines. Students who have questions regarding whether something constitutes Academic Dishonesty (i.e. plagiarism) have a responsibility to consult with the teacher/professor prior to submitting the work/assignment.

AHS students also have limits on the number of concurrent and dual credit courses that can be taken each semester. The high school course load will be taken into consideration and special permission may be granted for additional courses.

- Seniors – fall semester – 1 or 2 college courses
- Seniors – spring semester – 1 or 2 college courses
- Juniors – fall semester – 1 college course
- Juniors – spring semester – 1 college course
- Juniors – each summer session – 1 college course

For each course taken, students receive a performance letter grade which will be recorded on their permanent record at Collin College. The letter performance Collin College grade is then converted to a numerical grade when added to the student’s AHS transcript. Since the “passing” standard for a Collin College course is 100 – 60 and the “passing” standard of an AHS course is 100-70, a grade conversion is made (the conversion chart is available upon request from the AHS College, Career, and Scholarship Center).

Continued participation in this program requires 1) satisfactory performance at Allen High School, 2) a maintained 2.0 grade point average (GPA) at Collin College, 3) no grade lower than a “C” in EACH college course, and 4) parental and high school approval for each subsequent semester of enrollment. If a "C" average in EACH college course is not maintained, students cannot enroll in any other Collin College courses until they have graduated from high school.
• Concurrent and dual credit courses must be pre-approved by an AHS College and Career Advisor.
• Students are not eligible for Wintermester, web based distance education, developmental level courses, or express format courses.
Students under 16 years of age and not entering 11th grade must be given special permission to enroll in concurrent and dual credit courses; contact an advisor in the AHS College and Career Center for all of the needed requirements before interviewing with the Associate Dean of Recruitment and Programs for New Students.
• There is limited space at the AHS Collin College campus; students should complete all registration requirements as soon as possible; this includes paying for the course(s) and bringing a copy of the receipt to the AHS College and Career Center.
• Students not able to take dual credit courses at the Allen Campus will have to take the course(s) at one of the other Collin College campus outside their school day: Spring Creek-Plano, Central Park-McKinney, or Preston Ridge-Frisco.
• Students are responsible for registering on site at the AHS Campus (on-line registration is not permitted) and making payment by the posted AHS deadline; a picture ID is required for all transactions at a Collin College campus.
• Students in concurrent and dual credit courses have the option of dropping a failing concurrent or dual credit course at the end of the first six weeks of each semester. Students must obtain written documentation of the failing grade from the professor. This is the only time AHS students are allowed to drop a concurrent or dual credit course, even though Collin College publishes a different “drop” date in their catalogue.
• If a failing course is dropped, the student is allowed to continue the other dual credit course taken at the same time through the end of the first semester and a comparable AHS course will be added to the AHS schedule to be attended on the days of the dropped course (Comp/Rhet-MWF, AHS Government-TR) but will not receive semester, graduation credit for the AHS course. Students must submit the required withdrawal form to the AHS College and Career Center and then to the AHS Collin College office.

Because the student dropped the course with a failing grade, that student will have to regain credit for both semesters of AHS English 4, one semester of U.S. Government or Economics and one or both semesters of U.S. History:

Comp/Rhet 1 MWF 97 fall regain AHS English IV credit for both semesters
Government TR 52 fall regain AHS Government credit
US History 1 MWF 63 fall earn AHS US History credit for spring semester only since the 63 converts to a 72 for AHS

ACADEMIC POLICIES
Concurrent and dual credit students must complete the following:

• Attend the Collin College/AHS informational meeting held each semester prior to registration
• Complete an Application for Admissions form available in the AHS College and Career Center; proof of acceptance must be brought to the College and Career Center
• Request an official copy of the high school transcript
• Go to any Collin College campus and talk with an Academic Advisor and receive a TSI testing referral; take the testing referral to the Cashier’s Office and pay $29; take receipt of payment to the Testing Center and schedule an appointment to take the TSI
• Complete and pass the state mandated TSI assessments in reading, writing or math or provide evidence of exemption (either passing TSI scores or proof of exemption must be brought to the AHS College and Career Center); the specific testing requirements vary by course – see the Collin College course guide for further information
• Sign the Collin College Academic Honor Code – both student and parent
• Sign the Concurrent and Dual Credit Contract – both student and parent
• Sign the Concurrent and Dual Credit Guideline sheet
• Select courses and Complete the Concurrent and Dual Credit Enrollment Permission Form – AHS College and Career Advisor, Student and Parent
• Take the completed Enrollment Permission Form to the AHS Collin College office and pay for tuition and any fees
• Bring proof of payment to the AHS College and Career Center

TEXAS HIGHER EDUCATION ASSESSMENT (THEA)
TheAHE is a state mandated testing program. Effective Fall 1998, the Texas legislature requires that all first-time college students take the THEA test prior to registering for any college courses. THEA is given six to eight times per year and registration bulletins are available in the AHS Collin College office and the AHS College and Career Center. Students must meet one of the following provisions to be exempt from the THEA (TSI):

*ACT composite score of 23 with a 19 minimum on both Math and English
*SAT Reasoning combined score on English and Math of 1070 with a minimum of 500 on both Math and English
*Exit Level TAKS score of 2200 in ELA and a 3 on the essay and a 2200 in Math

Students taking concurrent or dual credit courses can use only the EXIT Level TAKS scores for possible THEA (TSI) exemptions. All students taking college courses during the junior year cannot be exempt and must take Collin College’s assessment (TSI).

