# PULASKI COUNTY SPECIAL SCHOOL DISTRICT 



MIDDLE SCHOOL<br>COURSE DESCRIPTIONS<br>GRADES 6-8<br>2023-2024

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## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

## Nondiscrimination Statement

The Pulaski County Special School District is an equal employment opportunity agency dedicated to a policy of nondiscrimination in relation to age, race, creed, color, sex, religion, national origin, veteran, handicap, socioeconomic status, or marital status. This policy will prevail in all matters concerning employees, students, patrons, and education programs, activities, and services. In keeping with the requirements of federal law, state law, and applicable court order, the District will strive to remove any vestige of discrimination in the employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; and, in location and use of facilities. Further, the District will make special efforts to employ and advance women, blacks and handicapped persons.

## Scheduling Requirements

Only the approved high school courses, course titles, course numbers, their descriptions, grade placements, prerequisites, and credits listed in this catalog are to be used in the scheduling of students into high school courses. If school personnel need additional course numbers to facilitate scheduling, they may request them. In no case may a school simply add its own numbers or modify the title and abbreviations already assigned to courses or use courses not listed at their own school.

The contents in this catalog are based on the best information available at the time of publishing. While we try to maintain an updated copy of this document on the PCSSD website, changes in school policy, law, and other regulations may supersede the material published here.

### 4.45 Smart Core Requirements

### 4.45P Smart Core Curriculum and Graduation Requirements for the Classes of 2021 and 2022, 2023, 2024, and 2025

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

Parents and students are informed of the Smart Core curriculum and course of study for graduation during the registration process beginning with the sixth-grade level and continuing each year. Additionally, parents and students may review Smart Core information during orientation, parent/teacher conferences, career conferences, open house, and individual student conferences. Teachers, administrators, and counselors are trained each year regarding this policy.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2 Entrance Requirements including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

## Graduation Requirements

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

## Graduation Requirements for the Classes of 2026 and thereafter

| Required Courses | SMART CORE 22 Units | CORE 22 units |
| :---: | :---: | :---: |
| English 4 units | 9th, 10th, 11th, and 12th | 9th, 10th, 11th, and 12th |
| Oral Communications $1 / 2$ unit | Oral Communications | Oral Communications |
| Mathematics 4 units | Algebra I or equivalent* -1 unit <br> Geometry or equivalent* - 1 unit <br> Algebra II <br> 4th unit may be either: <br> -A math unit beyond Algebra II or <br> -A computer science flex credit <br> *a two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the four unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement <br> (All students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.) | Algebra or its equivalent* - 1 unit <br> Geometry or its equivalent*-1 unit <br> -All math units must build on the base of algebra and geometry knowledge skills (Comparable concurrent credit college course may be substituted where applicable) <br> -A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry <br> *a two-year algebra equivalent or two-year geometry equivalent may each be counted as two units of the four unit requirement |
| Natural Science 3 units | DESE approved biology - 1 unit <br> DESE approved physical science - 1 unit A third unit that is either: <br> -An additional science credit approved by DESE or -A computer science flex credit may be taken in place of the third science credit | DESE approved biology -1 unit <br> DESE approved physical science-1 unit; <br> A third unit that is either: <br> -An additional science credit approved by DESE; or -A computer science flex credit may be taken in the place of the third science credit |
| Social Studies 3 units | Civics - $1 / 2$ unit <br> World History - 1 unit American History - 1 unit Other Social Studies - $1 / 2$ unit | Civics - $1 / 2$ unit World History - 1 unit American History - 1 unit Other Social Studies - $1 / 2$ unit |
| Physical Education $1 / 2$ unit | Physical Education - $1 / 2$ unit <br> While $1 / 2$ unit is required for graduation, no more than 1 unit may be applied toward fulfiling the necessary units to graduate | Physical Education - $1 / 2$ unit <br> While $1 / 2$ unit is required for graduation, no more than 1 unit may be applied toward fulfiling the necessary units to graduate |
| Health \& Safety $1 / 2$ unit | Health \& Safety - $1 / 2$ unit | Health \& Safety - $1 / 2$ unit |
| Economics $1 / 2$ unit | Economics - $1 / 2$ unit <br> Note: dependent on the licensure of the teacher teaching the course, this can count toward the three required social studies credits or the six required Career Focus elective credits | Economics - $1 / 2$ unit <br> Note: dependent on the licensure of the teacher teaching the course, this can count toward the three required social studies credits or the six required Career Focus elective credits |
| Fine Arts $1 / 2$ unit | Fine Arts - $1 / 2$ unit | Fine Arts - $1 / 2$ unit |
| Career Focus 6 units | All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate. | All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate. |
| Computer Science 1 unit | All students shall earn one (1) unit of credit in a computer science course in order to graduate. | All students shall earn one (1) unit of credit in a computer science course in order to graduate. |
| Total | 22 units | 22 units |

## Alternate Pathway to Graduation

The Alternate Pathway to Graduation Requirements document has been updated to include a link to the Computer Science and Computing Alternate Achievement Standards. Students who are current (2022-2023) ninth graders will be required to meet the Computer Science requirement in order to graduate. They are the first group who will have to meet the Computer Science requirement. For students on the Alternate Pathway, the standards will be embedded within 11th or 12th grade Math Exploration.

- Computer Science Alternate Achievement Standards
- Computer Science Resource document

The Arkansas Alternate Pathway to Graduation
For ESSA requirements, see this NCEO Brief.
DESE Alternate Pathway Webpage

| Minimum Graduation Requirements: General (Core) Pathway | Minimum Graduation Requirements: Alternate Pathway to Graduation | Alternate Achievement Standards for Alternate Pathway to Graduation |
| :---: | :---: | :---: |
| English Language Arts 4 credits <br> - English 9 <br> - English 10 <br> - English 11 <br> - English 12 <br> Oral Communication $1 / 2$ credit <br> - Communication (Personal or <br> Professional) $1 / 2$ credit | English Language Arts 4 credits <br> - English Exploration 9 <br> - English Exploration 10 <br> - English Exploration 11 <br> - English Exploration 12 <br> Oral Communication $1 / 2$ credit <br> - Oral Communication Exploration $1 / 2$ credit | ELA Alternate Achievement Standards <br> - HS ELA Standards with Linkage Levels and Mini Maps <br> - DLM ELA 9-10 <br> - DLM ELA 11-12 <br> Oral Communication <br> - ELA Alternate Achievement Standards for Speaking and Listening <br> Mathematics |
| Mathematics 4 credits <br> - Algebra I <br> - Geometry <br> - DESE approved math 2 credits | - Math Exploration I <br> - Math Exploration II <br> - Math Exploration III <br> - Math Exploration IV | Maps <br> - Math standards organized by the grade in which they may be assessed <br> Computer Science <br> - Computer Science Alternate Achievement |
| Social Studies 3 credits <br> - American History <br> - World History <br> - Civics $1 / 2$ credit <br> - Economics and Personal Finance credit $1 / 2$ credit | Social Studies 3 credits <br> - US History Exploration <br> - World History Exploration <br> - Civics Exploration - $1 / 2$ credit <br> - Economics, Personal Finance, and Financial Literacy Exploration required $1 / 2$ credit | Standards <br> - Computer Science Resource document <br> - Current 9th graders (2022-23) will be required to meet the computer science requirement in order to graduate. The standards should be embedded within 11th or 12th grade Math Exploration beginning with this year's 9 th graders. <br> Social Studies <br> - Alternate US History |
| Science 3 credits <br> - Physical Science <br> - Biology <br> - DESE approved Science | Science 3 credits <br> - Science Exploration I <br> - Science Exploration II <br> - Science Exploration III | - Alternate World History <br> - Alternate Civics <br> - Alternate Economics and Personal Finance <br> Science <br> - DLM Science <br> - Science Standards with Linkage Levels and |
| Physical Education and Health 1 credit <br> - $1 / 2$ credit Physical Education <br> - $1 / 2$ credit Health \& Safety | Health and Safety 1 credit <br> - Health and Safety Exploration | Mini Maps |
| Fine Arts $1 / 2$ credit <br> - DESE approved Fine Arts credit <br> Career Focus - 6 credits | Fine Arts $1 / 2$ credit <br> - DESE Virtual Arkansas Visual Art <br> Exploration course <br> - Or DESE approved Fine Arts credit <br> 6 additional credits <br> Career Focus <br> - One transition-focused course each year (Community service may be embedded.) | AR Health and Safety Alternate Achievement Standards <br> Visual Art Exploration Alternate Achievement Standards |
| Additional Requirements <br> - Digital course for credit <br> - A course that includes personal and family finance <br> - Pass the Arkansas Civics Exam. See A.C.A. §§6-16-149 regarding students with IEPs. <br> - Hands-on CPR training. <br> - Dating Violence Awareness <br> - Stop the Bleed <br> - Computer Science | Alt Additional Requirements <br> - Digital course for credit <br> - Credit in an approved course that has financial literacy standards <br> - Regarding the Arkansas Civics Exam, IEP teams may determine that a student with an IEP "is exempted in accordance with the student's individualized education program" (A.C.A. § 6-16-149). <br> - Computer Science (See Math Standards) | Alt Additional Requirements (cont.) <br> - Health and Safety Alternate Achievement Standards have standards aligned to the core pathway requirements of <br> - Hands-on CPR Training <br> - Dating Violence Awareness <br> - Stop the Bleed <br> If a student on the alternate pathway has had Health and Safety Exploration, the above requirements have been met. |

Students on the Alternate Pathway to Graduation may earn credits in general education classes or resource classes. Students on the general
pathway to graduation may not earn credits toward graduation from alternate pathway courses.
By default, special education course codes are not credit-bearing. The district may award credit if the instruction is aligned to grade-level standards.
DESE Alternate Pathway to Graduation Webpage: Tinyurl.com/ArkansasAltPath

## Arkansas Civics Exams

All students must receive a passing score on the Arkansas Civics Exam in order to graduate. A student may be excluded based on their IEP if the IEP team determines there are not sufficient accommodations for the student to access the assessment. If a homeschooled or private schooled student transfers into the school district, the student will need a passing score on the Arkansas Civics Exam to receive a high school diploma.

## Cardio-Pulmonary Resuscitation (CPR)

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

## Digital Learning Courses

The District shall offer one or more digital learning course(s) through one or more District-approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based formats. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

## Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

## Other

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

## Graduation Exercises

Students must complete all graduation requirements that are in effect at the time of graduation at least one week prior to graduation to be eligible to participate (walk) and receive their diploma at graduation ceremonies.

## Delayed Graduation

Students who fail to meet all graduation requirements by graduation must complete all requirements by December of the intended graduation year. If the student does not meet the graduation deadline, the student must meet the graduation requirements in effect at the time of completion.

## Early Graduation

Students who plan to graduate early (less than eight (8) semesters), must have an early graduation plan on file with the counseling department. Graduation plans must be completed no later than September $1^{\text {st }}$ of the year of intended early graduation. Early graduates must meet the same provisions as other graduating students. Students who have met graduation requirements but failed to submit an early graduation plan may not be allowed to participate (walk) at graduation ceremonies.

## Honor Graduates

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of High Education and the State Board of Education and have a cumulative GPA of 3.5 on a weighted scale will be designated as honor students. The GPA shall be derived from courses taken in public schools or ADE accredited schools or programs.

## Class Rank

For purposes of designation of student honors (valedictorian, etc.,) and for college admission information, students will be ranked at the end of the first semester of the graduating year. Beginning with the graduation class of 2010-2011, class rank for the designation of student honors (valedictorian, etc.) will be determined at the end of the eighth semester for graduating seniors. Students will be ranked at the end of the first semester of the graduating year for college admission and scholarship purposes. Class rank is to be determined by assigning the highest average rank of number one (1); the second-highest, the rank of number two (2); etc. In cases where more than one student has the same numeral average, all students with that average will be given the same rank. The next highest average will assume the next rank position which will indicate the number of students having a higher rank. The numerical rank will be extended by 3 digits. In instances when more than one student holds the number one rank, all students holding the rank will be declared co-valedictorians.

## Grading

The Board directs that grades be used to measure and report academic progress for grades K - 12 . Secondary grades will be reported by computer print-out. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given as prescribed by Standard VII 12.02 of the "Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts" (2007). The Superintendent is directed to provide guidelines to be used by teachers in reporting grades. These guidelines will include values for regular course-work as well as for advanced placement courses.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:

| Grade | Scale | Points |
| :--- | :--- | :--- |
| A | $90-100$ | 4 |
| B | $80-89$ | 3 |
| C | $70-79$ | 2 |
| D | $60-69$ | 1 |
| F | 59 and below | 0 |

1. To pass a course a student must have the arithmetic mean using the following formula that results in a $60 \%$ or above in order to pass a semester/class. Quarter (9-weeks) Grade (2/5) + Quarter (9-weeks) Grade (2/5) + Semester Test (1/5)/5 = Final/Semester Percentage. EXAMPLE: 84 third nine weeks +91 fourth nine weeks and a test score of 88 would result in: $84+84+91$ $+91+88$ equals 438 divided by 5 equals 88 for the final grade. Semester grades are computed in the following manner: first nine weeks - 40\% (2/5), second nine weeks - 40\% (2/5), and semester test - 20\% (1/5).
2. In regular courses student grade points are based on the numerical value of grades as follows:
3. $A=4.0 \mathrm{~B}=3.0 \mathrm{C}=2.0 \mathrm{D}=1.0 \mathrm{~F}=0$

Students in grades 9-12 shall qualify to be exempt from taking the semester test in a class when they have: (a) maintained at least a "B" average for the semester; (b) 4 or less unexcused absences; and (c) not been suspended from school. Semester grades will be determined by an average of the two Quarters ( 9 -weeks).

