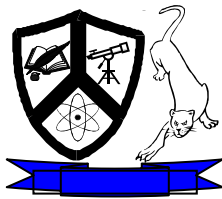


Junior High School Student Handbook 2009 – 2010



www.aisd.net
Arlington Independent School District
Arlington, Texas

TABLE OF CONTENTS

LETTER TO PARENTS.....	1
LETTER TO STUDENTS	2
JUNIOR HIGH SCHOOL'S STAFF	3
LOCATION OF SCHOOLS	4
NOTIFICATION OF PARENTS' RIGHTS OF ACCESS TO ED. RECORDS	5
ENROLLMENT INFORMATION.....	5
IMMUNIZATION INFORMATION	6
SPECIAL SERVICES	7 – 8
GENERAL POLICIES AND PROCEDURES.....	9 - 13
SCHOOL DAY.....	9
FEES.....	10
GRADING & REPORTING	14
PROMOTION AND RETENTION.....	15
EXTENDED YEAR.....	15
PreADVANCED PLACEMENT CLASSES.....	16
STUDY HINTS	16 - 18
SEVENTH GRADE CURRICULUM.....	19 - 23
EIGHTH GRADE CURRICULUM	24 - 29
ACHIEVE TEXAS.....	30
REQUIREMENTS FOR GRADUATION	31



Non-Discrimination Statement

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

Confidentiality Statement

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

Structural Pest Control

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

Options and Requirements

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

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

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

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

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

Contact Persons School Counselor (learning difficulties)

or

Special Education Services Office 682/ 867-7690

January 2009

To Parents:

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

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

One of the ways that junior high schools meet these needs is through Academic Teaming. Academic teams are comprised of four or five teachers who are assigned to a common group of 120 to 140 students. This core group of teachers has a common planning time for the purpose of meeting with individual students and parents to address adolescent needs. Academic teams help students realize the connection between personal power and learning and that once students make this connection, they become independent learners. It is the ability to learn and to think independently that allows students to go on to make the most of their education, careers, and lives.

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

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

¹ Advancement Via Individual Determination

To Students:



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

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

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

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



JUNIOR HIGH SCHOOL PRINCIPALS and COUNSELORS

Joe B. Bailey Junior High School	2411 Winewood
Jimmy Walker, Principal	682-867-0700
Jennifer Buechele, Counselor	Carole Smith, Counselor
Christine Barnett Junior High School	2101 E. Sublett Rd.
Cindy Elwood, Principal.....	682-867-5000
Nancy Walker, Counselor	Althea Mitchell, Counselor
Truett C. Boles Junior High School	3900 Green Oaks Blvd. SW
Fernando Benavides, Principal	682-867-8000
Tricia Tate, Counselor	Matthew Franks , Counselor
J. I. Carter Junior High School	701 Tharp Street
Rashel Stevens, Principal	682-867-1700
Arlethia Davis, Counselor	Rick Terry, Counselor
J.C. Ferguson Junior High School	600 Green Oaks Blvd SE
David Tapia, Principal.....	682-867-1600
Margaret Farquhar, Counselor	Ella Starnes, Counselor
Floyd M. Gunn Junior High School	3000 S. Fielder Rd.
Lesia Rodawalt, Principal	682-867-5400
Sheila Payne, Counselor	Edwina Thompson, Counselor
Guy C. Hutcheson Junior High School	2101 Browning Dr.
RoseMary Bolden, Principal	682-867-2400
Veronica Campbell, Counselor	Jaye Williams, Counselor
Dora E. Nichols Junior High School	2201 Ascension
Sandra Knox, Principal	682-867-2600
Donna Cates, Counselor	Frank Zarro, Counselor
Emma Ousley Junior High School	950 S.E. Parkway
Lora Thurston, Principal	682-867-5700
Betty Florentz, Counselor	Meggan Horne, Counselor
O. D. Shackelford Junior High School	2000 N. Fielder Rd.
Carolyn Galvan, Principal.....	682-867-3600
Ruth Currie, Counselor	Gary Pulver, Counselor
Mayfield Workman Junior High School	701 East Arbrook
David Bellile, Principal	682-867-1200
Dotti Molina, Counselor	Samantha Miller, Counselor
Charles W. Young Junior High School	3200 Woodside Dr.
Roger Jones, Principal	682-867-3400
Nancy Owen, Counselor	Rosanne Schroeder, Counselor
Turning Point Junior High School	2209 N. Davis Dr.
Linda Williams, Principal.....	682-867-3050
Mario Borges, Social Worker	
Newcomer Center Junior High and Senior High	701 East Arbrook
Mark Strand, Principal	682-867-7100
Earl Whiteside, Counselor	

ARLINGTON SCHOOLS 2009 – 2010

Senior High Schools

- | | | |
|--|---|---|
| 1. Arlington High School
818 W. Park Row | 25. Ashworth Elementary
6700 Silo Rd. | 50. Kookan Ed. Center
423 N. Center St. |
| 2. Bowie High School
2101 Highbank Drive | 26. Atherton Elementary
2101 Overbook | 51. Larson Elementary
2620 Avenue K, G.P. |
| 3. Lamar High School
1400 Lamar Blvd. W | 27. Bebessee Elementary
5900 Inks Lake Dr. | 52. Little Elementary
3721 Little Road |
| 4. Martin High School
4501 W. Pleasant Ridge Rd | 28. Beckham Elementary
1720 S.E. Parkway | 53. Miller Elementary
6401 W. Pleasant Ridge Rd. |
| 5. Sam Houston High School
2000 Sam Houston Drive | 29. Berry Elementary
1800 Joyce | 54. Moore Elementary
5500 Park Springs Blvd. |
| 6. Seguin High School
7001 Silo Road | 30. Blanton Elementary
1900 S. Collins | 55. Morton Elementary
2900 Barrington Place |
| 7. Turning Point High School
5618 W. Arkansas | 31. Bryant Elementary
2201 Havenwood | 56. Percy Elementary
601 E. Harris Rd. |
| 8. Venture School
4900 W. Arkansas Lane | 32. Burgin Elementary
401 E. Mayfield Rd. | 57. Pope Elementary
901 Chestnut |