High School students cannot take college level courses in any area with non-passing TSI scores.

CCCCD@ALLEN GENERAL CORE COURSES
The following core courses are offered at CCCCCD@Allen and help meet core requirements for Associates’ degrees and transfer to Texas public colleges and universities. Courses offered through CCCCCD@Allen include:

- U. S. History 1I and 2 (2 semesters)
- English Composition/Rhetoric 1 and 2 (2 semesters)
- American Government (1 semester)
- MicroEconomics (1 semester)

A two year bridge program in Biotechnology is offered for both dual and concurrent college credit at the Plano Spring Creek campus. Students must complete an application and be interviewed by Collin College professors. Selected students must begin the program during the fall semester of their junior year in high school. For further information, please contact the AHS College and Career Center.

COSTS
Concurrent and dual college credit students are responsible for paying the regular tuition and fees at Collin College. The current in-district cost for one college course is approximately $113 per semester. Students eligible for free or reduced lunches are eligible for a waiver of tuition and fees. Students qualifying for a waiver need to see an AHS College and Career Center Advisor. Textbooks must be purchased at one of the main Collin College campuses (Plano, McKinney, or Frisco).

DUAL ATTENDANCE
Since all AHS students must be in attendance each day for a minimum of four hours to be considered a full time student, two Collin College dual credit courses taken at the same time each day and taken during the regular school day can be counted for dual attendance. Example: English Composition/Rhetoric taken at 11:00 am on MWF and Microeconomics taken at 11:00 am on TR.

Since Junior students are eligible to enroll in only one Collin College dual credit course, they are not eligible for dual attendance. Only Senior students may earn both Dual Credit and Dual Attendance.
SUGGESTIONS FOR SUCCESS IN ANY COLLEGE COURSE

♦ Build a relationship with the professors
♦ Go to class every day; if you must be absent, contact the professor for any missed work
♦ Form a study group and meet periodically to compare notes or study for exams
♦ Take detailed notes during class and compare to another student’s notes to make sure main items have been listed
♦ Do not wait until the last minute to complete assignments or study for exams
♦ Do not assume that late work will be accepted
♦ Do not assume that a college class can be missed for an AHS activity
♦ Make sure you understand all assignments because ignorance is not an excuse
English Language Arts
Course Sequencing

Please Note: After students have registered in the spring, students will not be able to change from one advanced level to another. Ex: AP to IB OR IB to AP.
Mathematics
Course Sequencing

Math 7
Math 7 Pre-AP
(7th Grade)

Algebra I
(8th Grade)

Geometry Pre-AP/IB
(9th Grade)

Algebra II
OR
Algebra II Pre-AP/IB
(10th Grade)

Independent Study
Algebra III
OR
Pre-Calculus
OR
Pre-Calculus Pre-AP/IB
(11th Grade)

Calculus
OR
AP Calculus AB
AP Calculus BC
OR
AP Probability & Statistics
(12th Grade)

IB Math SL I
OR
IB Math HL I
(11th Grade)

IB Math SL II
OR
IB Math HL II
(12th Grade)

Math Models
(10th-11th Grade)

Math 8
(Pre-Algebra)
(8th Grade)

Algebra I
OR
Algebra I Pre-AP/IB
(9th Grade)

Geometry
OR
Geometry Pre-AP/IB
(10th Grade)

Algebra II
OR
Algebra II Pre-AP/IB
(11th Grade)

IB Math SL I
OR
IB Math HL I
(11th Grade)

IB Math SL II
OR
IB Math HL II
(12th Grade)

Independent Study
Algebra III
OR
Pre-Calculus
OR
Pre-Calculus Pre-AP/IB
(12th Grade)

Please Note: After students have registered in the spring, students will not be able to change from one advanced level to another. Ex: AP to IB OR IB to AP.
Science
Course Sequencing

- Science 7
  - Science 7 Pre-AP

- Science 8
  - Science 8 Pre-AP

- Biology
  - OR
  - Biology Pre-AP/IB
    - 9th Grade

- Chemistry Pre-AP/IB
  - 10th Grade
    - Physics
      - OR
      - Physics Pre-AP/IB
        - OR
        - IB Physics
          - may be taken concurrently with
            - IB Biology, AP Biology, OR
            - AP Chemistry
              - 11th Grade