## Transfer Grades

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83\%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent ( $75 \%$ ) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent ( $25 \%$ ) of forty (40) days while thirty (30) days is seventy-five percent $(75 \%)$ of forty (40) days. Thus, the final grade would be $.25(83)+.75(73)=75.5 \%(0.25 \mathrm{X}$ $83)+(0.75 \times 75)=77 \%$.

## Promotion and Retention

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

At least once each semester, the parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Students in grades $10-12$ are placed in grades according to the number of credits earned. In order to promote students must earn the following:

| Grade | Credits earned |
| :--- | :--- |
| 10 th | 5.5 |
| $11^{\text {th }}$ | 11 |
| $12^{\text {th }}$ | 16.5 |

Students on a graduation plan for "on-time" graduation who earn the required credits for promotion to their appropriate grade classification may be reclassified at the next semester's grading period. Each student, 8th grade and above, shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student needs additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) who is enrolled in the District, enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

# $A P ®$, PreAP $\circledR^{\circledR}$, and PAP Information 

## Statement Concerning Advanced Placement (AP®), Pre-Advanced Placement (PreAP®) and, PAP (Preparing for the Accelerated Pathway)

- At the high school level, gifted and talented students receive differentiated services through AP (Advanced Placement), Pre-AP (Pre-Advanced Placement), PAP (Preparing for the Accelerated Pathway) and Concurrent Credit. Identified gifted students are expected to take at least one AP or PAP course each year, 6-12. If the AP exam is taken, the AP course is weighted on a five-point grading scale.
- Teachers are trained to integrate G/T, AIMS and College Board strategies. Within these classes, the identified gifted student should be given opportunities to take part in an advanced, complex, and real-world curriculum that supports the creation of innovative products and/or performances which may include out-of-school assignments. These learning experiences will allow students to draw upon their personal interest, interpersonal effectiveness, creativity, problem solving, critical thinking, communication, and the use of technology as a tool for learning.
- At the middle and high school level, student placement in AP (Advanced Placement), Pre-AP (Pre-Advanced Placement and PAP (Preparing for the Accelerated Pathway) will be determined based on student interest and/or teacher, parent, counselor, administrator, peer, or self-recommendation. A bi-racial recruitment committee will review the racial balance and inclusion of black students and /or under-represented students in AP (Advanced Placement) and PAP (Preparing for the Accelerated Pathway courses. No one criteria should exclude any student from participation.

The following student characteristics, expectations and/or manifestations of success should be considered for placement in Pre-AP and AP coursework:

The student is:

- interested in academic activities and learning new concepts
- curious and is relentless in looking for answers
- inquisitive, a critical thinker and problem-solver
- leadership ability in the classroom and extracurricular activities
- motivated, above average, not identified as gifted, but demonstrates a high or excellent achievement as reflected in their classroom grades, reading or writing assessments
- capable, shows interest and a desire for accelerated/rigorous curriculum expectations (i.e. project-based learning, STEM projects, independent study, etc.)

The student:

- accepts the challenge of accelerated/rigorous curriculum expectations
- has strong communication skills (oral and written)
- is an avid reader
- has a high degree of task commitment to academic work
- has the potential to succeed as indicated by past grades and assessments
- has excellent attendance.

The committee should look at performance in the following areas:
English and Social Studies:

- ACT Aspire English and Writing percentage
- STAR Reading percentage or scale score
- NWEA/MAP percentage or scale score
- ELPA21
- Orleans-Hanna Cutoff guidelines

Science:

- ACT Aspire Science percentage
- NWEA/MAP percentage or scale score
- ELPA21
- Orleans-Hanna Cutoff guidelines

Mathematics:

- ACT Aspire Math percentage
- NWEA/MAP percentage or scale score
- STAR Math percentage or scale score
- ELPA21
- Orleans-Hanna Cutoff guidelines

AP and Pre-AP are registered trademarks of the College Board. PAP (Preparing for the Accelerated Pathway) in this document is not a registered trademark of the College Board. The acronym PAP is a new acronym that stands for "Preparing for the Accelerated Pathway" and encompasses the pathway of ALL accelerated courses offered in the Pulaski County Special School District which includes the following:

- PAP -- Preparing for the Accelerated Pathway
- Pre-Advanced Placement (PreAP®)
- Advanced Placement (AP®)
- Concurrent Credit

Revised 11/05/2021 - Ms. Laura Shirley, Director of Talented and Gifted

The following weighted scale is used for Advanced Placement courses:

| Grade | Scale | Points |
| :--- | :--- | :--- |
| A | $90-100$ | 5 |
| B | $80-89$ | 4 |
| C | $70-79$ | 3 |
| D | $60-69$ | 2 |
| F | 59 and below | 0 |

## Concurrent Credit

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course from an institution approved by the Division of Elementary and Secondary Education (DESE) will be given credit toward high school grades and graduation at the rate one (1) high school credit for each three (3) semester hours of college credit. To receive replacement credit for graduation, the school's principal must approve the college course prior to enrollment. If prior approval is not sought or granted, the concurrent college course will be credited as a career focus elective and will be applied toward graduation requirements as a career focus elective.

As permitted by the DESE Rules Governing Grading and Course Credit, a student who takes a three (3) semester hour remedial/developmental education course, shall receive a $1 / 2$ credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner, or at all; this may jeopardize students' eligibility for extracurricular activities, graduation, or honor distinction.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student eligible to receive free or reduced-price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced-price meals are responsible for any and all costs associated with concurrent credit courses.

Currently, PCSSD has partnered with The University of Arkansas at Little Rock (UALR) to offer students courses in which they satisfy high school requirements while gaining college level credits at a minimal cost. Students must sign up through the course selection process, apply for admission to UALR, and achieve the required ACT, SAT or Accuplacer scores prior to the start of the school year. Parent permission forms must be completed each year. Course offerings vary from campus to campus. Please see the Concurrent Credit section for a list of current offerings and the high school equivalent course. To be eligible for the concurrent credit course, students must:

1. Apply for admission to UA Little Rock Concurrent Enrollment at apply.ualr.edu/hsc
2. Minimum overall cumulative high school GPA of 2.5 on a 4.0 scale; and
3. Achieve a minimum composite score of 19 on the ACT or complete all three sections of the Accuplacer for Admission exam with a minimum sub score of 253 in Reading.

## Schedule Changes

Course selection takes place in the spring semester for the following year. Selections should be chosen considering Student Success Planning and graduation requirements. The high school master schedule is based on the student's course choices. Although some conflicts will arise, every effort will be made to enroll students in the courses that they select.

Registration and verification forms are sent home to ensure parents know what requests have been selected. Registration and verification forms should be signed by the parent and returned to the counselor. Parents and students have the ability to change the courses requested prior to the completion of the master schedule. The master schedule is based on the student's course selection. As a direct result, the number of students registered impacts the number of sections available and teachers who are hired. Therefore, schedule changes must be completed before the designated deadline at each school. The only changes that will be made after this deadline will be due to errors made in creating a schedule, improper placement, credit already earned, and/or a student is not scheduled in a course required for graduation. Every effort is made to honor students' requests. Administrative approval will be required for other requests.

## Academies

Beginning with the 2023-2024 school year the following academies will be implemented at the designated high schools:


Maumelle High School 2023-2024


| Academy of Business, Technology \& Social Services | Academy of Science \& Construction |
| :---: | :---: |
| Computer Science Programming <br> Level 1: Programming year 1 OR AP Computer Science Principles <br> Level 2: Programming year 2 OR AP Computer Science A <br> Level 3:Advanced Programming yr. 3, Computer Programming Internship OR Computer Science Internship <br> Industry Certifications: Microsoft Technology Associate JavaScrip Specialist, Python Certified Associate in Python (PCAP) | Pre-Engineering (Civil/Architecture) <br> Level 1: Intro to Engineering Design (satisfies computer app credit) <br> Level 2: Principles of Engineering (satisfies a third science credit) <br> Level 3:Civil Engineering \& Architecture (satisfy 1 math beyond algebra II \& weighted credit), Engineering Design \& Development (satisfy 1 math beyond algebra II credit), or Engineering Internship <br> Industry Certifications: OSHA, Autodesk Certified User (ACU) Revit, Solid Edge Associate |
| Entrepreneurship <br> Level 1: Survey of Business <br> Level 2: Marketing Business Enterprise <br> Level 3: Small Business Operations, Marketing Management, Internship <br> Industry Certifications: Microsoft Office Specialist, Microsoft Expert, Entrepreneurship and Small Business (ESB) | Nutrition \& Dietetics <br> Level 1: Family Consumer Science <br> Level 2: Food Safety \& Nutrition <br> Level 3: Life Fitness \& Nutrition, Chemistry of Foods, Internship <br> Industry Certifications: ServSafe Food Handler, ServSafe Manager, Nutrition, Food \& Wellness Pre-PAC (AAFCS), iCEV AMSA Employment Professionals Careers, Auburn Dietician Manager |
| Banking <br> Level 1: Survey of Business <br> Level 2: Principles of Banking <br> Level 3: Advanced Banking OR Internship <br> Industry Certifications: Microsoft Specialist, Word Exert, Excel Expert, ABA Principles of Banking, ABA Banking \& Finance Operations, Intuit QuickBooks | Health Science <br> Level 1: Child Growth \& Development <br> Level 2: Anatomy \& Physiology or CC Human Anatomy \& Physiology 1 \& 2 <br> Level 3: Psychology/Medical Terminology, Psychology/Sociology OR AP Psychology <br> Industry Certifications: None at this time |
| Education \& Training <br> Level 1: Introduction to Education (CC) <br> Level 2: Education Technology (CC) <br> Level 3: Child Growth \& Development (CC) Career Practicum <br> Industry Certifications: ParaPro Assessment and Certified Teaching Assistant | Construction and Water Distribution <br> Level 1: Skilled Trades-Construction <br> Level 2: Mechanical,. Electrical, Plumbing w/ Water Distribution <br> Level 3: Construction Lab w/ Water Distribution OR Construction Internship <br> Industry Certifications: OSHA, NCCER |
| Pre-Collegiate preparation <br> Level 1: AVID 10, AP Music Theory, AP Statistics, AP Computer Science A, AP Computer Science Principles, AP Psychology, AP Art History, AP 3-D Art \& Design, OR 2-D Art \& Design <br> Level 2: AVID 11 or AP Capstone Seminar Level 3: AVID 12 or AP Capstone Research <br> Industry Certifications: Work Keys possibly |  |

Passing the Level 1, 2, \& 3 courses will satisfy 3 career focus electives required for graduation.


Mills University Studies 22-23


| Academy of Digital Communications \& Fine Arts | Academy of Leadership \& Social Services |
| :---: | :---: |
| A/V Technology \& Film <br> Level 1: Media Communications <br> Level 2: AV Production 1 <br> Level 3: AV Production 2 or Internship <br> Industry Certifications: Adobe Certifications | Construction <br> Level 1: Skilled Trades-Construction <br> Level 2: Welding <br> Level 3: Construction Lab-WeldingConstruction Internship <br> Industry Certifications: OSHA, NCCER |
| Advertising \& Graphic Design <br> Level1: Media Communications <br> Level 2: Advertising \& Graphic Design1 <br> Level 3:Advertising \& Graphic Design 2 or Internship <br> Industry Certifications: Adobe Certifications | JROTC <br> Level 1: Army JROTC 1 <br> Level 2: Army JROTC II <br> Level 3: Army JROTC III or IV <br> Industry Certifications: None at this time |
| Mobile App Development \& Web Design <br> Level 1: Survey of Business <br> Level 2: Mobile App Dev 1 \& 2-beginning 2024; waiting to apply <br> Level 3: Mobile App Dev 3 \& 4 <br> Industry Certifications: Microsoft Office Specialist or Expert Certified Guest Service Professional, AHLEI Certified Front Desk Representative (CFDR) | Law \& Public Service <br> Level 1: Intro to Criminal Law <br> Level 2: Street Law 1 <br> Level 3: Street Law 2 <br> Industry Certifications: None at this time |
| Social Media \& Communications <br> Level 1: Survey of Business <br> Level 2: Digital Marketing <br> Level 3: Marketing \& Analytics or Internships <br> Industry Certifications: Microsoft Office Specialist, HootSuite, HubSpot, Buffer, Facebook Blueprint, Google Analytics, MOS Expert | Health Science <br> Level 1: Child Growth \& Development <br> Level 2: Anatomy \& Physiology or CC Human Anatomy \& Physiology 1 \& 2 <br> Level 3:Psychology/Medical Terminology, Psychology/Sociology OR AP Psychology <br> Industry Certifications: None at this time |
| Theatre \& Theater Production-Students will need to complete three levels of coursework in the same area. If level 1 was taken as a freshman, the student can continue through level 4. <br> Level 1: Theatre I, Dance 1, Stagecraft I <br> Level 2: Theatre II, Dance 2, Stagecraft II <br> Level 3: Theatre III, Dance 3,, Stagecraft III <br> Industry Certifications: Microsoft Office Specialist or Expert Certified Guest Service Professional, AHLEI Certified Front Desk Representative (CFDR) | Pre-Collegiate preparation <br> Level 1: AVID 10, AP Music Theory, AP Statistics, AP Computer Science A, AP Computer Science Principles, AP Psychology, AP Art History, AP 3-D Art \& Design, OR 2-D Art \& Design <br> Level 2: AVID 11 or AP Capstone Seminar <br> Level 3: AVID 12 or AP Capstone Research <br> Industry Certifications: Work Keys possibly |
|  | Education \& Training <br> Level 1: Introduction to Education (CC) <br> Level 2: Education Technology (CC) <br> Level 3: Child Growth \& Development (CC) Career Practicum <br> Industry Certifications: ParaPro Assessment \& Certified Teaching Assistant |

Passing the Level 1, 2, \& 3 courses will satisfy 3 career focus electives required for graduation.