Junior High Schools

- | | | |
|--|--|--|
| 9. Bailey Junior High
2411 Winewood | 33. Butler Elementary
2121 Margaret Dr. | 58. Rankin Elementary
1900 Oleander Dr. |
| 10. Barnett Junior High
2101 Sublett Rd. | 34. Corey Elementary
5201 Kelly Elliott Rd. | 59. Remyse Elementary
2720 Fall Dr., G.P. |
| 11. Boles Junior High
3900 Green Oaks Blvd. SW | 35. Crouch Elementary
2810 Prairie Hill, G.P. | 60. Roark Elementary
2401 Roberts Circle |
| 12. Carter Junior High
701 Tharp | 36. Crow Elementary
1201 Coke Dr. | 61. Roquemore Elementary
2001 Van Buren Drive |
| 13. Ferguson Junior High
600 S.E. Green Oaks Blvd | 37. Ditto Elementary
3001 Quail Dr. | 62. Sherrod Elementary
2626 Lincoln Drive |
| 14. Gunn Junior High
3000 South Fielder | 38. Duff Elementary
3100 Lynnwood Dr. | 63. Short Elementary
2000 California Lane |
| 15. Hutcheson Junior High
2101 Browning | 39. Dunn Elementary
2201 Woodside Dr. | 64. South Davis Elementary
2001 South Davis Dr. |
| 16. Nichols Junior High
2201 Ascension Blvd. | 40. Ellis Elementary
2601 Shadow Ridge Dr. | 65. Speer Elementary
811 Fuller |
| 17. Ousley Junior High
950 S. E. Parkway | 41. Farrell Elementary
3410 Paladium Dr., G.P. | 66. Starrett Elementary
2675 Fairmont Ct., G.P. |
| 18. Shackelford Junior High
2000 North Fielder | 42. Fitzgerald Elementary
5201 Creek Valley Dr. | 67. Swift Elementary
1101 South Fielder |
| 19. Workman Junior High
701 E. Arbrook Blvd. | 43. Foster Elementary
1025 High Point Rd. | 68. Thornton Elementary
2301 E. Park Row |
| 20. Young Junior High
3200 Woodside Drive | 44. Goodman Elementary
1400 Rebecca Ln. | 69. Webb Elementary
1200 N. Cooper St. |
| 21. Turning Point Junior High
2209 N. Davis Drive | 45. Hale Academy
2400 E. Mayfield Rd. | 70. West Elementary
2911 Kingswood Dr., G.P. |
| 22. Newcomer Center
701 E. Arbrook | 46. Hill Elementary
2020 W. Tucker Blvd. | 71. Williams Elementary
4915 Red Birch Dr. |

Elementary Schools

- | | | |
|--|--|--|
| 23. Anderson Elementary
1101 Timberlake Drive | 47. Johns Elementary
1900 Sherry Street | 72. Wimbish Elementary
1601 Wright Street |
| 24. Amos Elementary
3100 Daniel | 48. Key Elementary
3621 Roosevelt Dr. | 73. Wood Elementary
3300 Pimlico Dr. |
| | 49. Knox Elementary
2315 Stonegate St. | 74. Turning Point Elementary
4215 Little Road |

SELECTED POLICIES OF THE ARLINGTON PUBLIC SCHOOLS

Notification of Parents' Right of Access to Educational Records

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

Directory Information

See *AISD Student Code of Conduct* book

VITAL INFORMATION TO CONSIDER WHEN ENROLLING IN JUNIOR HIGH

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

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

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

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

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

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

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



IMMUNIZATION INFORMATION for Jr. High Students

VACCINE	REQUIRED DOSES¹
<p>Diphtheria, Tetanus, & Pertussis (DTaP/DTP/DT/Tdap/Td)</p> <p>Ages 7 years or older (pertussis vaccine is not required) Tdap/Td/DTP/DTaP or any combination of these</p> <p>Booster Dose Tdap/Td</p>	<p>Five doses of a diphtheria-tetanus-pertussis containing vaccine, one of which must have been received on or after the fourth birthday; however, 4 doses meet the requirement if the 4th dose was given on or after the 4th birthday</p> <p>Three doses, including one dose on or after the fourth birthday</p> <p>One dose is required ten years after last dose of DTP/DTaP/DT</p>
<p>Polio</p>	<p>Four doses of polio vaccine one of which must have been received on or after the fourth birthday; however, 3 doses meet the requirement if the 3rd dose was given on or after the 4th birthday</p>
<p>Measles, Mumps, and Rubella (MMR)²</p>	<p>Two doses of a measles-containing vaccine with the first dose on or after the first birthday; second dose required upon entry into kindergarten</p>
<p>Hepatitis B^{2,3}</p>	<p>Three doses</p>
<p>Varicella^{2,4}</p>	<p>One dose on or after 1st birthday (Two doses if vaccine given at 13 years of age or older)</p>

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

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

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

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

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

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

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

SPECIAL SERVICES AVAILABLE TO STUDENTS

Counseling and Guidance

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

Special Education

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

The Newcomer Center

The Newcomer Center is an alternative education program designed to meet the needs of first and second year immigrant students in grades 7 to 9. To be eligible for the Newcomer Center program, students must be limited English proficient and must have attended United States schools for less than two years or portions of two years. Second year immigrant students who have reached "Advanced High" on the TELPAS will attend their home school. Information received from prior schools in conjunction with local assessments will be used to determine placement.