- AP/B or AP/C Physics
  - OR
  - IB Physics, IB Biology, AP Biology, AP Chemistry, OR
  - State Approved Lab Science
    - 12th Grade

- Chemistry
  - 10th Grade
    - Physics
      - 11th Grade

- State Approved Lab Science

  - Anatomy and Physiology of Human Systems
  - Aquatic Science
  - Environmental Science
  - Geology, Meteorology, and Oceanography
  - Principles of Technology

Please Note: After students have registered in the spring, students will not be able to change from one advanced level to another; ex: AP to IB OR IB to AP.
Social Studies
Course Sequencing

AHS Social Studies Elective Courses
- Psychology, AP Psychology, IB Psychology
- AP European Studies
- Sociology
- Film as Reflection of Society (local elective credit only)
- IB Film HL I and II

Please Note: After students have registered in the spring, students will not be able to change from one advanced course to another; ex: AP to IB or IB to AP.
Languages Other Than English
Course Sequencing

- Spanish I
  - OR
  - Spanish I Pre-AP/IB

- French I
  - OR
  - French I Pre-AP/IB

- German I
  - OR
  - German I Pre-AP/IB

- American Sign Language I

- Spanish II
  - OR
  - Spanish II Pre-AP/IB

- French II
  - OR
  - French II Pre-AP/IB

- German II
  - OR
  - German II Pre-AP/IB

- American Sign Language II

- Spanish III
  - OR
  - Spanish III Pre-AP/IB

- French III
  - OR
  - French III Pre-AP/IB

- German III
  - OR
  - German III Pre-AP/IB

- AP Spanish IV
  - OR
  - IB Spanish IV

- AP French IV
  - OR
  - IB French IV

- *German III Pre-AP/IB

- AP Spanish V
  - OR
  - IB Spanish V

- AP French V
  - OR
  - IB French V

- *IB German IV

* German III Pre-AP/IB and IB German IV – Future Course Choices.

Please Note: After students have registered in the spring, students will not be able to change from one advanced level to another. Ex: AP to IB OR IB to AP
COURSE DESCRIPTIONS

ENGLISH/LANGUAGE ARTS

English 7
English 7 is a course that emphasizes writing, attentive listening, creative and critical thinking, organizational strategies, and literary analysis. Students are introduced to formal composition, grammar and mechanics of writing, vocabulary study and literature. In written expression, emphasis is placed on the six traits of writing: organization, ideas, voice, fluency, conventions, and word choice. Studies in literature include nonfiction, short stories, plays, poetry and the novel.

English 7 Pre-AP
Prerequisite: Qualification based on 6th grade CogAT, 5th grade TAKS, and 6th grade 1st semester language art grades. New students to Allen ISD interested in entering the program must request and submit a completed application.
English 7 Pre-AP is a course designed to prepare students for advanced study in writing and literature at the high school level, including Pre-AP and Pre-IB courses. Composition skills will be strengthened through direct instruction and practice. Literature studied includes novels, short stories, nonfiction, and poetry. Students will use their creative and critical thinking skills to analyze literary texts. Students in English Pre-AP are required to be reading above grade level; literary materials will be covered at an accelerated pace with an emphasis on higher order thinking skills. Students enrolled in this course should expect extensive outside-of-class preparation.

English 8
This course is designed to explore a variety of literary terms and techniques, with emphasis on short stories, the novel, poetry, and the play. Writing, speaking and listening, and viewing and representing skills are also stressed. English 8 provides a more intense and higher level application of language arts concepts introduced during English 7. English 8 coursework is designed to prepare students for success in English I or Pre-AP English I. A summer reading assignment is required. Each incoming 8th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the 8th grade year.

English 8 Pre-AP
Prerequisite: Qualification based on successful completion of 7th grade Pre-AP English. Students interested in entering the program who are not enrolled in English 7 Pre-AP must request and submit a completed application.
English 8 Pre-AP is a course designed to prepare students for advanced study of literature and writing at the high school level, including Pre-AP and Pre-IB courses. Students in English 8 Pre-AP are required to be reading above grade level; literary materials will be covered at an accelerated pace with an emphasis on higher order thinking skills. Students enrolled in this course should expect extensive outside-of-class preparation. A summer reading assignment is required. Each incoming 8th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the 8th grade year.

Beginning 7th/8th ESOL Reading/Language Arts
Prerequisite: Placement determined by LPAC
ESOL Reading/Language Arts is a double blocked course designed for students being served through the English as a Second Language Program at the novice level. The course emphasizes reading, writing, speaking and listening skill development in the English language with a grammar and vocabulary focus. To strengthen reading comprehension in the Second Language as well as to introduce the mechanics of writing, a variety of texts will be used. These include, but are not limited to, short stories, plays, poetry, and the novel. Students will take part in literary analysis, formal composition, oral tape tests, and critical listening as a means of equally developing all four components of language learning. A summer reading assignment is required. Each incoming 7th and 8th grade student will read a book of his/her choice
either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the school year.