|  |  |
| :---: | :---: |
| Academy of Business \& Design | Academy of Science \& Technology |
| Entrepreneurship <br> Level 1: Survey of Business <br> Level 2: Marketing Business Enterprise <br> Level 3: Small Business Operations, Marketing Management, Internship <br> Industry Certifications: Microsoft Office Specialist, Microsoft Expert, Entrepreneurship and Small Business (ESB) <br> Recommended Electives: AP Statistics, AP Foreign Language, CC/AP Psychology/Sociology, | Industrial Technology <br> Level 1: Skilled Trades (Manufacturing) <br> Level 2: Industrial Technologies I <br> Level 3: Industrial Technologies II <br> Industry Certifications: OSHA 10 <br> Recommended Electives: AP Computer Science, AP Physics |
| Business Finance <br> Level 1: Survey of Business <br> Level 2: Accounting 1 <br> Level 3: Accounting 2 or CC Principles of Accounting <br> Industry Certifications: MIcrosoft Specialist, Word Exert, Excel Expert, ABA Intuit QuickBooks <br> Recommended Electives: AP Statistics, AP Foreign Language, CC/AP Psychology/Sociology, AP Microeconomics/Macroeconomics | Computer Science Programming <br> Level 1: Programming year 1 OR AP CS Principles <br> Level 2: Programming year 2 OR AP Computer Science A <br> Level 3:Advanced Programming OR Computer Programming /Computer <br> Science Internship <br> Industry Certifications: Microsoft Technology Associate JavaScrip Specialist, Python Certified Associate in Python (PCAP) <br> Recommended Electives: AP Biology, AP Physics, AP Calculus AB or BC |
| Fashion \& Interior Design <br> Level 1: Family Consumer Science <br> Level 2: Fashion \& Interior Design <br> Level 3: Advanced Fashion \& Interior Design, StageCraft, Theater <br> Industry Certifications: Adobe Illustrator, Chief Architect Certified Apprentice-Interior Design, Textiles \& Apparel (Pre-PAC-AAFCS) | Cybersecurity (college entrance requirements apply) <br> Students have the potential of earning 12 CC hours in Cybersecurity. <br> Level 1: AP Computer Science Principles <br> Level 2: CC Cybersecurity/CC System Security <br> Level 3: CC Ethics in the Profession/TBD CC UALR cybersecurity course <br> Industry Certifications: Cybersecurity Fundamentals Certificate of Proficiency/Microsoft Technology Associate JavaScrip Specialist, Python Certified Associate in Python (PCAP) |
| Visual Arts \& Design <br> Level 1: Art Foundations (required before any other course in Art), Drawing <br>  <br> Design <br> Level 2: Drawing 1 or 2, Printmaking 1 or 2, Painting 1 or 2, 3-D Crafts and Pottery 1 or 2, OR AP 3-D Art \& Design, <br> Level 3: Drawing 2 or 3, Printmaking 2 or 3, Painting 2 or 3, 3-D Crafts and Pottery 3, OR AP Drawing | Nutrition \& Dietetics <br> Level 1: Family Consumer Science <br> Level 2: Food Safety \& Nutrition <br> Level 3: Life Fitness \& Nutrition, Chemistry of Foods, Internship <br> Industry Certifications: ServSafe Food Handler, ServSafe Manager |
| Pre-Collegiate preparation <br> Level 1: AVID 10, AP Music Theory, AP Statistics, AP Computer Science A, AP Computer Science Principles, AP Psychology, AP Art History, AP 3-D Art \& Design, OR 2-D Art \& Design <br> Level 2: AVID 11 or AP Capstone Seminar Level 3: AVID 12 or AP Capstone Research <br> Industry Certifications: Work Keys possibly | Health Science <br> Level 1: Child Growth \& Development <br> Level 2: Anatomy \& Physiology or CC Human Anatomy/Physiology 1 \& 2 <br> Level 3: Psychology/Medical Terminology OR Psychology/Sociology OR AP Psychology <br> Industry Certifications: None at this time |
|  | Construction \& Energy <br> Level 1: Skilled Trades (Construction) <br> Level 2: Construction-Mechanical, Electrical, Plumbing w/ Energy Industry <br> Fundamentals <br> Level 3: Construction Lab, Career Practicum <br> Industry Certifications: NCCER, OSHA 10 and Energy Industry <br> Fundamentals |

Passing the Level 1, 2, \& 3 courses will satisfy 3 career focus electives required for graduation.

Sylvan Hills High School 22-23


| Academy of Medical Science \& Human Services | Academy of Business, Product Marketing \& Cosmetology | Academy of Engineering, Aerospace \& Design |
| :---: | :---: | :---: |
| Biomedical Sciences (Biotechnology) <br> Level 1: Principles of Biomedical Sciences <br> Level 2: Human Body Systems (satisfies third Science) <br> Level 3: Medical Interventions (weighted credit) or Internships <br> Industry Certifications: Biotechnician Assistant credentialing Exam | Entrepreneurship <br> Level 1: Survey of Business <br> Level 2: Marketing Business Enterprise <br> Level 3: Small Business Operations, Internship <br> Industry Certifications: Microsoft Office <br> Specialist, Microsoft Expert, Entrepreneurship and Small Business (ESB) | Pre-Engineering (Civil/Architecture) <br> Level 1: Intro to Engineering Design (satisfies computer app credit) <br> Level 2: Principles of Engineering (satisfies a third science credit) <br> Level 3: Civil Engineering \& Architecture (satisfy 1 math beyond algebra II \& weighted credit), <br> Engineering Design \& Development (satisfy 1 math beyond algebra II credit), or Engineering Internship <br> Industry Certifications: OSHA, Autodesk Certified User (ACU) Revit, Solid Edge Associate |
| Nutrition \& Dietetics <br> Level 1: Family Consumer Science <br> Level 2: Food Safety \& Nutrition <br> Level 3: Life Fitness \& Nutrition <br> Industry Certifications: ServSafe Food Handler, ServSafe Manager | Marketing \& Design <br> Level 1: Survey of Business <br> Level 2: Marketing Business Enterprise <br> Level 3: Marketing Management OR <br> Internship <br> Industry Certifications: Microsoft Office Specialist or Expert Certified Guest Service Professional, AHLEI Certified Front Desk Representative (CFDR) | Pre-Engineering (Aerospace) <br> Level 1: Intro to Engineering Design (satisfies computer app credit) <br> Level 2:-Principles of Engineering (satisfies a physical science, a third science or a computer science credit) <br> Level 3: Aerospace Engineering (satisfies a third science \& weighted credit) OR Internship <br> Industry Certifications: Autodesk Certified User (ACU) Revit, Sold Edge Associate |
| Education \& Training <br> Level 1: Introduction to Education (CC) <br> Level 2: Education Technology (CC) <br> Level 3: Child Growth \& Development (CC) <br> Career Practicum <br> Industry Certifications: ParaPro Assessment and Certified Teaching Assistant | Cosmetology-begins in 11th grade <br> Level 1: (11th grade) Cosmetology, additional lab is optional <br> Level 2: (12th grade) Cosmetology 2 (2-hour class) <br> Level 3: Cosmetics, Anatomy \& Physiology or Chemistry (classes will be taken in 11th or 12th grade) | Visual Arts \& Design <br> Level 1: Art Foundations OR 1 of the following if Art Foundations has already been taken: AP Studio Art Drawing, AP Studio Art 2D Design, AP Studio Art 3D Design, Painting 1, Drawing 1, Printmaking 1, OR Crafts \& Pottery 3D Design 1 <br> Level 2: AP Studio Art Drawing, AP Studio Art 2D Design, AP Studio Art 3D Design, Painting 2, Drawing 2, Printmaking 2, OR Crafts \& Pottery 3D Design 2 Level 3: Commercial Art, AP Studio Art Drawing, AP Studio Art 2D Design, AP Studio Art 3D Design, Painting 1, Drawing 1, Printmaking 1, OR Crafts \& Pottery 3D Design |
| Sports Medicine <br> Level 1; Foundations of Sports Medicine <br> Level 2: Principles of Sports Medicine, Medical Terminology <br> Level 3: Sports Medicine Injury Assessment,, Internship <br> Industry Certifications: | Travel \& Tourism <br> Level 1: Survey of Business <br> Level 2: Tourism Industry Management Level 3: Hospitality Administration/Arkansas Tourism Industry OR Internship <br> Industry Certifications: Microsoft Office Specialist or Expert Certified Guest Service Professional, AHLEI Certified Front Desk Representative (CFDR) | Pre-Collegiate preparation <br> Level 1: AVID 10, AP Music Theory, AP Statistics, AP Computer Science Principles, AP Psychology, AP Art History, AP Studio Art, AP 3D Drawing \& Design, 2D Drawing \& Design <br> Level 2: AVID 11 or AP Capstone Seminar Level 3: AVID 12 or AP Capstone Research <br> Industry Certifications: Work Keys possibly |

Passing the Level 1, 2, \& 3 courses will satisfy 3 career focus electives required for graduation.

## AP Scholars Designation Program

- Scholars will choose their Academy \& Pathway. All students who complete all three levels and both the Capstone Seminar and Capstone Research courses will be recognized at graduation. The district will need to determine how to recognize them.
- 10th grade: Level 1
- 11th grade: Level 2 \& AP Capstone Seminar
- 12th grade: Level 3 \& AP Capstone Research
- AP Capstone Diploma - scholars must earn scores of 3 or higher in AP Seminar and AP Research AND on four additional AP Exams of their choosing.
- AP Capstone Certificate - Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.
- AP Scholars AWARD - scholars who receive grades of three or higher on three or more AP exams that cover year-long courses
- AP Scholars with Honors AWARD- scholars who receive grades of three or higher on four or more AP exams that cover year-long courses with an average AP exam grade of at least 3.25
- AP Scholars with Distinction AWARD- scholars who receive grades of three or higher on five or more AP exams that cover year-long courses with an average AP exam grade of at least 3.50
- AP National Scholars AWARD- scholars who receive grades of four or five on eight or more AP exams


## PULASKI COUNTY SPECIAL SCHOOL DISTRICT 2023-2024

| SIXTH GRADE |  |  |
| :---: | :---: | :---: |
| Course Number | Title | Notes |
| Language Arts |  |  |
| 366110 | Language Arts 6 |  |
| 366115 | Language Arts 6 PAP |  |
| 970601 | English Language Learner |  |
| Foreign Language |  |  |
| 36641C | Chinese 6 | Maumelle |
| Science |  |  |
| 366211 | Integrated Science 6 |  |
| 366215 | Accelerated Science 6 PAP |  |
| Mathematics |  |  |
| 366310 | Mathematics 6 |  |
| 366315 | Mathematics 6 PAP |  |
| 36631A | Accelerated Mathematics 6 PAP | Placement only |
| Social Studies |  |  |
| 366710 | World History 6 |  |
| 366715 | World History 6 PAP |  |
| Fine Arts |  |  |
| Visual |  |  |
| 366510 | General Art 6 | Semester |
| 366519 | Art 6 | 9 weeks |


| Music |  |  |
| :--- | :--- | :--- |
| 366530 | Vocal Music Beginning |  |
| 36654 B | Beginning Band Brass |  |
| 36654 P | Beginning Band Percussion |  |
| 36654 W | Beginning Band Woodwinds |  |
| 36654 E | Orchestra Intermediate | Mills |
| 36654 N | Orchestra Beginning | Mills |
| 366561 | General Music 6 | Semester |
| 366569 | General Music 6 | 9 weeks |

Career \& Technical

| Business |  |  |
| :--- | :--- | :--- |
| 356870 | Technology Essentials | 9 weeks |
| 356880 | Office Technology Skills | 9 weeks |
| 39905 S | Keyboarding | Semester |
| EAST |  |  |
| 366620 | EAST 6 |  |

Health/Physical Education/Recreation

| 366810 | PE 6 | Semester |
| :--- | :--- | :--- |
| 366819 | PE 6 | 9 weeks |
| 366850 | Health \& Fitness 6 | Semester |
| 366859 | Health \& Fitness 6 | 9 weeks |

Talented \& Gifted

| 970800 | TAG Seminar I | Mills |
| :--- | :--- | :--- |

## Education for Students with Disabilities

| 971546 | Reading | Placement only |
| :--- | :--- | :--- |
| 971547 | Life Skills | Placement only |


| 97154 B | Social Studies | Placement only |
| :--- | :--- | :--- |
| 97154 G | Social Skills | Placement only |
| 97210 X | Language Arts | Placement only |
| 972122 | Language Arts | Placement only |
| 972300 | Mathematics | Placement only |
| 972352 | Mathematics | Placement only |
| 973912 | Science | Placement only |

Supplemental Instruction

| 97013 L | Literacy Connections |  |
| :--- | :--- | :--- |
| 970131 | AVID 6 |  |
| 999000 | Study Center |  |
| 999101 | Team One |  |
| 999102 | Team Two |  |
| 999103 | Team Three |  |
| 999104 | Team Four |  |
| 999800 | Prep Period |  |
| $99983 F$ | Office Aide |  |
| $99983 M$ | Media Center Aide |  |
| $99983 R$ | Registrar Aide |  |
| $99983 T$ | Teacher Aide |  |
| 999846 | Lunch |  |
| 999890 | Advisory 6 |  |

Standards for Accreditation require schools to provide instruction annually in Tools for Learning to students in Grades K-8.
Tools for Learning: Students will receive instruction annually in the required skill areas by each school's media specialist. Media specialists will be required to develop and maintain lesson plans to demonstrate evidence of instruction. Skill areas required by accreditation standards are as follows:

- Technical skills
- Research and information skills
- Use of computers and calculators
- Data gathering
- Use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews


## Language Arts

## Language Arts 6 <br> 366110

Grade 6

This course is aligned with Arkansas State Standards to improve students' oral and written communication skills. Students will read a variety of literary and non-fiction genres by diverse authors. Students will write in a variety of modes including argumentative/persuasive and informational/explanatory, with an emphasis on narrative writing. Skills in grammar, usage, and mechanics will be integrated into reading and writing instruction.