Health Services

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

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

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



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

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

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

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

Prescription Medication

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

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

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

Over-the-Counter Medicines

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

Important

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

Required Screening

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

Library Services

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

Cafeteria Services

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

Custodial Services

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

GENERAL POLICIES AND PROCEDURES

The School Day

School Office Phone Number: _____

The school day for students in most junior high schools in Arlington is from 8:55 a.m. to 3:55 p.m. Office hours are from 8:00 a.m. to 4:30 p.m. and from 8:00 a.m. to 4:00 p.m. on Friday.

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

Attendance

Attendance Office Phone Number: _____

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

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

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

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

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

Making Up Work Missed

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

Homework

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

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

Examinations

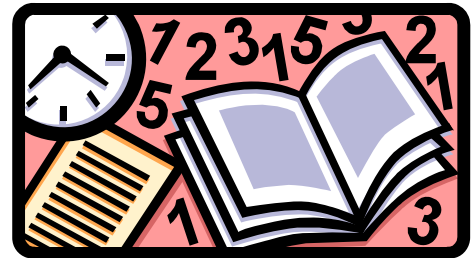
Examinations will be given at the end of each semester. All courses, including athletics, will have a written semester exam in grades 7 and 8. These exams will be averaged in as 1/7 of the semester grade. Six weeks examinations may be given sometime during the last part of the fifth week or during the sixth week of each six weeks reporting period.

Textbooks

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

Withdrawal

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



Fees

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

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

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

Permission to Leave School

Attendance Office Phone Number: _____

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

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

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

Proper Student Dress

See the *AISD Student Code of Conduct* book

Hazing

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

Conduct

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

Lunch

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

Loading and Unloading of Students

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

Bus Students

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

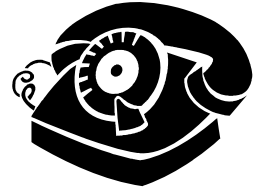


Student Provided Transportation

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

Telephone

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



Student Lockers and Locks

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

Visitors

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

Social Activities in the School

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

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

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

Elections

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

Non-School Related Announcements

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

Athletic Events

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

Extra-Curricular Activities

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

Lost and Found Articles

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

GRADING AND REPORTING

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

InTouch is a website based method for parents to access student information and grades from home. Contact the school for sign-up information.



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

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

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

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

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

All junior high schools will administer a written semester examination in every course offered in the curriculum, including boys and girls athletics in grades 7 and 8. These examinations will be averaged in as 1/7 of the semester grade.

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

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

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

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

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



PROMOTION AND RETENTION

STUDENT SUCCESS INITIATIVE GRADE 8

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

Under the Student Success Initiative grade advancement requirements, students are required to meet the passing standard on the Grade 3 Texas Assessment of Knowledge and Skills (TAKS) reading test to be promoted to fourth grade, and to meet the passing standard on the Grade 5 TAKS reading and mathematics tests to be promoted to sixth grade. The requirements also apply to students served by special education who take TAKS, TAKS (Accommodated) or TAKS-Modified (TAKS-M) and students who receive dyslexia bundled accommodations..

Beginning in 2007–2008, the grade advancement requirements will apply to students who take the Grade 8 reading and mathematics TAKS and TAKS (Accommodated) or TAKS-Modified (TAKS-M) and students who receive dyslexia bundled accommodations.

Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. A grade placement committee, consisting of the principal, teacher, and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and decides the most effective way to support a student's academic success. A student who does not meet the passing standard after three testing opportunities is automatically retained; however, if the parents appeal the retention, the grade placement committee may choose to promote the student if all members agree that the student is likely to perform on grade level with additional instruction. Promotion to the next grade level shall be based on an overall average of 70 in every subject that is TAKS-tested. A passing TAKS, TAKS-Accommodated, or TAKS-M score in that subject can be substituted if the classroom grade is at least 65. Additionally students must achieve an overall average of at least 70 in all other subjects EIE (Local).

Grades 7 and 8

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

EXTENDED YEAR PROGRAM

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

PreADVANCED PLACEMENT CLASSES (PreAP)

The purpose of PreAP classes in the secondary schools is to provide a school program to meet individual needs and to provide a diverse instructional program.

Beginning in the seventh grade, the identified students are offered the opportunity for participation in a PreAdvanced Placement program in English, math, science and social studies. Selection of students is based upon criteria such as the student's past performance, accumulated test records, teacher recommendations, student interest, and parent and principal approval.

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

The PreAP program will challenge and stimulate students to the highest level of their ability. Students will be provided myriad opportunities to engage in in-depth work which will focus on the ability to analyze and synthesize. Quality of work rather than quantity of work will be emphasized. The PreAP program culminates with Advanced Placement, International Baccalaureate and Dual Credit courses offered in the Arlington high schools.

If ongoing evaluation determines that the PreAP course is not meeting the student's needs, a reassignment may be considered after consultation among the student, parent, teacher and administrator/counselor.