Humanities 7 GT/Pre-AP
Qualification based on GT identification
Humanities 7 GT is a course designed to prepare students for advanced study of literature and writing at the high school level, including Pre-AP and Pre-IB courses. Humanities 7 GT is a two period course for identified Gifted and Talented students designed to meet the social, emotional, and academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and Texas History with fine arts through student-centered chronological thematic units of study. Through literary analysis, composition, and multimedia communication skills, students will explore and reflect on the political, social, and economic issues that have shaped our society and defined our roles as citizens.

Humanities 8 GT/Pre-AP
Qualification based on GT identification
Humanities 8 GT is a course designed to prepare students for advanced study of literature and writing at the high school level, including Pre-AP and Pre-IB courses. Humanities 8 GT is a two period course for identified Gifted and Talented students designed to meet the social, emotional, and academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and U.S. History with fine arts through student-centered chronological thematic units of study. Through literary analysis, composition, and multimedia communication skills, students will explore and reflect on the political, social, and economic issues that have shaped our society and defined our roles as citizens. A summer reading assignment is required. Each incoming 8th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the 8th grade year.

Advanced ESOL 7th/8th Reading/Language Arts
Prerequisite: Placement determined by LPAC
ESOL Reading/Language Arts designed for students being served through the English as a Second Language Program at the advanced level. The course emphasizes composition, literature, and grammar. The syllabus reflects English 7/8 course work where applicable, while also concentrating on the students' specific language needs, through attention to vocabulary building and grammar refinement. One primary goal of the course is to expose students to a wide variety of texts. Students will read pieces and write compositions that express, inform, persuade, and appreciate. TAKS preparation is also emphasized as the ESL TEKS are integrated into the curriculum at the appropriate level of language proficiency. A summer reading assignment is required. Each incoming 7th and 8th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the school year.

Content Strategies for ESL 7th/8th
Prerequisite: Placement determined by LPAC
Content Strategies is designed for students enrolled in the ESL program to receive additional instructional help with core coursework. Students receive supplemental help as they work independently on course requirements. TEKS objectives are pursued to ensure the student is equipped with the study skills necessary to master TAKS.

Reading 7
Reading 7 is a course that emphasizes literary analysis, critical and creative thinking, reading comprehension and strategies, and intends to foster a life-long appreciation of reading. Selections including fiction and nonfiction, short stories, plays, and novels are presented with the goal of learning to read for deeper meaning in different academic situations as well as for pleasure. A summer reading assignment is required. Each incoming 7th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from
Reading 7 Pre-AP
Prerequisite: Qualification and enrollment in English 7 Pre-AP.
The purpose of this course is to provide students with an opportunity to read with competence, confidence and understanding. Students will study contemporary, fiction, and non-fiction, using both printed and on-line media. A main goal of this course is to foster a life-long appreciation of reading for pleasure and in academic situations. A summer reading assignment is required. Each incoming 7th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the 7th grade year.

Reading Strategies 7
This course is required for students who have not met district requirements.
This course is designed to strengthen reading skills through practice and practical application. Strategies for reading fiction and non-fiction are taught with the goals of learning to read for both pleasure and in academic situations. Study skills, organizational techniques and test-taking strategies are also targeted in Reading Strategies. A summer reading assignment is required. Each incoming 7th grade student will read a book of his/her choice either fiction or nonfiction and appropriate for the middle school level. The book can be chosen from best sellers lists, awards lists, or the young adult section of the public library. Each student will be expected to demonstrate knowledge of the book of choice at the beginning of the 7th grade year.

Reading Strategies 8
This course is required for students who have not met district requirements.
This course is designed to strengthen reading skills through practice and practical application. Strategies for reading fiction and non-fiction are taught with the goals of learning to read for both pleasure and in academic situations. Study skills, organizational techniques and test-taking strategies are also targeted in Reading Strategies.

MATHEMATICS

Math 7
Mathematics 7 is a continuation and expansion of the skills/concepts developed in elementary mathematics. Emphasis is based upon the development of problem solving strategies. The mathematics content can be identified with the following major strands: problem-solving patterns, relations and functions; numeration; operations and computation; measurement; geometry; probability; statistics, graphing, and basic algebraic concepts.

Math 7 Pre-AP
Qualification based on 6th grade CogAT, 5th grade TAKS, and 6th grade 1st semester math grades. New students to Allen ISD interested in entering the program must request and submit a completed application.
Math 7 Pre-AP is a course designed to prepare students for advanced study of math at the high school level, including Pre-AP and Pre-IB courses. This course covers all of the concepts of Mathematics 8 with a concentration in pre-algebra. The students will use algebra in working with problem-solving, geometry, number theory, polynomials and rational numbers. Student enrolled in this course should expect extensive outside-of-class preparation.