## Language Arts 6 PAP

366115

## Prerequisite: See *PAP Statement

This accelerated Language Arts course is designed for students who are interested in preparing for Advanced Placement courses in high school. Instruction is differentiated for gifted students. Students will continue to develop learning/thinking/study skills as they define the application of advanced grammatical concepts, build vocabulary and develop advanced writing skills with emphasis on organization, research skills, paraphrasing, creative writing and critical reading and analysis of literature. Students will apply knowledge of technology to research, writing and multimedia presentations.

## English Language Learner 970601

Grade 6

## Prerequisite: Placement

This course is designed to meet the needs of English Language Learners through a comprehensive sheltered literacy curriculum. Emphasis will be on building basic interpersonal communication, language acquisition and development, and cognitive/academic language proficiency through specialized materials, activities and scaffolded lessons to address ELP/Arkansas English Language Arts standards in all four domains of language.

## Foreign Language

Chinese 6
Grade 6
36641C

## Science

## Accelerated Course Pathway Information

Arkansas Accelerated Science Course Pathway allows districts and schools an option to maximize opportunities for high-performing students to meet the Arkansas K-12 Science Standards as well as be prepared to pursue advanced level science courses earlier in middle and high school and at a more rapid pace. This accelerated science course pathway is not intended for all students, but for students who have demonstrated advanced academic proficiency in the prerequisite courses and who intend to pursue a specific college and career pathway beyond high school.

Science is a quantitative discipline, so it is important for educators to ensure that students' science learning coheres well with their understanding of mathematics. To achieve this alignment, the Arkansas K-12 Science Committee made every effort to ensure that the mathematics standards do not outpace or misalign to the accelerated pathway courses. If this pathway is implemented, it is recommended that a unit of Algebra I be earned concurrently with a unit of accelerated physical science-integrated, which requires a Grades 5-8 course approval for both the algebra I and the accelerated physical science-integrated course from the Arkansas Department of Education. Arkansas Accelerated Science Course Pathway details the following optional accelerated courses.

Accelerated Grade 6 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 7 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 8/Physical Science -Integrated Course is an integration of the balance of 8th Grade physical science standards not mapped in the accelerated 6th and 7th Grade models and the high school physical science - integrated standards. *(5-8 course approval for physical science- integrated required)

Accelerated Biology - Integrated Course is an integration of the biology - integrated standards with additional life science standards and clarification statements written by the Arkansas K-12 Science Committee.

Accelerated Chemistry - Integrated Course is an integration of the chemistry integrated course standards with additional chemistry standards and clarification statements written by the Arkansas K-12 Science Committee.

[^0]
## STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Centra A Ifkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or <br> Accelerated/PAP <br> Math 6 | Math 7 or <br> Accelerated/PAP <br> Math 7 | Algebra I PAP | Algebra II PAP | Geometry <br> PAP | Pre-Calculus <br> PAP | AP Cal, AP STATs, <br> CTE Math, or <br> Concurrent Credit |
| Integrated <br> Science 6 or <br> Accelerated <br> Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated <br> Physical <br> Science 8 PAP | Accelerated <br> Biology PAP | Accelerated <br> Chemistry PAP | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit |
| CTE STEM Course: |  |  |  |  |  |  |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 3

$\left.\begin{array}{|c|c|c|c|c|c|c|}\hline \text { Grade 6 } & \text { Grade 7 } & \text { Grade 8 } & \text { Grade 9 } & \text { Grade 10 } & \text { Grade 11 } & \text { Grade 12 } \\ \hline \begin{array}{c}\text { Accelerated/PAP } \\ \text { Math 6 }\end{array} & \text { Algebra I PAP } & \text { Algebra II PAP } & \begin{array}{c}\text { Geometry } \\ \text { PAP }\end{array} & \begin{array}{c}\text { Pre-Calculus } \\ \text { PAP }\end{array} & \begin{array}{c}\text { AP Cal, AP STATS, } \\ \text { CTE Math, or } \\ \text { Concurrent Credit }\end{array} & \begin{array}{c}\text { AP Cal, AP STATS, } \\ \text { CTE Math, or } \\ \text { Concurrent Credit }\end{array} \\ \hline \begin{array}{c}\text { Accelerated } \\ \text { Science 6 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Science 7 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Physical } \\ \text { Science 8 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Biology PAP, } \\ \text { AP Biology, OR } \\ \text { Biology-CC }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Chemistry PAP } \\ \text { OR }\end{array} & \begin{array}{c}\text { Advanced } \\ \text { AP Chemistry }\end{array} & \begin{array}{c}\text { Advanced } \\ \text { Placenent (AP) } \\ \text { Science or } \\ \text { Concurrent Credit }\end{array}\end{array} \begin{array}{c}\text { Placement (AP) } \\ \text { Concurrent Credit }\end{array}\right]$
*This Progression meets all SMART CORE guidelines.

This integrated science course provides an overview of life, earth, space, and physical science concepts in the context of real-world problems. The course emphasizes the use of problem-solving and content application to examine current issues in science. Hands-on labs will be a major focus. Lab is required.

## Accelerated Science 6 <br> 366215

Grade 6

This accelerated science course is designed for students who are interested in preparing for Advanced Placement science courses in high school. This course is an integration of 6th, 7th, and 8th Grade life science, Earth, and space science, physical science, and engineering design standards. Higher order thinking skills are reinforced through hands-on application, interdisciplinary projects, and laboratory experiences. Lab is required.

## Mathematics

Core Math Progression

| 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry |  |
| *An approved Computer Science credit can take the place (flex) a 4th math credit. |  |  | Comp Sci(4th Math FLEX) |  |  |  |
| >Algebra I and Geometry are required graduation credits. Math 3 and Math 4 can be from approved list, including Computer Science and CTE Math. |  |  | Algebra I w/ Critical Algebra | Algebra II | Geometry |  |
|  |  |  | $\begin{gathered} \text { Comp Sci } \\ \text { (4th Math FLEX) } \end{gathered}$ |  |  |  |
| ^A wavier must be on file for students in ANY Core |  |  |  |  |  |  |
| Progression. |  |  | Alg I w/ or w/o Critical Algebra | Geometry | 3rd Unit of Math |  |
| *^These Progressions DO NOT meet Smart Core requirements. In addition, certain eligibility requirements may not be fulfilled by choosing any of these progressions. |  |  | Comp Sci (4th Math FLEX) |  |  |  |

## Smart Core Math Progression



## STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central IAknansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or Accelerated/PAP Math 6 | Math 7 or Accelerated/PAP Math 7 | Algebra I PAP | Algebra II PAP | $\begin{aligned} & \text { Geometry } \\ & \text { PAP } \end{aligned}$ | Pre-Calculus PAP | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Integrated Science 6 or Accelerated Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP | Accelerated Chemistry PAP | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | Computer Science Y1 \& Y2 OR <br> PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 3

$\left.\begin{array}{|c|c|c|c|c|c|c|}\hline \text { Grade 6 } & \text { Grade 7 } & \text { Grade 8 } & \text { Grade 9 } & \text { Grade 10 } & \text { Grade 11 } & \text { Grade 12 } \\ \hline \begin{array}{c}\text { Accelerated/PAP } \\ \text { Math 6 }\end{array} & \text { Algebra I PAP } & \text { Algebra II PAP } & \begin{array}{c}\text { Geometry } \\ \text { PAP }\end{array} & \begin{array}{c}\text { Pre-Calculus } \\ \text { PAP }\end{array} & \begin{array}{c}\text { AP Cal, AP STATS, } \\ \text { CTE Math, or } \\ \text { Concurrent Credit }\end{array} & \begin{array}{c}\text { AP Cal, AP STATS, } \\ \text { CTE Math, or } \\ \text { Concurrent Credit }\end{array} \\ \hline \begin{array}{c}\text { Accelerated } \\ \text { Science 6 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Science 7 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Physical } \\ \text { Science 8 PAP }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Biology PAP, } \\ \text { AP Biology, OR } \\ \text { Biology-CC }\end{array} & \begin{array}{c}\text { Accelerated } \\ \text { Chemistry PAP } \\ \text { OR }\end{array} & \begin{array}{c}\text { Advanced } \\ \text { AP Chemistry }\end{array} & \begin{array}{c}\text { Advanced } \\ \text { Placement (AP) } \\ \text { Science or } \\ \text { Concurrent Credit }\end{array}\end{array} \begin{array}{c}\text { Placement (AP) } \\ \text { Ccience or } \\ \text { Concurrent Credit }\end{array}\right\}$

[^1]
## Mathematics 6

The students will use their prior knowledge of multiplication and division to develop conceptual understanding and application usage of ratios and rates. They will extend fractional operations for division of fractions in both decimal and common fraction form plus solve percent problems. Students will extend the notation of the number system of rational numbers to include negative numbers. They will write, interpret, and use expressions and equations. They will develop an understanding of statistical thinking by expanding their ability to describe and summarize numerical data sets. They will build on their learning from elementary school geometry in decomposing or removing sections of areas and volumes. Students will prepare for the work on scale drawing and constructions of polygons in the coordinate plane. Students will also compose and interpret the various statistical graphs.

## Math 6 PAP

Grade 6
366315

## Prerequisite: See PAP statement

This accelerated course is designed for students who are motivated in the area of mathematics. It emphasizes advanced/accelerated concepts and skills as sequential preparation for Advanced Pathways in Mathematics courses in high school. The curriculum will cover 6th grade curriculum content with emphasis on advanced instructional strategies to best prepare students for 7 th grade Accelerated PAP. This course is rigorous and fast-paced to address advanced practices and standards.

## Accelerated Math 6 PAP

Grade 6
36631A

## Prerequisite: See PAP statement

This accelerated course is designed for students who have demonstrated a history of high performance in the area of mathematics in both local and national assessments. This course emphasizes advanced/accelerated concepts and skills as sequential preparation for Advanced Pathways in Mathematics courses in high school. The curriculum will cover 6th grade curriculum content and essential 7th grade curriculum skills and content necessary to best prepare students for Algebra I coursework during a student's 7th grade year. This course is rigorous, fast-paced, and accelerated to address both sixth and seventh grade math standards while using advanced instructional strategies. *Parent Conferences may be required for enrollment in this course.

## Social Studies

World History: Beginnings of Human

This course is designed to study the beginnings of Human Civilization to 1500 C.E. through four lenses: Economic, Civic, Historic and Geographic. The desired outcome is for students to examine a variety of primary and secondary sources and respond orally, visually, and in written form. Also, students will evaluate sources of information and draw and build upon ideas, explore issues, examine data, and analyze events through reading, writing, speaking and listening.

```
World History: Beginnings of Human
    Grade }
Civilizations 1500 C.E. }6\mathrm{ PAP
366715
```

This course is designed to introduce selected students to an accelerated and differentiated program in social sciences. The content is organized to develop and extend the skills inherent to success in social studies, such as advanced map skills, primary source research, analysis and higher order thinking skills. The content will focus on the beginnings of Human Civilization to 1500 C.E. communicate responses orally, visually and in written form.

## Fine Arts

## Visual

General Art 6 366510

Grade 6
Semester

This semester elective course is designed to acquaint students with a variety of art media. Aesthetic perception, creative expression, artistic heritage, and the ability to make informed judgments about art works and their environment will be emphasized. This course fulfills state requirements for sixth grade art.

```
Art }
Grade }
366519

This 9-week course is designed to acquaint students with a variety of art media. Aesthetic perception, creative expression, artistic heritage, and the ability to make informed judgments about art works and their environment will be emphasized. This course fulfills state requirements for sixth grade art.

\section*{Music}

\section*{Vocal Music Beginning}

This course is for students who have no previous singing experience. Emphasis is placed on proper singing fundamentals. Meets ADE Fine Arts Requirement. Performances are required.
```

Beginning Band Brass
Grades 6, 7, }
36654B

```

Prerequisite: Teacher Consult for Instrument Placement
This course is for students who have no previous instrumental playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Beginning Band Percussion 36654P}

Grades 6, 7, 8

\section*{Prerequisite: Teacher Consult for Instrument Placement}

This course is for students who have no previous instrumental playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Beginning Band Woodwinds 36654W}

Grades 6, 7, 8

Prerequisite: Teacher Consult for Instrument Placement

This course is for students who have no previous instrumental playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Orchestra Intermediate \\ Grade 6 36654E}
(Mills)

\section*{Prerequisite: Recommendation of Teacher for Level Placement}

This course continues the technical and music advancement of students who have started playing a string instrument (violin, viola, cello, and double bass) in elementary school. (Beginning students, with director's approval, may still enroll.) These students continue their musical development through daily recitations and various performances. Meets ADE Fine Arts Requirement. Performances are required.
```

Orchestra Beginning
Grade }
36654N

```
(Mills)
For students who have had no previous instruction on string instruments. Course content consists of basic instrument playing techniques and music fundamentals. Meets ADE Fine Arts Requirement. Performances are required.
```

General Music 6
Grade 6
366561 Semester

```

This semester course is for all sixth-grade students to meet the Arkansas Frameworks in Music. Students will engage in activities that include listening, analyzing, in class performance, etiquette, notation, and the study of some music history and appreciation. Meets ADE Music Requirement for \(6^{\text {th }}\) graders.
```

General Music 6
Grade }
366569 9 weeks

```

This nine-week course is for all sixth-grade students to meet the Arkansas Frameworks in Music. Students will engage in activities that include listening, analyzing, in class performance, etiquette, notation, and the study of some music history and appreciation. Meets ADE Music Requirement of \(6^{\text {th }}\) graders.

\section*{Career and Technical Education}

\section*{Business}

\section*{Technology Essentials}
Grade 6
356870
9 weeks

Prerequisite: Prior training in proper touch-typing techniques is recommended
This nine-week course will help students develop foundational technology skills necessary for continued success in academic and career pursuits. Topics covered include foundational word processing and editing, presentation design and delivery, and foundational spreadsheet skills, as well as safe computing and online habits.
```

Office Technology Skills Grade 6
356880

## Prerequisite: Prior training in proper touch-typing techniques is recommended

This is a nine-week support course that will help students begin building a solid foundation of basic technology skills that will promote proper technology habits to prepare them for ongoing academic and career pursuits.