STUDY HINTS

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

- F. For most people 25-45 minutes is the best length of time for studying before taking a break. Then rest for 5-15 minutes, or do something you enjoy. If you have studied well, reward yourself. Stretch, walk, and talk, listen to music, shoot baskets, or do something that you like to do. Then go back to your studying.

Learning Styles Research shows:

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

Suggestions for How to Study

1. Evaluate your personality and preferences. Discover whether or not you are vulnerable to noise and other distractions. Also determine if you work better by sitting quietly for a long period of time or if you need to take short breaks once in awhile and then return to your work.
2. Identify the space and claim it. Your bedroom may be the best place to study, but it may not be. Some students identify their bedrooms with rest and simply can't concentrate there. A bedroom can also be problematical if you share a room with a sibling. If you happen to need a quiet place without interruption, it might be better for you to set up a place in the attic, basement, or garage, completely away from others. If this is realistic (some attics have no electricity, for instance) just ask your parents to help you set it up. Most parents would be glad to accommodate a student trying to improve study habits!
3. Make sure your study area is comfortable. It is very important to set up your computer and chair in a way that won't harm your hands, wrists, and neck.
4. Stock your study space with all the tools you'll need, like pens, pencils, paper, dictionaries, a thesaurus, and math tools.
5. Establish study rules. Avoid unnecessary arguments and misunderstandings with your parents by establishing when and how you study. If you know that you are able to study effectively by taking breaks, just say so. Communicate with your parents and explain that you are not just fooling around when you get up for a snack. Or, explain if you are certain that you can study with music on. If you don't have a conversation about this, there are likely to think you're messing around when you are not.

Suggestions for Taking Notes

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

Suggestions for Taking Tests

- A. There is no substitute for thorough preparation. "Cramming" does not produce comparable results. Take your notes with you so that you know they are there. Avoid hurriedly talking to others before the test.
- B. If the test is a standard multiple-choice or true-false test, consider the following:
1. Watch time; pace yourself.
 2. Work through the test, marking the answers you are sure of.
 3. Check unsure ones; pencil in tentative answers.
 4. Go back to these. Reread the question, answer again and compare to first answer.
 5. Eliminate as many choices as possible.
 6. It is sometimes helpful to reword the question in your own words.
 7. Watch for a longer choice; this may be the answer.
 8. When the choice is narrowed to two or three, the shorter one is frequently the answer.
 9. Note qualifying words. Usually, generally, sometimes, often, always, never, the one best generally denote incorrect responses.
 10. A partially true item is not correct.
 11. Notice location; with nothing to go on, choose the middle, fourth, or fifth choice.
- C. If the test is an essay test, consider the following:
1. Set up a time schedule and stick to it. Six sketchy answers are better than three questions over-answered and three unanswered.
 2. Use a clear, direct introduction, which answers the specific question asked.
 3. Stick to your topic. Only answer what the question asks. Don't put in all that you know about the subject unless the question calls for that.
 4. Be sure to give both general ideas and details in your essay.
 5. If you do not know the entire answer but must do a question, start writing what you do know. At least you may get partial credit, and the rest of the answer may come to you while you write.
 6. Answer in outline form if you lack the time to write out your answer as an essay. You may get partial credit for showing what you know about the question.
 7. Proofread for grammar, punctuation, and spelling.

SEVENTH GRADE

CURRICULUM AND DESCRIPTION OF COURSES

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

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

A. REQUIRED - of all students

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

B. ELECTIVES (vary by campus)

- Exploratory Foreign Language
- Speech
- Theater Arts 7
- Choral Music
- Band
- Orchestra (experience required)
- Art
- AVID

- Athletics (1/2 or 1 unit)
- Reading (1/2 or 1 unit)

C. ALTERNATIVES

- ESL (replaces English 7)
- Special Education

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

**One semester required in the 7th or 8th grade.

COURSES REQUIRED OF ALL STUDENTS

LA7200 - English 7 This course integrates literature, composition, and grammar. It develops and strengthens literacy skills through both oral and written practice and also includes practice in grammar and spelling skills. Writing skills will be further developed through writing instruction that addresses a variety of genres. The course continues practice in more complex reading skills culminating in an introduction to literary analysis to provide a foundation for secondary language arts. This course may be double-blocked with. **LA7225 - English 7A.**

LA7300 - PreAdvanced Placement English 7 The PreAdvanced Placement English course is provided for students who wish to take a class that promotes the study of more rigorous and in-depth literary analysis and composition skills.

MA7200 - Mathematics The primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics.

MA7300 - PreAdvanced Placement Math This course will prepare the mathematically talented student for algebra in the eighth grade. Fundamentals and concepts of both seventh and eighth grade mathematics will be covered in this class. This course is designed for the student one or more grades above grade level and is the first year of a six-year program culminating in calculus. Students must meet specific guidelines to enter this PreAdvanced Placement course.

SC7200 - Science I In grade 7, the study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem solving and tools to collect and analyze information to explain science concepts. This course integrates life (50%), physical

(30%) and earth sciences (20%) through the study of living systems and the environment, chemistry, motion, forces and energy, and earth and space systems. Opportunities for relevant inquiry-based hands-on activities will be included. Field activities and 40% lab activities are required components of the grade 7 science curriculum.

SC7300 - PreAdvanced Placement Science I The Pre-Advanced Placement Science 1 will be taken by seventh grade students working above grade level. This course will extend the depth of the TEKS as outlined by the State of Texas through complex inquiry lessons, differentiated lab activities and creative projects that strengthen science connections to everyday life.