Math 8 (Pre-Algebra)
Math 8 (Pre-Algebra) is a program designed to prepare the student to study algebra in the ninth grade. This course will cover pre-algebra concepts such as geometry, numeration, properties, equations and inequalities, statistic, probability, problem-solving, use of graphing calculators and computation applications. Students in this course will use algebra in working with the concepts.
Algebra 1 Pre-AP
Prerequisite: Math 7 Pre-AP; qualification based on Orleans Hanna Algebra Prognosis Test, 6th grade TAKS, and 7th grade 1st semester advanced math grades. District recommendation is for all students to maintain an 80 average or higher.
Algebra 1 Pre-AP is a course designed to prepare students for advanced study of math at the high school level, including Pre-AP and Pre-IB courses. Students will study the set of real numbers as a mathematical system, mathematical concepts and techniques in problem-solving, the concepts of relations and functions, and the application of algebraic concepts and skills essential to the study of higher mathematics. Students earn high school credit: the course content and work load are the equivalent of a high school course. Students enrolled in this course should expect extensive outside-of-class preparation. (Student receives 1 high school credit but grade is not included in high school GPA) High school expectations will be adhered to throughout the year.

Math Strategies 7
This course is required for students who have not met district requirements.
Concurrent enrollment in Math 7 is required.
This course is designed to strengthen math skills through practice and practical application. A major area of focus for the course is TAKS preparation and test-taking strategies.

Math Strategies 8
This course is required for students who have not met district requirements.
Concurrent enrollment in Math 8/Pre-Algebra is required.
This course is designed to strengthen math skills through practice and practical application. A major area of focus for the course is TAKS preparation and test-taking strategies.

SCIENCE
Science 7
The study of Science in grade 7 includes conducting field and laboratory investigations using the Scientific Method in relation to Earth, Life, and Physical Sciences. Approximately 40% of the class involves laboratory activities in which students will be using critical thinking skills to analyze data and solve problems. Students will also be offered the opportunity to participate in Science Fair; an outside of class scientific research project.

Science 7 Pre-AP
Qualification based on 6th grade CogAT, 5th grade TAKS, and 6th grade 1st semester math grades. New students to Allen ISD interested in entering the class must request and submit a completed application. Seventh grade Pre-AP Science is a course designed to prepare students for advanced Science at the high school level, including Pre-AP and Pre-IB courses. This course requires students to perform field and laboratory investigations at a more advanced level using the scientific method in relation to Earth, Life, and Physical Sciences. Forty percent of the class involves laboratory activities in which students will be using critical thinking skills to analyze data and solve problems. Students will also be offered the opportunity to participate in Science Fair; an outside of class scientific research project. Students enrolled in this course should expect extensive outside-of-class preparation.

Science 8
The study of science in grade 8 includes conducting field and laboratory investigations using the Scientific Method in relation to Earth, Life, and Physical Sciences. Approximately forty percent of the class involves laboratory activities in which students will be using critical thinking skills to analyze data and solve problems. Students will also be offered the opportunity to participate in Science Fair; an outside of class scientific research project.

Science 8 Pre-AP
Qualification is based on successful completion of 7th grade Pre-AP Science. Students interested in entering the class that were not enrolled in 7th grade Pre-AP Science must request and submit a completed application.
Eighth grade Pre-AP is a course designed to prepare students for advanced Science at the high school level, including Pre-AP and Pre-IB courses. This course requires students to perform field and laboratory
investigations at a more advanced level using the scientific method in relation to Earth, Life, and Physical Sciences. Forty percent of the class involves laboratory activities in which students will be using critical thinking skills to analyze data and solve problems. Students will also be offered the opportunity to participate in Science Fair; an outside of class scientific research project. **Students enrolled in this course should expect extensive outside-of-class preparation.**

**SOCIAL STUDIES**

**Texas History 7**
Texas History tells the stories of people, events, and institutions from the state’s earliest civilizations to modern times. It touches upon and includes all of the social studies disciplines. People’s beliefs, the ways they meet their economic needs, the social and political institutions they form, and the culture they transmit from one generation to another are all a part of Texas history. Geography tells the story of where events took place and the interaction between people and places. The themes of location, region, place, movement and human environment interaction are woven through the chronological story of all the peoples of Texas. Carefully planned activities and projects help students go beyond the rote learning of events and dates to gain an understanding of how and why events occurred and their historical significance.

**U.S. History/Citizenship 8**
In Grade 8, students focus on the history of the United States from the early colonial period through Reconstruction.Themes of colonization, independence, nationalism, expansionism, conflict and resolution, and basic human rights are strongly embedded in the program. Opportunities for integrating technology through research and presentation of projects are offered. Regular classwork, homework, projects, and tests are used to assess progress.