## Keyboarding 6 <br> Grade 6 <br> 39905S

Keyboarding is a semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; formatting; and proper care of the equipment. Keyboarding is a foundation for developing entry-level skills for business careers.

## EAST

## EAST 6

366620
EAST is a project-based, service-oriented course that blends high-end technology with service projects. Students in EAST will spend much of their time self-directed and working self-paced as they use available technology (CAD, GIS/GPS, computer aided modeling and design, animation, programming, network design and maintenance, etc.) and the basics of project-based learning to solve problems in their local communities.

## Health/Physical Education/Recreation

## Physical Education 6 <br> 366810

Grade 6
Semester

A semester course including a variety of learning experiences from team and individual sports, lifetime sports, and self-testing activities will be introduced. The life-long use and enjoyment of physical activities for the maintenance of health and recreation will be emphasized. This course meets the state regulation requiring an average of $\mathbf{6 0}$ minutes per week of physical education.

## Physical Education 6

Grade 6
366819 9 weeks

A 9-week course including a variety of learning experiences from team and individual sports, lifetime sports, and self-testing activities will be introduced. The life-long use and enjoyment of physical activities for the maintenance of health and recreation will be emphasized. This course meets the state regulation requiring an average of $\mathbf{6 0}$ minutes per week of physical education.

Health \& Fitness 6
Grade 6
66850
Semester
This semester course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 6 middle school students.
Health \& Fitness 6 Grade 6
366859 9 weeks

This 9 -week course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 6 middle school students.

## Talented and Gifted

Talented \& Gifted I
Grade 6
970800
(Mills)

## Prerequisite: Talented and Gifted Identified

TAG 1 Seminar is designed to extend student interests beyond general exploratory experiences. Students develop a broad range of advanced-level skills in preparation for in-depth study and creation of a product on a chosen interest. Skill development might include written, oral, and visual communication skills, critical and creative thinking skills, research skills, technology skills, and skills in visual and performing arts.

# Education for Students with Disabilities 

## Inclusive Practices

## Inclusive Education: The Least Dangerous Assumption

"The least dangerous assumption is based on the presumption that students with special education needs are capable of learning curricular content, and that general education teachers have the capacity to teach students of varying ability."
Students enrolled in Core and Smart Core Tracks to graduation should be enrolled to the maximum extent possible in an Inclusive Practice Model service delivery model.

## Inclusive Practices Models

Grades 6-8
Prerequisite: Placement
Non-Block Schedule Inclusive Practice Model: General Education English and Math will be the courses in which the inclusive practice models will be implemented. PCSSD Middle School Inclusive Models will include Co-teaching Instruction and Indirect Services Models. All of which are general education courses with a co-teacher: co-teach, co-plan and co-instruct.

## Co-teach English-xxxxxx8

Co-teach Math-xxxxxxx8
Double Block Schedule Inclusive Practice Model: Students who require resource services in addition to core general education classes, could additionally have access to resource services in the regular classroom or special education classroom just so long as the weekly minutes are provided and the ratio for the group is $1: 8$. The service setting must be determined by the IEP team and documented in the IEP for each content area (Math and/or English).

Resource Math Inclusion-xxxxx1
Resource English Inclusion-xxxx1

| Inclusive Education Timeline |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services. |  |  |  |  |  |  |  |  |
| 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
| Building <br> Awareness <br> Statewide <br> trainings | Planning Year | $6^{\text {th }}$ and lower | $7^{\text {th }}$ and lower | $8^{\text {th }}$ and lower | In order to earn credits on the regular pathway | In order to earn credits on the regular pathway | In order to earn credits on the regular pathway | In order to earn credits on the regular pathway |
|  | Schools are asked to make plans for moving forward. Any needed training should be provided. | It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team. |  |  | $9^{\text {th }}$ graders must have licensed content teachers | $9^{\text {th }}$ and $10^{\text {th }}$ <br> graders must have licensed content teachers | $9^{\text {th }}, 10^{\text {th }}$, and <br> $11^{\text {th }}$ graders <br> must have <br> licensed content <br> teachers | All high school students must have licensed content teachers |
| *Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation. |  |  |  |  |  |  |  |  |
| Green indicates students working towards fulfilling the regular diploma requirements for graduation. |  |  |  |  |  |  |  |  |

[^2]
## Reading

Grades 6, 7, 8

## 971546

## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit significant academic and/or cognitive deficits. The course provides specially designed instruction for students to develop basic skills and practical application in Reading in order to acquire skills essential for meeting grade level standards.

```
Life Skills
Grades 6, 7, }
971547
```


## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. This course emphasizes functional age-appropriate instructional activities that will enable students to become more independent in domestic pre-vocational, community and recreational leisure environments both in school and within the community.

```
Social Studies
Grades 6, 7, }
97154B
```


## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit severe academic and cognitive deficits. The student requires specially designed instruction to develop basic skills and practical application in Social Studies in order to acquire skills essential for meeting grade level standards.

## Social Skills

Grades 6, 7, 8
97154G

## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit deficits in social skills. The course focuses on teaching the student to demonstrate appropriate social behavior and develop social problem-solving skills through teacher directed activities, modeling, role playing, and systematic instruction.

```
Language Arts
```

Grades 6, 7, 8
97210X

## Prerequisite: Placement

This course is a 1:8 ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to develop basic skills and practical application in Reading and/or Written Expression in order to acquire skills essential for meeting grade level standards.

Language Arts
Grades 6, 7, 8
972122

## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

## Mathematics

Grades 6, 7, 8 972300

## Prerequisite: Placement

This course is a $1: 8$ ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to help students develop basic skills and practical application in math in order to acquire skills essential for meeting grade level standards.

## Mathematics

$$
\text { Grades 6, 7, } 8
$$

## 972352

## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

## Science

Grades 6, 7, 8
973912

## Prerequisite: Placement

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

## Supplemental Instruction

## Literacy Connections 97013L

Grades 6, 7, 8

## Prerequisite: None

Literacy Connections is a class designed to accelerate reading and spelling growth for students through a state-required Dyslexia intervention. Students will further their understanding as they receive focused explicit instruction by engaging in differentiated learning activities.

## AVID 6 <br> Grade 6 <br> 970131

## Prerequisite: None

The AVID 6 elective course is designed to prepare students for college and career readiness by helping students develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program, such as Pre-AP. Students will learn and apply study skills and learning strategies to improve performance in the content areas: note taking, outlining, writing, speaking, reading, collaborating, test strategies for college entrance and placement exams, and the use of technology to improve performance will be stressed in both teach and tutor-led activities.

## Study Center 999000

## Prerequisite: None

This class is designed to provide additional time and opportunity for academic skill development. Class time is considered an extension of each student's required coursework and will be used for independent practice of required competencies.

```
Advisory }
Grade }
999890
```


## Prerequisite: None

Advisory is a daily meeting between students and teachers. The purpose of the advisory is to provide students with an opportunity to develop trusting relationships with the adults and work on academic and personal goals. During advisory time, students reinforce academic skills and deficiencies, cover pathways to graduation and accelerated learning opportunities, and participate in student success lessons.

## PULASKI COUNTY SPECIAL SCHOOL DISTRICT 2023-2024

| SEVENTH GRADE |  |  |
| :---: | :---: | :---: |
| Course <br> Number | Title | Notes |
| Language Arts |  |  |
| 377110 | Language Arts 7 |  |
| 377115 | Language Arts 7 PAP |  |
| 971602 | English Language Learner | Placement Only |
| Foreign Language |  |  |
| 44000S | Spanish 7 |  |
| 44100F | French 7 |  |
| 44700S | Chinese 7 | Maumelle |
| Science |  |  |
| 377210 | Integrated Science 7 |  |
| 377215 | Accelerated Science 7 PAP | Co-requisite: Accelerated Math 7 PAP |
| Mathematics |  |  |
| 377310 | Mathematics 7 |  |
| 377315 | Accelerated Mathematics 7 PAP |  |
| 430005 | Algebra I PAP | High school credit |
| Social Studies |  |  |
| 377710 | World Geography 7 |  |
| 377715 | World Geography 7 PAP |  |



| 399260 | Exploring Personal Finance | Semester |
| :---: | :---: | :---: |
| Business |  |  |
| 39932B | Keycode Beginners | Semester |
| 39932A | Keycode Advanced | Semester |
| Health/Physical Education/Recreation |  |  |
| 377810 | PE 7 | Semester |
| 377819 | PE 7 | 9 weeks |
| 377813 | Introduction to Sports (Boys) 7 |  |
| 377814 | Introduction to Sports (Girls) 7 |  |
| 377850 | Health \& Fitness 7 | Semester |
| 377859 | Health \& Fitness 7 | 9 weeks |
| Science, Technology, Engineering, \& Mathematics |  |  |
| 399110 | Automation \& Robotics | Semester <br> Mills, Maumelle, \& Sylvan Hills |
| 399120 | Design \& Modeling | Semester <br> Mills, Maumelle, \& Sylvan Hills |
| 399130 | Magic of Electrons | Semester <br> Mills \& Maumelle |
| 399140 | Science of Tech | Semester <br> Mills, Maumelle, \& Sylvan Hills |
| 399180 | Career Medical Detectives | Semester <br> Mills, Robinson, \& Sylvan Hills |
| 399250 | Flight \& Space | Semester <br> Sylvan Hills |
| Education for Students with Disabilities |  |  |
| 971546 | Reading | Placement only |
| 971547 | Life Skills | Placement only |
| 97154B | Social Studies | Placement only |


| $97154 G$ | Social Skills | Placement only |
| :--- | :--- | :--- |
| 97210 X | Language Arts | Placement only |
| 972122 | Language Arts | Placement only |
| 972300 | Mathematics | Placement only |
| 972352 | Mathematics | Placement only |
| 973912 | Science | Placement only |
| Supplemental Instruction |  |  |
| 97013 L | Literacy Connections |  |
| 970132 | AVID 7 |  |
| 999000 | Study Center |  |
| 999891 | Advisory 7 |  |

Standards for Accreditation require schools to provide instruction annually in Tools for Learning to students in Grades K-8.

Tools for Learning: Students will receive instruction annually in the required skill areas by each school's media specialist. Media specialists will be required to develop and maintain lesson plans to demonstrate evidence of instruction. Skill areas required by accreditation standards are as follows:

- Technical skills
- Research and information skills
- Use of computers and calculators
- Data gathering
- Use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews


## Language Arts

## Language Arts 7 <br> 377110

 Grade 7This course is aligned with Arkansas State Standards to improve students' oral and written communication skills. Students will read a variety of literary and non-fiction genres by diverse authors. Students will write in a variety of modes including narrative and argumentative/persuasive with a special emphasis on analytical-expository writing. Skills in grammar, usage, and mechanics will be integrated into reading and writing instruction.

## Language Arts 7 PAP

Grade 7
377115

## Prerequisite: * See PAP statement

This course is available to students who show proficiency in basic language skills and are able to meet the challenge of in-depth study of literature, vocabulary development and composition. Instruction is differentiated for gifted students. Students are placed in this course based upon skills, interest and commitment. Composition emphasis is on writing arguments, informational/explanatory texts, and narratives.

## English Language Learner 7 <br> 971602

## Prerequisite: Placement

This course is designed to meet the needs of English Language Learners through a comprehensive sheltered literacy curriculum. Emphasis will be on building basic interpersonal communication, language acquisition and development, and cognitive/academic language proficiency through specialized materials, activities and scaffolded lessons to address ELP/Arkansas English Language Arts standards in all four domains of language.

## Foreign Language

## Spanish 7 Grade 7 <br> 44000S

This course introduces the students to a second language. This is accomplished through listening, speaking, reading, writing, and basic grammar skills. There is an emphasis on the culture of Latin American countries and their customs.

## French 7 Grade 7 <br> 44100F

This course is designed to introduce the study of the French language. The emphasis is on the development of speaking, listening, and reading, writing, and grammar skills. Course content concerns situations encountered in daily living with an introduction to culture.

## Chinese 7

Grade 7
44700S
(Maumelle)
Students taking this course will learn speaking, reading, writing, and listening to communicate effectively in Mandarin Chinese. Course content concerns situations encountered in daily living. Students will participate in multicultural activities.

## Science

## Accelerated Course Pathway Information

Arkansas Accelerated Science Course Pathway allows districts and schools an option to maximize opportunities for high-performing students to meet the Arkansas K-12 Science Standards as well as be prepared to pursue advanced level science courses earlier in middle and high school and at a more rapid pace. This accelerated science course pathway is not intended for all students, but for students who have demonstrated advanced academic proficiency in the prerequisite courses and who intend to pursue a specific college and career pathway beyond high school.

Science is a quantitative discipline, so it is important for educators to ensure that students' science learning coheres well with their understanding of mathematics. To achieve this alignment, the Arkansas K-12 Science Committee made every effort to ensure that the mathematics standards do not outpace or misalign to the accelerated pathway courses. If this pathway is implemented, it is recommended that a unit of Algebra I be earned concurrently with a unit of accelerated physical science-integrated, which requires a Grades 5-8 course approval for both the algebra I and the accelerated physical science-integrated course from the Arkansas Department of Education. Arkansas Accelerated Science Course Pathway details the following optional accelerated courses.