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

SS7300 - PreAdvanced Placement Texas History/Geography The Pre-Advanced Placement Texas History course is designed to help students begin to build the skills needed for college. It is especially helpful for students who wish to take Advanced Placement, International Baccalaureate, or dual credit social studies courses in high school. Course content includes the cultures of Native Americans, the eras of mission-building, colonization, revolution, republic, and statehood. The curriculum focuses on improving the ability to read critically and to analyze and synthesize factual information. Students examine primary source material and answer document-based and free response questions. Students should read on grade level before attempting this course.

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

TA7211 - Technology Applications (Computer Literacy) The Texas Education Agency requires that junior high students understand, and demonstrate mastery, of Technology Applications TEKS. In this one-semester course, students demonstrate keyboarding proficiency and master skills related to operating systems, word processing, databases, and spreadsheets, multimedia, desktop publishing, graphics, telecommunications, problem solving and information literacy. Student projects include content from curricular areas (language arts, math, science, social studies...) so technology is used to accomplish meaningful academic tasks. The Technology Applications course must be completed in either grade 7 or 8.

ELECTIVES

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

FL1343, 2343 – PreAdvanced Placement Spanish III This course conducted in Spanish, strongly emphasizes speaking proficiency. It offers further study of vocabulary, grammar, and culture of Spanish-speaking civilizations. Reading, writing, listening and speaking skills will be developed. Placement testing required as a prerequisite. This course is available only at selected campuses.

LA7260 - Reading 7 This course will provide the student with an opportunity to strengthen vocabulary, comprehension, critical thinking and study skills. The curriculum will emphasize the improvement of reading skills. Some campuses require all 7th graders to take reading. This course is offered at some campuses as a one-semester course. (**LA7261**).

LA7220 - TAKS Reading 7 This course may be required on some campuses for students who have not passed the reading portion of the TAKS test. This course is offered on some campuses as a one-semester course (**LA7219**).

LA7275 - Speech This course creates practical and special speaking/performance situations, which enable the student to build confidence, poise, and acquire skills of communication for more effective citizenship. Pantomime, tableau, and monologue are introduced to free imagination and develop basic techniques. Offered at some campuses as a one semester elective course (**LA7276**).

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

FA7200 - Vocal Music

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

FA7230 - Concert Orchestra

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

***Band** All prospective band students are given a musical aptitude test in the spring of their sixth grade year. This test is given to determine the innate musical ability of the student, but is not

necessarily a criterion by which all band students are selected. Beginners are started in the seventh grade. The band program is divided into three groups: **Beginning, Intermediate, and Advanced**. Players for each group are selected according to their performance ability regardless of grade level or previous musical experience. A minimum of 30 minutes daily practice is required of all band students. Seventh grade bands perform in programs and may compete in UIL contests during the year. Students may be required to attend rehearsals or performances outside of regular school hours. ***Beginning** sections by instrument: **FA7250 Woodwind, FA7260 Percussion, FA7270 Brass, FA7280 Intermediate Concert Band, FA7290 Advanced Symphonic Band.**

FA7600 - Art Students are given opportunities for exploring, organizing, understanding, and evaluating their own ability for creative expression in a variety of media--paint, clay, charcoal, pastel, fiber, etc. Craftsmanship will be encouraged. Offered at some campuses as a one semester course (**FA7601**).

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

EX7300 - AVID 7th Grade This course will introduce strategies that support academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills. Students will be introduced to Cornell note taking strategies, levels of questioning, time management, goal setting and team building. Students will develop a six-year plan to make college accessible.

ALTERNATIVES

ES7210 - ESL 7 This course is offered only to those students with limited English proficiency skills in listening, speaking, reading and/or writing.

SPECIAL EDUCATION

PVOC AC7 – Prevocational Academics This class is for 7th grade special education students receiving services through the prevocational services department. The classes will follow the general education TEKS but will utilize a combination of alternate and general education curriculum.

PVOC AW7 – Prevocational Awareness This class is for 7th grade special education students receiving services through the prevocational services department. The class will follow the general education TEKS but will utilize a combination of alternate and general education curriculum emphasizing life skills and responsibilities.

SP7930 – Community/Social Skills This course provides instruction for acquiring skills in working cooperatively, respecting authority, conflict resolution, personal activities and personal responsibility. The specification and requirements for this course will be prescribed by the ARD committee through the student's IEP.

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

SP7830 - English 7 This course of study is individually designed to meet the receptive and expressive language needs of hearing impaired students. Emphasis is placed on development of vocabulary, grammar, literature and writing skills.

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

SP7820 - Reading 7 This course of study is individually designed to meet the literacy needs of hearing impaired students. Emphasis is on strengthening vocabulary, comprehension, critical thinking and study skills. The improvement of reading skills is emphasized.

SP7110 – Math 7 The class is designed to provide both a foundation for future mathematical concepts, as well as, a remediation for basic skills which need further exploration. Fundamental and computational skills are stressed with an emphasis on the concrete to pictorial to abstract method of teaching in order to gain total understanding of the problem at hand.

SP7580 - Math 7 This is an individualized math program, variable in content and pace, designed to meet the needs of hearing impaired students with a wide range of student abilities.

SP7570 - Science I 7 This is an individualized study of science designed to meet the needs of hearing impaired students. The course includes field and laboratory investigations using scientific methods, critical thinking, problem solving and tools to collect and analyze information to explain science concepts. The course integrates life, physical, and earth sciences. It includes experiences with living systems and the environment; chemistry; motion; forces and energy; and earth and space systems.

SP7840 - Social Studies 7 This course offers basic skill instruction in Texas history to meet the needs of hearing impaired students. Students have the opportunity to study the history, geography, economics, and government of Texas. Discussions of citizenship and current events are included.