**Humanities 7 GT/Pre-AP**
**Qualification based on GT identification**
**Humanities 7 GT is a course designed to prepare students for advanced study of literature and writing at the high school level, including Pre-AP and Pre-IB courses.** Humanities GT 7 is a two period course for identified Gifted and Talented students designed to meet the social, emotional, and academic needs of the gifted learner. This course grants credit in both history and English/Language Arts by integrating language arts and Texas History with fine arts through student-centered chronological thematic units of study. Through literary analysis, composition, and multimedia communication skills, students will explore and reflect on the political, social, and economic issues that have shaped our society and defined our roles as citizens.

**Humanities 8 GT/Pre-AP**
**Qualification based on GT identification**
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**LANGUAGES OTHER THAN ENGLISH**

**Spanish I**
**Prerequisite:** Must have a 7th grade fall semester grade of at least 85 in both math and English. **District recommendation is for all students to maintain an 80 average or higher.** Spanish I emphasizes development of the four basic language skills: listening, speaking, reading and writing. The class also stresses cultural awareness and appreciation of the Spanish-speaking world as well as an awareness of the Spanish influence on the languages and customs of North America. Classwork includes oral drills, dictation, vocabulary, composition and simple reading assignments, as well as
French I
Prerequisite: Must have a 7th grade fall semester grade of at least 85 in both math and English. District recommendation is for all students to maintain an 80 average or higher.
French I emphasizes development of the four basic language skills: listening, speaking, reading and writing. The class also stresses cultural awareness and appreciation of the French-speaking world, as well as an awareness of the French influence on the language and customs of North America. Class work includes oral drills, dictation, vocabulary, composition and simple reading assignments, as well as dialogue, creative writing and audio visual presentations. Students earn high school credit: the course content and work load are the equivalent of a high school course. Students enrolled in this course should expect extensive outside-of-class preparation (8th Grade only - Student receives 1 high school credit but grade is not included in high school GPA).

PHYSICAL EDUCATION

Coed PE 7/8
Coed PE 7/8 includes a combination of activities designed for improving physical fitness and body strength. It also introduces a variety of team sports, individual sports, and activities. Basic skills, rules and team strategies will be taught. (One or two semesters)

Cheerleading
Prerequisite: Selection by tryouts in the spring
Cheerleaders will be required to cheer at home football and basketball games. They will also participate in pep rallies and other activities required by their instructor. Class time is devoted to conditioning exercises, building and stunt work techniques as well as cheer practice. After school practice time may be required. Students must meet UIL guidelines and a complete physical is required for all students who participate. (Full year course; may be used as a PE credit; approximate cost $850+ for camp, uniforms, etc.)

CAREER AND TECHNICAL EDUCATION

Skills for Living 7/8
Skills for Living is a course that provides students with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Students learn skills to enhance career and personal effectiveness, promote family strength and well being, and pursue career options. (One semester)

Introduction to Keyboarding 7/8
The student will develop psychomotor skill in operating the keyboard as well as achieving acceptable speed and accuracy levels. The student will apply technical skills to address business applications of emerging technologies. Students will enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. Activities will include formatting and printing documents such as personal and business letters, short reports, and outlines. (One semester)

Career Investigation 7/8
This is a course that provides students an opportunity to explore a variety of career options. Students will acquire essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. (One semester)
BCIS and Career Connections
Grade: 8
High School Credit: 1.5

This course is a pilot course for students who are not already receiving high school credit in algebra or a foreign language. It is a project-based, integrated curriculum that meets the requirements for both BCIS I and Career Connections at the high school level. Students who complete this year long course earn 1 Technology credit which is a graduation requirement and .5 elective credit for the Career Connections course.

**Business Computer Information Systems I**
Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills. **Course can count for one credit of Technology Applications required for graduation.**

**Career Connections**
Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. **Course receives .5 high school elective credit in year-long integrated course with BCIS I.**

**Technology Applications (Computer Literacy) 7/8**
The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication. Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results. **(One semester)**

**ADVANCED TECHNOLOGY**

**Multi Media 8**
**Prerequisite: Teacher approval.**
Students will further develop skills in technology. Students will create and edit graphics, sounds, and animation to use in presentations. This class is project based. **(Full year)**

**COMMUNICATIONS**

**Exploring Speech Communications 7/8**
This is an exploratory communications course designed to give the students experience and training in communications theory, public speaking, vocal production, effective listening, organization, group dynamics, and parliamentary procedure. Students have multiple opportunities to speak before the class, both in formal and informal situations. **(One semester)**

**Yearbook 7/8**
**Prerequisite: Application Process**
This class produces lasting memories in the form of the school’s “Yearbook”. Students will learn to take quality pictures, to design and organize the pages, to cooperate with fellow classmates. Students must be self-disciplined, responsible and must be able to meet deadlines. Limited class size. **(Full year)**
FINE ARTS

The overall goals of the art program are to teach students: (1) a love and respect for art, (2) responsibility through a positive work ethic, and 3) respect for each other as well as for adults.