Accelerated Grade 6 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 7 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 8/Physical Science -Integrated Course is an integration of the balance of 8th Grade physical science standards not mapped in the accelerated 6th and 7th Grade models and the high school physical science - integrated standards. *(5-8 course approval for physical science- integrated required)

Accelerated Biology - Integrated Course is an integration of the biology - integrated standards with additional life science standards and clarification statements written by the Arkansas K-12 Science Committee.

Accelerated Chemistry - Integrated Course is an integration of the chemistry - integrated course standards with additional chemistry standards and clarification statements written by the Arkansas K-12 Science Committee.

* A course approval for Grades 5-8 is necessary for a high school course to be taught at the middle school level. Teachers must hold the appropriate 7-12 licensure.


## STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer SCience, Robomics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or <br> Accelerated/PAP <br> Math 6 | Math 7 or <br> Accelerated/PAP <br> Math 7 | Algebra I PAP | Algebra II PAP | Geometry <br> PAP | Pre-Calculus <br> PAP | AP Cal, AP STATS, <br> CTE Math, or <br> Concurent Credit |
| Integrated <br> Science 6 or <br> Accelerated <br> Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated <br> Physical <br> Science 8 PAP | Accelerated <br> Biology PAP | Accelerated <br> Chemistry PAP | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit |
| CTE STEM Course: |  |  |  |  |  |  |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas P2 OR |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.
STEM Progression 3

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Accelerated/PAP <br> Math 6 | Algebra I PAP | Algebra II PAP | Geometry <br> PAP | Pre-Calculus <br> PAP | AP Cal, AP STATS, <br> CTE Math, <br> Concurrent Credit | AP Cal, AP STATS, <br> CTE Math, or <br> Concurrent Credit |
| Accelerated <br> Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated <br> Physical <br> Science 8 PAP | Accelerated <br> Biology PAP <br> AP Biology, OR <br> Biology-CC | Accelerated <br> Chemistry PAP <br> OR <br> OP Chemistry | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit | Advanced <br> Placenent (AP) <br> Science or <br> Concurrent Credit |
| CTE STEM Course: |  |  |  |  |  |  |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of |  |  |  |  |  |
| Innovation Pathway |  |  |  |  |  |  |

[^3]Integrated Science 7
Grade 7
377210
This integrated science course provides an overview of life, earth, space, and physical science concepts in the context of real-world problems. The course emphasizes the use of problem-solving and content application to examine current issues in science. Hands-on labs will be a major focus. Lab is required.

Accelerated Science 7 PAP
Grade 7
377215

## Co-requisite: Accelerated 7th Grade Math PAP

This accelerated integrated science course is designed for students who are interested in preparing for Advanced Placement science courses in high school. This course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards. Higher order thinking skills are reinforced through hands-on application, interdisciplinary projects and labs. Lab is required.

## Mathematics

Core Math Progression

| 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry |  |
| *An approved Computer Science credit can take the place (flex) a 4th math credit. |  |  | $\begin{gathered} \text { Comp Sci } \\ \text { (4th Math FLEX) } \end{gathered}$ |  |  |  |
| >Algebra I and Geometry are required graduation credits. Math 3 and Math 4 can be from approved list, including Computer Science and CTE Math. |  |  | Algebra I <br> w/ Critical <br> Algebra | Algebra II | Geometry |  |
|  |  |  | $\begin{gathered} \text { Comp Sci } \\ \text { (4th Math FLEX) } \end{gathered}$ |  |  |  |
| ^A wavier must be on file for students in ANY Core |  |  |  |  |  |  |
| Progression. |  |  | Alg I w/ or w/o Critical Algebra | Geometry | 3rd Unit of Math |  |
| *^These Progressions DO NOT meet Smart Core requirements. In addition, certain eligibility requirements may not be fulfilled by choosing any of these progressions |  |  | Comp Sci (4th Math FLEX) |  |  |  |

## Smart Core Math Progression

| 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Unit Above Algebra II OR Com Sci FLEX |
|  |  |  | Algebra I w/ <br> Critical Algebra OR <br> *Algebra A/B | Algebra II | Geometry | 4th Unit Above Algebra II OR Com Sci FLEX |
| Math 6 or Accelerated/PAP Math 6 | Math 7: <br> Accelerated/PAP | Algebra I PAP | Algebra II PAP | Geometry PAP | $\begin{gathered} \text { Pre-Calculus } \\ \text { PAP } \\ \hline \end{gathered}$ | $\begin{gathered} \text { AP or } \\ \text { Concurrent } \\ \text { Credit } \end{gathered}$ |
| $\begin{aligned} & \text { Accelerated/PAP } \\ & \text { Math } 6 \end{aligned}$ | Algebra I PAP | Algebra II PAP | Geometry PAP | $\begin{aligned} & \text { Pre-Calculus } \\ & \text { PAP } \\ & \hline \end{aligned}$ | $\begin{gathered} \text { AP or } \\ \text { Concurrent } \\ \text { Credit } \end{gathered}$ | AP or <br> Concurrent <br> Credit |
| *To be considered SMART CORE, Algebra A/B and may only be counted as 1 full credit of Math and one full credit of an Elective. This course may not be available in all programs at all campuses. |  |  | Algebra II | Geometry | $\begin{aligned} & \text { 4th Unit } \\ & \text { Above Algebra } \\ & \text { II } \end{aligned}$ | $\begin{aligned} & \text { 5th Unit } \\ & \text { Above Algebra } \\ & \text { II } \end{aligned}$ |
| \{Please consult your counselor for details.\} |  |  | Geometry | 4th Unit Above Algebra II | 5th Unit Above Algebra II | 6th Unit Above Algebra II |

## STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or <br> Accelerated/PAP <br> Math 6 | Math 7 or Accelerated/PAP Math 7 | Algebra I PAP | Algebra II PAP | Geometry PAP | $\begin{gathered} \text { Pre-Calculus } \\ \text { PAP } \end{gathered}$ | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Integrated Science 6 or Accelerated Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP | Accelerated Chemistry PAP | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Science, Robotics, Modeling, Electronics, Tech, and/or Flight \& Space (SHMS only) |  |  | Computer Science Y1 \& Y2 OR <br> PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |
| *This Progression meets all SMART CORE guidelines. |  |  |  |  |  |  |

## STEM Progression 3

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Accelerated/PAP Math 6 | Algebra I PAP | Algebra II PAP | Geometry PAP | Pre-Calculus PAP | AP Cal, AP STATS, CTE Math, or Concurrent Credit | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Accelerated <br> Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP, AP Biology, OR Biology-CC | Accelerated Chemistry PAP OR <br> AP Chemistry | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | AP or Concurrent Credit Computer Science OR PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

*This Progression meets all SMART CORE guidelines.

## Mathematics 7

Grade 7
377310
The study of ratios and rates from Math 6 will be extended to the understanding and application of proportional relationships (example: discount, interest, taxes...). Students will be expected to master operations with rational numbers and working with expressions and linear equations. They will solve problems involving scale drawing and informal geometric constructions and working with two- and threedimensional shapes to solve problems involving area, surface area, and volume. Students will solve two-step equations and inequalities. They will build on previous understanding to model and analyze outcome/events and draw inferences about populations based on samples.

## Accelerated Math 7 PAP

Grade 7
377315
Prerequisites: Successful completion of the Orleans Hanna Algebra Prognosis Assessment, proficiency on ACT Aspire summative math, and proficient on 2 of the $\mathbf{3}$ MAP interim assessments
This course is designed to challenge the academically self-motivated student who is curious about mathematics and desires to prepare for Advanced Placement Mathematics courses in high school and have mastered all arithmetic skills. Students will improve learning/thinking/study skills with emphasis on problem-solving and real-world applications while learning $7^{\text {th }}$ and $8^{\text {th }}$ grade standards. Students will apply knowledge of technology and connect algebraic applications to other topics in mathematics as well as other fields. This course is designed as a total pre-algebra course for students ready for Algebra I in eighth grade with emphasis on PreAP instructional strategies.
Algebra I PAP Grade 7
430005 1 high school credit

Prerequisites: Grade of C or better in Math 6 AC/PAP, successful completion of the Orleans Hanna Algebra Prognosis Assessment, proficiency on ACT Aspire summative math, and proficient on 2 of the $\mathbf{3}$ MAP interim assessments
Algebra I is the foundation for the study of upper-level mathematics. The concepts of relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratics functions and modeling form the foundation of this course. Seventh grade students enrolled in Algebra I should be those who intend to follow the Advanced Placement courses leading to AP Calculus or AP Statistics during their junior or senior year of high school. Students in this course should be prepared to obtain a minimum of six (6) math credits before graduation. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

## Social Studies

## World Geography

## Grade 7

377710
This course provides a study of physical and human geography with an emphasis on culture. Students will study the hemispheres, regions and continents of the world; they will also explore the historic, economic, and political impact of geography. Students will develop the perspective of a global citizen, understanding that global-scale issues and problems are resolved through extensive collaboration among the world's peoples, nations, and economic organizations. An additional, desired outcome of the course is for students to develop and apply disciplinary literacy skills of reading, writing, speaking and listening.

```
World Geography 7 PAP
377715
```

This course is designed to prepare students for PAP and AP social studies classes in high school. Students will apply critical and creative thinking skills which focus on the study of physical and human geography with an emphasis on culture.

## Fine Arts

## Visual

## General Art 7 <br> 377510

Grade 7
Semester
This semester course is designed to continue the introductions of students to a variety of media and teach the Arkansas State Frameworks for Visual Art. This course fulfills state requirements for Fine Art in the seventh grade.

## Beginning Art <br> 37751B <br> Grade 7 <br> Year

This year long art course is for beginning art students who have completed the general art requirement and are looking for a more advanced class than General Art. Simple art fundamentals and creative experience in drawing and design, water painting, ceramics, 3-dimensional design, digital arts, and crafts are introduced. This course can be combined with the 8th grade class Beginning Art. They are the same course.
Students are required to create artwork in this class.

## Watercolors

37751C
Grade 7
Semester

A semester elective course introducing watercolor painting. Beginning level techniques in a variety of watercolor media and mixed media will be explored. The study of various styles of painting both traditional and modern will be introduced. This course will provide a variety of creative painting experiences. Meets ADE Fine Arts Requirement.
Pen \& Ink/Graphic Design
Grade 7
37751K
A semester elective course designed to provide instruction in various drawing techniques common to pen and ink. A variety of subject matters such as portrait, landscape, still life, and architectural drawing will be explored. Instruction utilizing design elements and compositional problem solving will be included. This can be, but does not have to be, paired with 37751C Watercolor. Meets ADE Fine Arts Requirement.

## Music

## Vocal Music Intermediate Boys 377533

 Grade 7
## Prerequisite: Recommendation of Teacher for Vocal \& Level Placement

Boys continue to develop singing skills through a wide range of vocal music. Intermediate choirs usually perform four times during the school year for parents, middle school, and elementary students. Vocal Music (358533) is an important class in preparation for advanced vocal music offerings. Meets ADE Fine Arts Requirement. Performances are required.

## Vocal Music Intermediate Girls

## Prerequisite: Recommendation of Teacher for Vocal and Level Placement

Girls continue to develop singing skills through a wide range of vocal music. Intermediate choirs usually perform four times during the school year for parents, middle school, and elementary students. Vocal Music (358533) is an important class in preparation for advanced vocal music offerings. Meets ADE Fine Arts Requirement. Performances are required.

```
Advanced Band
37754A
```


## Prerequisite: Recommendation of Teacher for Level Placement

This course is designed for students with two years prior band experience or exceptional skill after one year as evidenced through audition. Emphasis is placed on fundamentals and techniques of ensemble and individual musicianship. Students will perform at various concerts and contests. Meets ADE Fine Arts Requirement. Performances are required.

```
Beginning Band Brass
37754B
Grades 7, 8
```


## Prerequisite: Teacher Consult for Instrument Placement

This course is for students who have no previous instrumental playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

```
Intermediate Band
Grades 7, }
37754I
```


## Prerequisite: Recommendation of Teacher for Level Placement

This course is designed for students with one-year prior band experience. Emphasis is placed on fundamentals and technique. Students will perform at various concerts and contests. Meets ADE Fine Arts Requirement. Performances are required.

```
Jazz Band
Grades 7, 8
37754J
```


## (Maumelle)

Prerequisite: Students must have successfully completed a minimum of one year in Band and must be currently enrolled in Band. Exception-Piano, Bass Guitar, Double-bass, or Guitar. Must have Recommendation of Jazz Band Director for skill level.
Students play and perform to the instrumental ensemble styles of jazz, blues, rock, and stage band.
Emphasis is placed on each student's playing and musical skills. Students develop their skills in the art of improvisation. Members must be available to perform frequently for school and civic functions.

## Performances are required.

Beginning Band Percussion
Grades 6, 7, 8
37754P

## Prerequisite: Teacher Consult for Instrument Placement

This course is for students who have no previous band instrument playing experience. This course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

## Beginning Band Woodwinds 37754W

Grades 6, 7, 8

## Prerequisite: Teacher Consult for Instrument Placement

This course is for students who have no previous band instrument playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

## Orchestra Intermediate

Grade 7
37754E
(Mills)

## Prerequisite: Recommendation of Teacher for Level Placement

This course continues the technical and music advancement of students who have started playing a string instrument (violin, viola, cello, and double bass) in elementary school. (Beginning students, with director's approval, may still enroll.) These students continue their musical development through daily recitations and various performances. Meets ADE Fine Arts Requirement. Performances are required.

## Orchestra Beginning <br> Grade 7 <br> 37754N

(Mills)
This course continues the technical and music advancement of students who have started playing a string instrument (violin, viola, cello, and double bass) in elementary school. (Beginning students, with director's approval, may still enroll.) These students continue their musical development through daily recitations and various performances. Meets ADE Fine Arts Requirement. Performances are required.