EIGHTH GRADE CURRICULUM AND DESCRIPTION OF COURSES

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

A. REQUIRED - of all students

English (1 unit)
 Mathematics or Algebra I (1 unit)
 Science II (1 unit)
 U.S. History/Citizenship (1 unit)
 Introduction to Technology (1/2 unit)
 *Physical Education (1/2 or 1 unit)
 **Technology Applications (1/2 unit)

B. ELECTIVES (vary by campus)

French I
 German I
 Latin I
 Spanish I
 Speech
 Vocal Music
 Orchestra (experience required)
 Band
 Art (material cost)
 AVID

Theater Arts 8
 Career Investigations (1/2 unit)
 Skills for Living (1/2 unit)
 Gateway to Technology (1/2 or 1 unit)
 Athletics (1/2 or 1 unit)
 Reading (1/2 or 1 unit)

C. ALTERNATIVES

Special Education

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

**One semester required in the 7th or 8th grade.

COURSES REQUIRED OF ALL STUDENTS

LA8200 - English 8 This course integrates literature, composition, and grammar. It provides instruction in reading, writing, grammar, spelling, and oral discussion skills. Increased understanding of literary analysis and written response provides a foundation for secondary language arts. This course may be double-blocked with LA8225 - **English 8A**.

LA8300 - PreAdvanced Placement English 8 The PreAdvanced Placement English course is provided for students scoring in the top 10% on standardized tests and having a teacher recommendation. This course provides the study of more rigorous and in-depth literary analysis and composition skills.

MA8200 - Mathematics Using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions are the primary focal points at Grade 8. Concepts, algorithms, and properties of rational numbers are used to explore mathematical relationships and to describe increasingly complex situations.

MA8301, 8302 - PreAdvanced Placement Math 8 Algebra I This first course in Algebra will be taken in eighth grade by students working above grade level who have teacher recommendation. It is designed for the student who has participated in the PreAdvanced Placement Mathematics program and/or is prepared to study Algebra in the eighth grade. PreAdvanced Algebra I emphasize the structure of the real number system, apply mathematical concepts and techniques in problem solving, study the concepts of relations and functions, and strive to develop proficiency in the application of algebraic concepts and skills essential to the study of higher mathematics. **Credit will be given toward graduation requirements. Three additional years of math beyond this level must be taken in grades 9-12. +**

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

SC8200 - Science II In Grade 8, the study of science includes field and laboratory investigations using scientific methods, critical-thinking, problem solving and tools to collect and analyze information to explain science concepts. This course integrates life (20%), physical (40%) and earth sciences (40%) through the study of living systems and the environment, chemistry, motion, forces and energy, and earth and space systems. Opportunities for relevant inquiry-based hands-on activities will be included. Field activities and 40% lab activities are required components of the grade 8 science curriculum.

SC8300 - PreAdvanced Placement Science II This class will be taken by eighth grade students working above grade level. This course will extend the depth of the TEKS as outlined by the State of Texas through complex inquiry lessons, differentiated lab activities and creative projects that will lay the foundation for success in high school Pre-AP and AP courses

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

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

ELECTIVES

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

TA7211 - Technology Applications (Computer Literacy) The Texas Education Agency requires that junior high students understand, and demonstrate mastery, of Technology Applications TEKS. In this one-semester course, students demonstrate keyboarding proficiency and master skills related to operating systems, word processing, databases, spreadsheets, multimedia, desktop publishing, graphics, telecommunications, problem solving and information literacy. Student projects include content from curricular areas (language arts, math, science, social studies...) so technology is used to accomplish meaningful academic tasks. The Technology Applications course must be completed in either grade 7 or 8.

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

VE8200 - Introduction to Technology In this one semester course students work in a high-tech modular lab that integrates multi-media technology and hands-on activities to explore applying, designing, and producing technology. Some of the areas of exploration will include biotechnology, electronics, automated systems, communications, robotics, power, energy, production and manufacturing, career awareness and information.

FL1211,2211 - Latin I This introductory course in Latin pronunciation, grammatical structures, vocabulary, and syntax acquaints the student with an understanding of Roman culture as it affects his own civilization. Emphasis is placed on reading and writing Latin and improving English vocabulary through a study of Latin root words. Credit will be given toward graduation requirements. +

FL1221,2221 - French I This course emphasizes the practical mastery of those skills necessary for understanding, speaking, reading and writing French, develops direct communication in the language through oral/aural techniques and materials, and uses varied activities and materials to create an awareness of French culture. Credit will be given toward graduation requirements. Credit will be given toward graduation requirements. +

FL1231, 2231 - German I This course enables the student to learn German pronunciation, to acquire a vocabulary sufficient for simple conversations, to practice basic sentence patterns and to become aware of German culture. Credit will be given toward graduation requirements. +

FL1241, 2241 - Spanish I This introductory course enables the student to learn Spanish pronunciation, to acquire a vocabulary sufficient for simple conversations, to practice basic structure patterns, and to become aware of Spanish culture. Credit will be given toward graduation requirements. +

FL 1344,2344 – Advanced Placement Spanish Language The majority of this college-level course is conducted in Spanish and includes reading assignments from Spanish classics and modern Spanish publications, and requires simple criticisms and analyses to be written in Spanish. This course is preparatory for the Spanish Language Advanced Placement Exam. Prerequisite: PreAP Spanish III. This course is available only at selected campuses.