Exploring Art 7/8
This is a hands-on, project-based course focusing on the creation of original work through a variety of methods and materials. Students will experience success through a wide-range of projects that emphasize skill development. Students will explore elements of art, principles of design, artists, cultures and art history. This semester course is open to 7th and 8th grade students.

Fundamentals of Art 8
This course is a continuation of Exploring Art I: Students will work with a variety of methods and materials and will be expected to use higher level thinking skills, increased planning and improved hand-eye coordination in their work. Students will use principles of design to organize the elements of art in their projects. Students explore artists, cultures and art history. This semester course is open to 8th graders who have completed Exploring Art

BAND

A student will be placed in a band class with students who have comparable skills. Auditions are required to enter one of the more advanced band classes. The overall goals of the band program are to teach students: (1) a love and respect for music through learning how to play band instruments and working together, (2) responsibility through a positive work ethic, and (3) respect for each other as well as for adults. Students who are in the more advanced bands have more performance opportunities; however, all students are being prepared for public performance. All students must meet UIL (University Interscholastic League) eligibility/guidelines and may participate in the All Region Band competitions as well as Solo & Ensemble Contests. All band courses are full year.

Honors Band
This is an advanced band class available by audition only.
The primary emphasis of this band is to continue the advancement of fundamental and ensemble skills and perform more challenging middle school literature. Honors Band students are required to attend before and after school sectional auditions outside of school time each week. Honors Band students are expected to participate in the All-City and All Region Band auditions in the fall and the Solo and Ensemble Contest in the spring. Honors Band students are also encouraged to participate in the private lesson program. The members of this ensemble will go to the UIL Concert and Sight-Reading Contest in the spring. This group may also perform at pep rallies, and selected football games as well as other performances throughout the district. Honors Band may also compete in an additional music festival in the spring. This group will be comprised of 7th and 8th graders.

Symphonic Bands (I-IV, if applicable)
These are intermediate-level classes for those with at least one year of experience on woodwind, brass or percussion instruments. A student will be placed in a symphonic band class with students who have comparable skills. The primary emphasis of these bands is to focus on the development of fundamental techniques, ensemble skills and perform more challenging middle school literature. Symphonic Band students may be required to attend before or after school sectionals when scheduled. These students may be screened to audition for All-City/All-Region Band in the fall. Symphonic Band students are encouraged to participate in the Solo and Ensemble Contest in the spring, as well as, encouraged to participate in the private lesson program. The members of these bands may go to the UIL Concert and Sight Reading Contest in the spring. They may also perform at pep rallies, and selected football games as well as other performances throughout the district. The members of these ensembles will have the opportunity to advance into higher level bands at the end of the first semester. These groups will be comprised of 7th and 8th graders.

Percussion
The primary emphasis of this class is to focus on the development of keyboard and snare drum skills, as well as be introduced to the accessory percussion instruments. Percussion students are required to
attend before and after school rehearsals when scheduled. Percussion students are encouraged to participate in the All-City/All Region auditions in the fall and the Solo and Ensemble Contest in the spring. The members of this class will go to the UIL Concert and Sight-Reading Contest in the spring. This group will be comprised of 7th graders.

**ORCHESTRA**

A student will be placed in an orchestra class with students who have comparable skills. Auditions and/or director recommendation are required to enter one of the higher-level orchestra classes. The overall goals of the orchestra program are to teach students: 1) a love and respect for music through learning to play string instruments while learning to work together as a team, 2) responsibility through a positive work ethic, and 3) respect for each other as well as for adults. Students placed in the more advanced orchestras have more performance opportunities; however, all students are being prepared for public performance. All students must meet UIL (University Interscholastic League) eligibility/guidelines and may participate in competitions. **All orchestra classes are full year courses.**

**Chamber Orchestra**
This is an advanced orchestra class available by audition and/or director approval. Most students have two or more years of experience on a string instrument. This orchestra will perform at several concert and contests throughout the year.

**Sinfonia Orchestra (if applicable)**
Placement in this orchestra is by audition and/or director approval. Most students have one to two or more years of experience on a string instrument. This orchestra will perform at several concerts and possibly attend UIL or other contests as determined by the director.

**Concert Orchestra**
This orchestra is for students with at least one or two years of experience on violin, viola, cello or bass. The focus of this class is developing the necessary skills for continued study in orchestra. This class builds and expands skills and proficiencies, which were taught in beginning orchestra class, in the areas of finger patterns, bowings shifting, vibrato, and tuning. Several concerts will be performed during the year.