## Intermediate Band Percussion <br> Grade 7 <br> 37754D

## Prerequisite: Recommendation of Teacher for Level Placement

This course is designed for students with one-year prior band experience. Emphasis is placed on fundamentals and technique. Students will perform at various concerts and contests. Meets ADE Fine Arts Requirement. Performances are required.

```
General Music 7
``` Grade 7
377560 Semester

This semester elective class will teach the Arkansas State Frameworks in Music through a variety of lessons including listening, analyzing, etiquette, performance in class, notation and reading, some music history and appreciation. Meets ADE Fine Arts Requirement for students who are not in band, choir, orchestra, or art.

\section*{Career and Technical Education}

\section*{EAST}

EAST 7

\section*{Grade 7}

377620
EAST is a project-based, service-oriented course that blends high-end technology with service projects. Students in EAST will spend much of their time self-directed and working self-paced as they use available technology (CAD, GIS/GPS, computer aided modeling and design, animation, programming, network design and maintenance, etc.) and the basics of project-based learning to solve problems in their local communities.

\section*{Family and Consumer Sciences}

Family \& Consumer Science Investigations
Grades 7, 8 399080

Family and Consumer Science Investigations is a semester course where emphasis is given to the development of competencies related to Family Career and Community Leaders of America; personal and family development; relationships; home environment; food and nutrition; wellness; resource management; responsible childcare; clothing and appearance; and career preparation. Upon completion, the student will be able to see the interrelationship between work and family life and develop skills necessary to function in an ever-changing society.

Leadership \& Service Learning
Grades 7, 8
399090
Leadership and Service Learning is a semester course that emphasizes the importance of leadership skills, volunteerism, and professionalism in the development of personal qualities. It focuses on the benefits of community service, leadership roles, and civic responsibilities. Current technology is used to enhance communication skills and promote professionalism.

\section*{Exploring Personal Finance}

Grades 7, 8
399260
Exploring Personal Finance is a semester course that introduces students to the knowledge and skills required for managing their personal and family financial resources. Students learn to manage resources through hands-on applications that are relevant to their lives. Emphasis is given to the development of competencies related to values, needs, and wants, goals, and decisions making career exploration, understanding paychecks, spending plans, electronic banking and credit, financial institutions and checking accounts.

\section*{Business}

\section*{Keycode for Beginners \\ Grade 7 \\ 39932B \\ Semester}

\section*{Prerequisite: None}

Key Code is a semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques, development of speed and accuracy, and proper care of the equipment. As a capstone to the first thirteen weeks of the course, the final five weeks will be dedicated to students using keyboarding skills as they relate to formulating algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. Students will be required to use a text-based programming language to accomplish these tasks. This course is designed to meet the semester requirement for keyboarding as well as the five-week coding block for all 7th or 8th grade students. This course is for students who have not taken Keyboarding.
```

Keycode Advanced
39932A

```

Grade 7
Semester

\section*{Prerequisite: None}

Key Code is a semester course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters. Emphasis is placed on the following: mastery of the keyboard with desirable keyboarding techniques, development of speed and accuracy, and proper care of the equipment. As a capstone to the first thirteen weeks of the course, the final five weeks will be dedicated to students using keyboarding skills as they relate to formulating algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. Students will be required to use a text-based programming language to accomplish these tasks. This course is designed to meet the semester requirement for keyboarding as well as the five-week coding block for all 7th or 8th grade students. This course is for students who have taken Keyboarding.

\section*{Health/Physical Education/Recreation}

\section*{Physical Education 7 \\ 377810}

Grade 7

Emphasis in this co-educational semester course is on the development of basic physical skills and physical fitness. A wide variety of learning experiences are selected from team and individual sports, lifetime sports, self-testing activities and rhythms. The program encourages life-long use and enjoyment of physical activity for the maintenance of health and for social and recreational enrichment. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education or its equivalent for the year.

\section*{Physical Education 7 \\ 377819}

Grade 7

Emphasis in this co-educational 9-week course is on the development of basic physical skills and physical fitness. A wide variety of learning experiences are selected from team and individual sports, lifetime sports, self-testing activities and rhythms. The program encourages life-long use and enjoyment of physical activity for the maintenance of health and for social and recreational enrichment. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education or its equivalent for the year.
```

Introduction to Sports (Boys) }
Grade }
377813

```

The seventh-grade program is an introductory program in athletics with controlled competition and limited intramural school contests. Emphasis will focus on an athletic structure associated with teaching positive athletic discipline, basic sports fundamentals, skills, rules, strategies, and physical development. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education. Students participating in organized sports must furnish proof of a physical examination and pay a participation fee.
```

Introduction to Sports (Girls) 7
377814

```

Grade 7

The seventh-grade program is an introductory program in athletics with controlled competition and limited intramural school contests. Emphasis will focus on an athletic structure associated with teaching positive athletic discipline, basic sports fundamentals, skills, rules, strategies, and physical development. The goal is to promote individual motivation and readiness to participate in future competitive sports in our school athletic program. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education. Students participating in organized sports must furnish proof of a physical examination and pay a participation fee.
```

Health \& Fitness
377850

```

Grade 7
Semester

This semester course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 7 middle school students.
```

Health \& Fitness

This 9-week course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 7 middle school students.

## Science, Technology, Engineering \& Mathematics

STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or Accelerated/PAP Math 6 | Math 7 or Accelerated/PAP Math 7 | Algebra I PAP | Algebra II PAP | Geometry PAP | $\begin{aligned} & \text { Pre-Calculus } \\ & \text { PAP } \end{aligned}$ | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Integrated Science 6 or Accelerated Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP | Accelerated Chemistry PAP | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | Computer Science Y1 \& Y2 OR <br> PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 3

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Accelerated/PAP Math 6 | Algebra I PAP | Algebra II PAP | Geometry PAP | Pre-Calculus PAP | AP Cal, AP STATS, CTE Math, or Concurrent Credit | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Accelerated Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP, AP Biology, OR Biology- CC | Accelerated Chemistry PAP OR <br> AP Chemistry | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | AP or Concurrent Credit Computer Science OR PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

*This Progression meets all SMART CORE guidelines.

## Automation \& Robotics <br> 399110

Grades 7, 8 Semester
(Mills, Maumelle, \& Sylvan Hills)
Students trace the history and development of automation and robotics. They learn about structures, energy transfer and machine automation. They also find out what they need to study in high school and beyond to prepare for careers in engineering.

```
Design \& Modeling
``` Grades 7, 8
399120
Semester
(Mills, Maumelle, \& Sylvan Hills)
Students will learn the uses of solid modeling. They will be introduced to the design process and shown how this technology has influenced their lives. Using design briefs or abstracts, students create models and documentation to solve problems.
```

The Magic of Electrons
3 9 9 1 3 0
Grades 7, 8
399130

```
(Mills \& Maumelle)
Students see the wonders of electricity and electronics by designing simple circuits and exploring the impact of electricity on our lives.

\section*{The Science of Technology 399140}
(Mills, Maumelle, \& Sylvan Hills)
Students trace how science has affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication.

\section*{Career Medical Detectives 399180}
(Mills, Robinson, \& Sylvan Hills)
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

\section*{Flight \& Space 399250}
(Sy/van Hills)
The history of aerospace comes to life through hands-on activities and research as students explore the science behind aeronautics. Students use their knowledge to build, design, and test airfoil. Simulation software is used to provide space travel experience.

\title{
Education for Students with Disabilities
}

\section*{Inclusive Practices}

\section*{Inclusive Education: The Least Dangerous Assumption}
"The least dangerous assumption is based on the presumption that students with special education needs are capable of learning curricular content, and that general education teachers have the capacity to teach students of varying ability."
Students enrolled in Core and Smart Core Tracks to graduation should be enrolled to the maximum extent possible in an Inclusive Practice Model service delivery model.

\section*{Inclusive Practices Models}

Grades 6-8
Prerequisite: Placement
Non-Block Schedule Inclusive Practice Model: General Education English and Math will be the courses in which the inclusive practice models will be implemented. PCSSD Middle School Inclusive Models will include Co-teaching Instruction and Indirect Services Models. All of which are general education courses with a co-teacher: co-teach, co-plan and co-instruct.

\section*{Co-teach English-xxxxxx8}

Co-teach Math-xxxxxxx8
Double Block Schedule Inclusive Practice Model: Students who require resource services in addition to core general education classes, could additionally have access to resource services in the regular classroom or special education classroom just so long as the weekly minutes are provided and the ratio for the group is \(1: 8\). The service setting must be determined by the IEP team and documented in the IEP for each content area (Math and/or English).

Resource Math Inclusion-xxxxx1
Resource English Inclusion-xxxx1
\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{9}{|c|}{Inclusive Education Timeline} \\
\hline \multicolumn{9}{|r|}{Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.} \\
\hline 2021-2022 & 2022-2023 & 2023-2024 & 2024-2025 & 2025-2026 & 2026-2027 & 2027-2028 & 2028-2029 & 2029-2030 \\
\hline \multirow[t]{2}{*}{\begin{tabular}{l}
Building \\
Awareness \\
Statewide \\
trainings
\end{tabular}} & Planning Year & \(6^{\text {th }}\) and lower & \(7^{\text {th }}\) and lower & \(8^{\text {th }}\) and lower & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway \\
\hline & Schools are asked to make plans for moving forward. Any needed training should be provided. & \multicolumn{3}{|l|}{It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.} & \(9^{\text {th }}\) graders must have licensed content teachers & \begin{tabular}{l}
\(9^{\text {th }}\) and \(10^{\text {th }}\) \\
graders must have licensed content teachers
\end{tabular} & \begin{tabular}{l}
\(9^{\text {th }}, 10^{\text {th }}\), and \\
\(11^{\text {th }}\) graders \\
must have \\
licensed content \\
teachers
\end{tabular} & All high school students must have licensed content teachers \\
\hline \multicolumn{9}{|l|}{*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.} \\
\hline \multicolumn{9}{|c|}{Green indicates students working towards fulfilling the regular diploma requirements for graduation.} \\
\hline
\end{tabular}

\footnotetext{
*Coteaching sections and Resource Inclusion Sections should be scheduled separately.
}

\section*{Reading}

Grades 6, 7, 8

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and/or cognitive deficits. The course provides specially designed instruction for students to develop basic skills and practical application in Reading in order to acquire skills essential for meeting grade level standards.

\section*{Life Skills \\ Grades 6, 7, 8 \\ 971547}

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. This course emphasizes functional age-appropriate instructional activities that will enable students to become more independent in domestic pre-vocational, community and recreational leisure environments both in school and within the community.
```

Social Studies
Grades 6, 7, }
97154B

```

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit severe academic and cognitive deficits. The student requires specially designed instruction to develop basic skills and practical application in Social Studies in order to acquire skills essential for meeting grade level standards.
```

Social Skills
97154G

```

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit deficits in social skills. The course focuses on teaching the student to demonstrate appropriate social behavior and develop social problem-solving skills through teacher directed activities, modeling, role playing, and systematic instruction.
```

Language Arts

```

Grades 6, 7, 8
97210X

\section*{Prerequisite: Placement}

This course is a 1:8 ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to develop basic skills and practical application in Reading and/or Written Expression in order to acquire skills essential for meeting grade level standards.

Language Arts
Grades 6, 7, 8
972122

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Mathematics}

Grades 6, 7, 8

\section*{Prerequisite: Placement}

This course is a \(1: 8\) ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to help students develop basic skills and practical application in math in order to acquire skills essential for meeting grade level standards.

\section*{Mathematics}

Grades 6, 7, 8
972352

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Supplemental Instruction}

\section*{Literacy Connections}

Grades 6, 7, 8

\section*{97013L}

\section*{Prerequisite: None}

Literacy Connections is a class designed to accelerate reading and spelling growth for students through a state-required Dyslexia intervention. Students will further their understanding as they receive focused explicit instruction by engaging in differentiated learning activities.
```