LA8260 - Reading 8 This course will provide the student with an opportunity to strengthen vocabulary, comprehension, critical thinking and study skills. The curriculum will emphasize the improvement of reading skills. This course is offered at some campuses as a one-semester course. **(LA8261)**.

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

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

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

FA8200 - Vocal Music

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

FA8230 - Concert Orchestra

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

EX8300 - AVID This course will develop and build on strategies to support academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills. Students will become proficient with Cornell note taking and Socratic questioning strategies, and accepting responsibility and demonstrating success in rigorous classes. Students will evaluate and revise the six-year plan to make college accessible.

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

FA8600 - Art The class at the eighth grade level provides opportunities for exploring, organizing, and understanding art materials and techniques. Students will develop productive abilities in drawing, design, painting, sculpture, and crafts. All aspects of art appreciation are represented in conjunction with the art experiences and not as isolated areas of study. Offered at some campuses as a one semester course (**FA8601**).

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

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

VE8212 - Career Investigation This one semester course is an activity-oriented guidance course designed to develop greater knowledge and understanding of career and educational opportunities and options necessary to making meaningful and informed career and educational choices. The occupational clusters and a variety of careers within each cluster are studied in relation to an individual self-appraisal, including, but not limited to interests, abilities, and aptitude.

VE8211 - Skills for Living This comprehensive foundation course, designed to be one semester in length, provides opportunities to explore family relationships and personal development, personal management, and planning for the future. Emphasis is on the importance of the family, effective communications skills, management skills, how to get along with others including family members and peers, decision making, acceptance of responsibility, and child care practices that promote positive development. Other content addresses positive self-image, nutrition, wellness, personal appearance, managing multiple roles, and career options.

VE8221,8222 - Gateway to Technology Gateway to Technology is a year long elective course which uses a hands-on approach to show students how technology is used in engineering to solve everyday problems and to expose students to a broad overview of the field of technology and its related processes. The instructional units motivate students to use their imaginations and teaches them to be creative and innovative. This math, science, and technology integrated program relates technology to students' daily lives, while helping them develop skills that will enable them to be better prepared for a rigorous academic high school curriculum. Credit will be given toward graduation requirements. +

SPECIAL EDUCATION

Special Education - A special education student may qualify, according to the ARD committee for English, Reading Improvement, and/or mathematics to be taken in a resource arrangement. More restrictive program placement may be recommended through ARD.

SP8140 - PVOC AC 8 – Prevocational Academic This class is for 8th grade special education students receiving services through the prevocational services department. The classes will follow the general education TEKS but will utilize a combination of alternate and general education curriculum.

SP8130 - PVOC AW 8 – Prevocational Awareness This class is for 8th grade special education students receiving services through the prevocational services department. The class will follow the general education TEKS but will utilize a combination of alternate and general education curriculum stressing life skills and responsibilities.

SP8850 – SK Language Arts This course provides instruction for acquiring functional skills in reading, writing, listening, following directions and communicating needs. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

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

SP8880 – Independent Living This course provides instruction in personal independence, nutrition, household skills, hygiene and grooming and personal safety skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

SP8870 – Job Skills This course provides instruction in beginning vocational skills including basic production/assembly skills, cooperative work skills and generalized employability skills. The specifications and requirements for this course will be prescribed by the ARD committee through the student's IEP.

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

SP 8830 - English 8 This course of study is individually designed to meet the receptive and expressive language needs of hearing impaired students. Emphasis is placed on development of vocabulary, grammar, literature and writing skills.

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

SP8820 - Reading 8 This course of study is individually designed to meet the literacy needs of hearing impaired students. Emphasis is on strengthening vocabulary, comprehension, critical thinking and study skills. The improvement of reading skills is emphasized.

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

SP8580 - Math 8 This is an individualized math program, variable in content and pace, designed to meet the needs of hearing impaired students with a wide range of student abilities.

SP8570 - Science II (8) This is an individualized study of science designed to meet the needs of hearing impaired students. The course includes field and laboratory investigations using scientific methods, critical thinking, problem solving and tools to collect and analyze information to explain science concepts. The course integrates life, physical, and earth sciences. It includes experiences with living systems and the environment; chemistry; motion; forces and energy; and earth and space systems.