**CHOIR**

The overall goals of the choir program are to teach students: (1) respect for each other as well as for adults, (2) responsibility through a positive work ethic, and (3) a love and respect for music through learning vocal and sight reading skills while learning to work together as a team. **All Choir courses are full year courses.**

**Boys Choir 7/8**
Students in this choir will sing a variety of styles of music and have many performance opportunities, including a fall concert, Musical, Winter Concert, Solo and Ensemble Recital, UIL Concert, Spring Concert and TMEA Region Auditions. All students must meet UIL guidelines for eligibility. **(Full year)**

**Girls Choir 7**
Students in this choir will sing a variety of styles of music and have many performance opportunities, including a fall concert, the Musical, Winter Concert, Solo and Ensemble Recital, UIL Concert, Spring Concert and TMEA Region Auditions. All students must meet UIL guidelines for eligibility. **(Full Year)**

**Girls Choir 8**
Students in this choir will sing a variety of styles of music and have many performance opportunities, including a fall concert, the Musical, Winter Concert, Solo and Ensemble Recital, UIL Concert, Spring Concert and TMEA Region Auditions. All students must meet UIL guidelines for eligibility. **(Full Year)**

**Girls Select Choir 8**
An Advanced level choir with the same requirements of the above mentioned choirs, but is selected by audition only. **(Full Year)**
**THEATRE ARTS**

The overall goals of the theatre program are to teach students: (1) respect for each other as well as for adults, (2) responsibility through a positive work ethic, and (3) a love and respect for theatre through acting while learning to work together as a team.

**Theatre Arts I**
This course offers an introduction to Theatre Arts. Students will study basic acting skills such as pantomime, improvisation, characterization, and stage movement through the performance of various skits and monologues. Students will also learn about the various aspects of the production process, and they will explore a wide range of career opportunities available in theatre. This course is designed to improve self-confidence and teamwork skills. *(One semester)*

**Theatre Arts II**
Prerequisite: Theatre Arts I
This course is a continuation of Theatre Arts I with an emphasis in acting. Students will continue the study of improvisation, characterization, performance techniques and the production process through the performance of various class plays. This course is designed to enhance self-confidence, creativity skills and the ability to work well with others. *(8th grade only - One semester)*

**SERVICE LEARNING**

**Leadership 8**
Leadership is a course whose goal is to help students realize their greatest potential by developing better critical-thinking, decision-making (including drug and alcohol prevention), and conflict-resolution skills. From self-evaluation, to team building and community service, students will have the opportunity to reinforce the three most positive qualities of leadership: learning, sharing and giving. *(One semester)*

**PALS (Peer Assistance and Leadership) 8**
Prerequisite: Application and interview
The Peer Assistance and Leadership (PALS) Program, consists of students who are selected and trained to serve as peer helpers with younger students on our campus and/or with students from feeder schools. One important role of the PALS is to conduct student mediations. Training for this program occurs early in the school year. The selection process occurs in the spring. *(Full year)*

**Peer Helpers 8**
Prerequisite: Application
Students are trained in the causes and characteristics of disabilities. Students are then paired with special needs students to help them succeed in educational settings. *(1 semester or full year course)*

**ATHLETICS**

This is an environment where an athlete competes on a team. Good sportsmanship as well as athletic skills is stressed. **A COMPLETE PHYSICAL IS REQUIRED EACH YEAR FOR ALL STUDENTS ENTERING ATHLETICS.** All students must meet UIL guidelines for eligibility. Volleyball and Basketball placement will be determined by the individual schools.

**BOYS ATHLETICS:**

**Football**
Football consists of learning the fundamentals of football, attending games, and off-season training to prepare for the next year. *(Full year for students who want to play football only)*

**Basketball**
Basketball try-outs will be held in October. Basketball consists of learning the fundamentals of the game and attending games.
Golf
Golf will be offered fall semester. **Try-outs will be held. (Fall semester)**

Tennis
Tennis will be offered spring semester at Ereckson Middle School and Curtis Middle School, year round at Ford Middle School. **Try-outs will be held. (Spring semester)**

Track
Will be offered spring semester only. Participation requirements vary per campus. **(Spring semester)**

Cross Country
Is offered after school only. However, to receive P.E. credit, student must be enrolled in a P.E. course in the fall. **(Fall semester)**

**GIRLS ATHLETICS:**

**Volleyball**
The program consists of the fundamentals of volleyball, attending practices, games and off-season training. Tryouts for 7/8 grade students will be held at the first of the school year. **(Full year)**

**Basketball**
Basketball tryouts will be held in October. Basketball consists of learning the fundamentals of the game and attending practice and off-season training.

**Golf**
Golf will be offered fall semester. **Try-outs will be held. (Fall semester)**

**Tennis**
Tennis will be offered spring semester at EMS and CMS, full year at FMS. **Try-outs will be held. (Spring semester)**

**Track**
Will be offered spring semester only. Participation requirements vary per campus. **(Spring semester)**

**Cross Country**
Offered after school only. However, to receive P.E. credit, student must be enrolled in a P.E. course in the fall. **(Fall semester)**