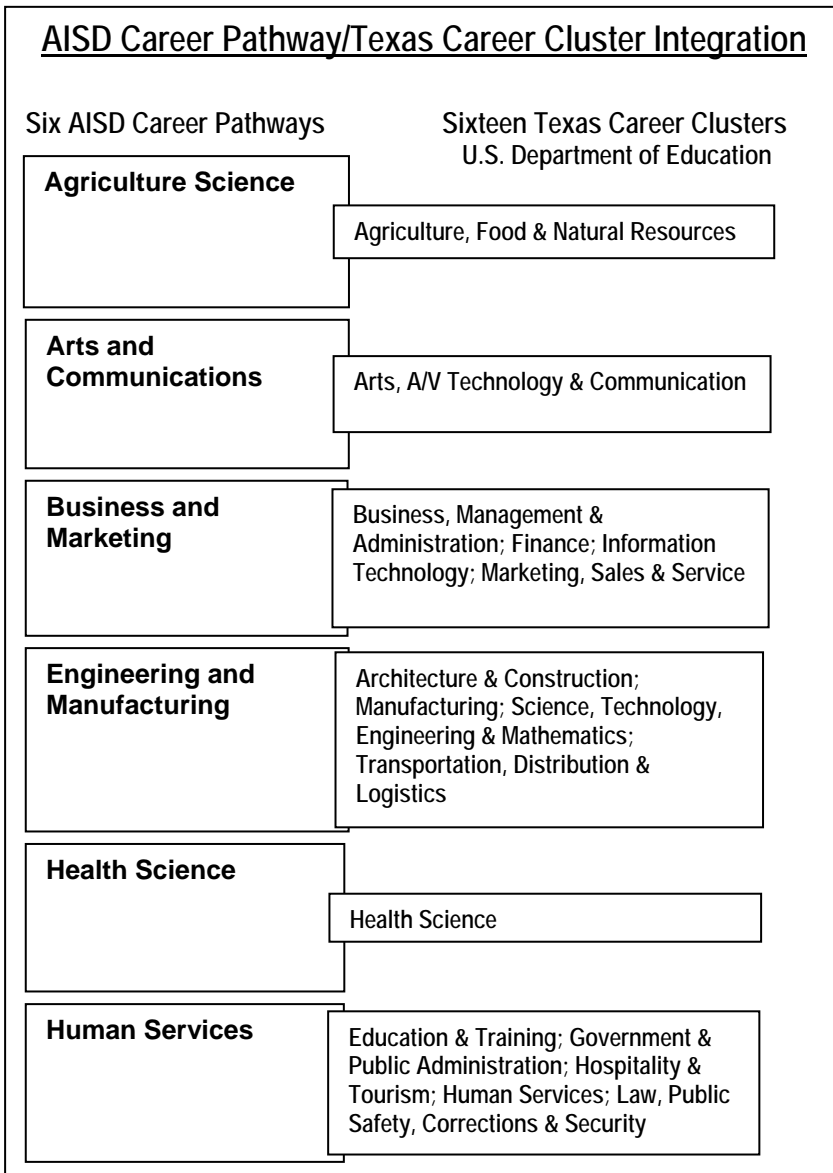
SP8840 - Social Studies 8 This course offers basic skill instruction in US History to meet the needs of hearing impaired students. Students have the opportunity to study the history, geography, economics, and government of the United States. Discussions of citizenship and current events are included .



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

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

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



GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED 9TH GRADE IN 2007-2008 OR AFTER

Following are the current State of Texas and
Arlington Independent School District options for high school graduation.

Curriculum Area	AISD High School Program Credits Required	Recommended High School Program Credits Required	◆Distinguished Ach. H.S. Program Credits Required
English	4	4 (no substitutions)	4 (no substitutions)
Math	3 (Algebra I, Geom. required)	☑ 4 Including Alg I, Geom, and Alg II	☑ 4 Including: Alg I, Geom, and Alg II
Science	3* (Biology & IPC)	4**	4***
Social Studies	W. Geog., W. History, U.S. History, Gov., Eco. 4	W. Geog., W. History, U.S. History, Gov., Eco. 4	W. Geog., W. History, U.S. History, Gov., Eco. 4
Health	0.5	0.5	0.5
Physical Education	1.5	1.5	1.5
Technology Applications	1~	1~	1~
Communication Applications	0.5	0.5	0.5
Fine Arts		1	1
Languages Other than English		2 (same language)	3 (same language)
Elective (State approved list)	6.5	3.5	2.5
Total	24	26	26 ◆

☑ All the courses available for the fourth math credit except Mathematical Models with Applications have Algebra II as a prerequisite and must be selected from the following: Mathematical Models with Application (prior to Algebra II and only RHSP), Precalculus, Independent Study in Mathematics, AP Statistics, AP Calculus AB, AP Calculus BC, IB Mathematical Studies, IB Mathematics Standard Level, IB Mathematics Higher Level, IB Advanced Mathematics Standard Level, AP Computer Science (only RHSP), Concurrent Enrollment in College Courses.

* May substitute Chemistry or Physics for Integrated Physics and Chemistry.

** One credit must be a biology credit. Students must choose two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement.

(A) Integrated Physics and Chemistry (IPC); (B) Chemistry, AP Chemistry, or IB Chemistry; and (C) Physics, Principles of Technology, AP Physics, or IB Physics. IPC cannot be taken as the final or fourth year of science but must be taken before the senior year of high school. The fourth credit may be selected from the following laboratory-based courses: Biology, Chemistry, Physics, **Astronomy, Aquatic Science, Environmental Systems, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B, AP Physics C, AP Environmental Science, IB Biology, IB Chemistry, IB Physics, IB Environmental Systems.**

The following health science technology education courses: **Scientific Research and Design, Anatomy and Physiology of Human Systems, Medical Microbiology and Pathophysiology.**

The following technology education/industrial technology education courses: Principles of Technology I and II, **Engineering.**

Concurrent enrollment in college courses

*** Must consist of a biology credit (Biology, AP Biology, or IB Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), a physics credit (Physics, AP Physics, or IB Physics, and not including IPC or Principles of Technology) and an additional laboratory-based science credit selected from the courses in **BOLD** above.

~ Computer proficiency may include a variety of the following technology application courses listed in the Texas Essential Knowledge & Skills curriculum document, TEC Chapter 74. (AISD courses are underlined.)

Tech Apps TEKS Courses

- Computer Science
- Desktop Publishing
- Digital Graphics/Animation
- Multimedia
- Video Technology
- Web Mastering
- Independent Study in Tech. App.

Business Education TEKS Courses

- Business Computer Information Sys. I or II
- Business Computer Programming
- Telecommunications/Networking
- Business Image Management/Multimedia

Technology Education TEKS Courses

- Computer Applications
- Technology Systems
- Communication Graphics I or II
- Computer Multimedia & Animation

Students must pass TAKS Exit Level that will be administered during the junior year in order to receive a high school diploma.