AVID 7
Grade 7
970132

```

\section*{Prerequisite: None}

The AVID 7 elective course is designed to prepare students for college and career readiness by helping students develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program, such as Pre-AP. Students will learn and apply study skills and learning strategies to improve performance in the content areas: note taking, outlining, writing, speaking, reading, collaborating, test strategies for college entrance and placement exams, and the use of technology to improve performance will be stressed in both teach and tutor-led activities.

\section*{Study Center 999000}

Grades 6, 7, 8

\section*{Prerequisite: None}

This class is designed to provide additional time and opportunity for academic skill development. Class time is considered an extension of each student's required coursework and will be used for independent practice of required competencies.

Advisory 7
Grade 7
999891

\section*{Prerequisite: None}

Advisory is a daily meeting between students and teachers. The purpose of the advisory is to provide students with an opportunity to develop trusting relationships with the adults and work on academic and personal goals. During advisory time, students reinforce academic skills and deficiencies, cover pathways to graduation and accelerated learning opportunities, and participate in student success lessons.

\section*{PULASKI COUNTY SPECIAL SCHOOL DISTRICT} 2023-2024
\begin{tabular}{|c|c|c|}
\hline \multicolumn{3}{|r|}{EIGHTH GRADE} \\
\hline \begin{tabular}{l}
Course \\
Number
\end{tabular} & Title & Notes \\
\hline \multicolumn{3}{|r|}{Language Arts} \\
\hline 388110 & Language Arts 8 & \\
\hline 388115 & Language Arts 8 PAP & \\
\hline 971603 & English Language Learner & \\
\hline \multicolumn{3}{|r|}{Foreign Language} \\
\hline 440000 & Spanish I & High school credit \\
\hline 440005 & Spanish I PAP & High school credit \\
\hline 44000P & Spanish 8 & High school credit \\
\hline 441000 & French I & High school credit \\
\hline 441005 & French I PAP & High school credit \\
\hline 44100R & French 8 & High school credit \\
\hline 447000 & Chinese I & High school credit Maumelle \\
\hline 44700E & Chinese 8 & High school credit Maumelle \\
\hline \multicolumn{3}{|r|}{Science} \\
\hline 388210 & Integrated Science 8 & \\
\hline 423005 & Accelerated Physical Science 8 PAP & Co-requisite: \(8^{\text {th }}\) PAP Algebra I or \(8^{\text {th }}\) Algebra II High school credit \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline \multicolumn{3}{|r|}{Mathematics} \\
\hline 388310 & Mathematics 8 & \\
\hline 430005 & Algebra I PAP & High school credit \\
\hline 432005 & Algebra II PAP & High school credit \\
\hline \multicolumn{3}{|r|}{Social Studies} \\
\hline 388710 & Social Studies 8: US History 1800s-1900 & Semester \\
\hline 388715 & Social Studies 8: US History 1800s-1900 PAP & Semester \\
\hline 378720 & AR History 8 & Semester \\
\hline 378725 & AR History 8 PAP & Semester \\
\hline \multicolumn{3}{|r|}{Fine Arts} \\
\hline \multicolumn{3}{|r|}{Visual} \\
\hline 388510 & General Art 8 & Semester \\
\hline 388516 & Specialized Intermediate Art & Mills \\
\hline 38851B & Beginning Art & Year \\
\hline 38851C & Watercolor & Semester \\
\hline 38851E & Intermediate Art & Year \\
\hline 38851K & Pen/Ink Graphic Design & Semester \\
\hline \multicolumn{3}{|r|}{Music} \\
\hline 388533 & Vocal Music Cadet Boys & \\
\hline 388534 & Vocal Music Cadet Girls & \\
\hline 38854A & Advanced Band & \\
\hline 38854B & Beginning Band Brass & \\
\hline 388541 & Intermediate Band & \\
\hline 38854J & Jazz Band & Maumelle \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline 38854P & Beginning Band Percussion & \\
\hline 38854W & Beginning Band Woodwinds & \\
\hline 38854A & Orchestra Advanced & Mills \\
\hline 38854E & Orchestra Intermediate & Mills \\
\hline 38854N & Orchestra Beginning & Mills \\
\hline 388560 & General Music 8 & Semester \\
\hline \multicolumn{3}{|r|}{Career \& Technical} \\
\hline \multicolumn{3}{|r|}{Family \& Consumer Science} \\
\hline 399080 & Family \& Cons. Sci. Investigations & Semester \\
\hline 399090 & Leadership \& Service Learning & Semester \\
\hline 399260 & Exploring Personal Finance & Semester \\
\hline \multicolumn{3}{|r|}{Career Guidance, Exploration, \& Preparation} \\
\hline 399280 & Career Development & Semester \\
\hline \multicolumn{3}{|r|}{Business} \\
\hline 465070 & Programming & High school credit \\
\hline 492120 & Survey of Business & High school credit \\
\hline \multicolumn{3}{|r|}{EAST} \\
\hline 560010 & EAST I & Mills, Robinson, \& Sylvan Hills \\
\hline \multicolumn{3}{|r|}{Health/Physical Education/Recreation} \\
\hline 388810 & PE 8 & Semester \\
\hline 388819 & PE 8 & 9 weeks \\
\hline 388813 & Athletics (Boys) 8 & \\
\hline 388814 & Athletics (Girls) 8 & \\
\hline 388850 & Health \& Fitness 8 & Semester \\
\hline 388859 & Health \& Fitness 8 & 9 weeks \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline \multicolumn{3}{|r|}{Science, Technology, Engineering, \& Mathematics} \\
\hline 399110 & Automation \& Robotics (Sem) & \begin{tabular}{l}
Semester \\
Mills, Maumelle, \& Sylvan Hills
\end{tabular} \\
\hline 399120 & Design \& Modeling & \begin{tabular}{l}
Semester \\
Mills, Maumelle, \& Sylvan Hills
\end{tabular} \\
\hline 399130 & Magic of Electrons & Semester Mills \& Maumelle \\
\hline 399140 & Science of Technology & \begin{tabular}{l}
Semester \\
Mills, Maumelle, \& Sylvan Hills
\end{tabular} \\
\hline 399180 & Career Medical Detectives & \begin{tabular}{l}
Semester \\
Mills, Robinson, \& Sylvan Hills
\end{tabular} \\
\hline 399250 & Flight \& Space & \begin{tabular}{l}
Semester \\
Sylvan Hills
\end{tabular} \\
\hline \multicolumn{3}{|r|}{Education for Students with Disabilities} \\
\hline 971546 & Reading & Placement only \\
\hline 971547 & Life Skills & Placement only \\
\hline 97154B & Social Studies & Placement only \\
\hline 97154G & Social Skills & Placement only \\
\hline 97210X & Language Arts & Placement only \\
\hline 972122 & Language Arts & Placement only \\
\hline 972300 & Mathematics & Placement only \\
\hline 972352 & Mathematics & Placement only \\
\hline 973912 & Science & Placement only \\
\hline \multicolumn{3}{|r|}{Supplemental Instruction} \\
\hline 97013L & Literacy Connections & \\
\hline 970133 & AVID 8 & \\
\hline 999000 & Study Center & \\
\hline 999892 & Advisory 8 & \\
\hline
\end{tabular}

\section*{Standards for Accreditation require schools to provide instruction annually in Tools for Learning to students in Grades K-8.}

Tools for Learning: Students will receive instruction annually in the required skill areas by each school's media specialist.
Media specialists will be required to develop and maintain lesson plans to demonstrate evidence of instruction. Skill areas required by accreditation standards are as follows:
- Technical skills
- Research and information skills
- Use of computers and calculators
- Data gathering
- Use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

\section*{Language Arts}

\section*{Language Arts 8 Grade 8 388110}

This course is aligned with Arkansas State Standards to improve students' oral and written communication skills. Students will read a variety of literary and non-fiction genres by diverse authors. Students will write in a variety of modes including narrative and analytical expository, with a special emphasis on argumentative/persuasive writing. Skills in grammar, usage, and mechanics will be integrated into reading and writing instruction.

\section*{Language Arts 8 PAP}

Grade 8
388115

\section*{Prerequisite: See *PAP statement}

The development and use of language skills progress through composition and the in-depth study of literature. Composition focuses on writing arguments, informational/explanatory texts, and narratives. Placement is based on skill proficiency, interest, commitment, and teacher recommendations. Instruction is differentiated for the gifted student.
```

English Language Learner
971603

## Prerequisite: Placement

This course is designed to meet the needs of English Language Learners through a comprehensive sheltered literacy curriculum. Emphasis will be on building basic interpersonal communication, language acquisition and development, and cognitive/academic language proficiency through specialized materials, activities and scaffolded lessons to address ELP/Arkansas English Language Arts standards in all four domains of language

## Foreign Language

## Spanish I <br> Grade 8 <br> 440000 <br> 1 high school credit

This course provides the student with beginning listening, speaking, reading, and writing skills necessary to communicate in Spanish. The study of Hispanic culture includes daily life, customs, and a brief study of significant historical events. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

## Spanish I PAP <br> Grade 8 <br> 440005 <br> 1 high school credit

## Prerequisite: Spanish 7

The course is designed for students who completed Spanish 7 or prior Spanish coursework. This course provides the student with beginning listening, speaking, reading, and writing skills necessary to communicate in Spanish. The study of Hispanic culture includes daily life, customs, and a brief study of significant historical events. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

| Spanish 8 | Grade 8 |
| :--- | ---: |
| 44000P | 1 high school credit |

## Prerequisite: Spanish 7

This course is a continuation of the seventh-grade language course. There is a continued emphasis on the development of listening skills, while reading and writing are to receive more emphasis. Upon successful completion of this course and of the seventh-grade course, students will receive one credit toward graduation requirements. *The grade in this course will count towards the student's high school grade point average (G.P.A.).
French I Grade 8
441000

This course is designed to introduce the study of the French language. The emphasis is on the development of basic speaking, listening, reading, writing, and grammar skills. Course content concerns situations encountered in daily living with an introduction to culture. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

| French I PAP | Grade 8 |
| :--- | ---: |
| 441005 | 1 high school credit |

## Prerequisite: French 7

The course is designed for students who completed French 7 or prior French coursework. The emphasis is on the development of basic speaking, listening, reading, writing, and grammar skills. Course content concerns situations encountered in daily living with an introduction to culture. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

## French 8

## Grade 8

44100R

## Prerequisite: French 7

This course follows French 7. There is a continued emphasis on the development of speaking and listening skills, while reading and writing are to receive more emphasis. Upon successful completion of this course and of the seventh-grade course, students will receive one credit toward graduation requirements. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

| Chinese I | Grade 8 |
| :--- | ---: |
| 447000 | 1 high school credit |

(Maumelle)
This course provides the student with beginning listening, speaking, reading, and writing skills necessary to communicate in Mandarin Chinese. The study of Chinese culture includes daily life, customs, and a brief study of significant historical events. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

| Chinese 8 | Grade 8 |
| :--- | ---: |
| 44700 E |  |

(Maumelle)
This course is a continuation of the seventh-grade language course. There is a continued emphasis on the development of listening skills, while reading and writing receive more emphasis. Upon successful completion of this course and of the seventh-grade course, students will receive one credit toward graduation requirements. *The grade in this course will count towards the student's high school grade point average (G.P.A.)

## Science

## Accelerated Course Pathway Information

Arkansas Accelerated Science Course Pathway allows districts and schools an option to maximize opportunities for high-performing students to meet the Arkansas K-12 Science Standards as well as be prepared to pursue advanced level science courses earlier in middle and high school and at a more rapid pace. This accelerated science course pathway is not intended for all students, but for students who have demonstrated advanced academic proficiency in the prerequisite courses and who intend to pursue a specific college and career pathway beyond high school.

Science is a quantitative discipline, so it is important for educators to ensure that students' science learning coheres well with their understanding of mathematics. To achieve this alignment, the Arkansas K-12 Science Committee made every effort to ensure that the mathematics standards do not outpace or misalign to the accelerated pathway courses. If this pathway is implemented, it is recommended that a unit of Algebra I be earned concurrently with a unit of accelerated physical science-integrated, which requires a Grades 5-8 course approval for both the algebra I and the accelerated physical science-integrated course from the Arkansas Department of Education. Arkansas Accelerated Science Course Pathway details the following optional accelerated courses.

Accelerated Grade 6 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 7 Science Course is an integration of 6th, 7th, and 8th Grade life science, Earth and space science, physical science, and engineering design standards.

Accelerated Grade 8/Physical Science -Integrated Course is an integration of the balance of 8th Grade physical science standards not mapped in the accelerated 6th and 7th Grade models and the high school physical science - integrated standards. *(5-8 course approval for physical science- integrated required)

Accelerated Biology - Integrated Course is an integration of the biology - integrated standards with additional life science standards and clarification statements written by the Arkansas K-12 Science Committee.

Accelerated Chemistry - Integrated Course is an integration of the chemistry integrated course standards with additional chemistry standards and clarification statements written by the Arkansas K-12 Science Committee.

* A course approval for Grades 5-8 is necessary for a high school course to be taught at the middle school level. Teachers must hold the appropriate 7-12 licensure.

STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, Robom Course: <br> Science Tech, and/or Flight \& Space (SHMS , Electronics, | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or <br> Accelerated/PAP <br> Math 6 | Math 7 or <br> Accelerated/PAP <br> Math 7 | Algebra I PAP | Algebra II PAP | Geometry <br> PAP | Pre-Calculus <br> PAP | AP Cal, AP STATS, <br> CIE Math, or <br> Concurrent Credit |
| Integrated <br> Science 6 or <br> Accelerated <br> Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated <br> Physical <br> Science 8 PAP | Accelerated <br> Biology PAP | Accelerated <br> Chemistry PAP | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit |
| CTE STEM Course: |  |  |  |  |  |  |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 3

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { Accelerated/PAP } \\ & \text { Math } 6 \end{aligned}$ | Algebra I PAP | Algebra II PAP | Geometry PAP | $\begin{aligned} & \text { Pre-Calculus } \\ & \text { PAP } \end{aligned}$ | AP Cal, AP STATS, CTE Math, or Concurrent Credit | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Accelerated Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP, AP Biology, OR Biology-CC | Accelerated Chemistry PAP OR AP Chemistry | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | AP or Concurrent Credit Computer Science OR PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

[^4]Integrated Science 8

This integrated science course provides an overview of life, earth, space, and physical science concepts in the context of real-world problems. The course emphasizes the use of problem-solving and content application to examine current issues in science. Hands-on labs will be a major focus. Lab is required.

## Co-requisite: PAP 8th Grade Algebra I OR PAP 8th Grade Algebra II

(Physical Science Credit)
This accelerated, integrated science course is designed for students who are interested in preparing for Advanced Placement science courses in high school. This course is an integration of the balance of 8th Grade physical science standards not included in PAP 6th and 7th Grade courses and the high school Physical Science course standards. Higher order thinking skills are reinforced through hands-on application, interdisciplinary projects and labs. Lab is required. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

## Mathematics

## Core Math Progression

| 6th Grade | 7th Grade | 8th Grade | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry |  |
| *An approved Computer Science credit can take the place (flex) a 4th math credit. |  |  | $\begin{gathered} \text { Comp Sci } \\ \text { (4th Math FLEX) } \end{gathered}$ |  |  |  |
| >Algebra I and Geometry are required graduation credits. Math 3 and Math 4 can be from approved list, including Computer Science and CTE Math. |  |  | Algebra I w/ Critical Algebra | Algebra II | Geometry |  |
|  |  |  | Comp Sci (4th Math FLEX) |  |  |  |
| ^A wavier must be on file for students in ANY Core |  |  |  |  |  |  |
| Progression. |  |  | Alg I <br> w/ or w/o <br> Critical Algebra | Geometry | 3rd Unit of Math |  |
| *^These Progressions DO NOT meet Smart Core requirements. In addition, certain eligibility requirements may not be fulfilled by choosing any of these progressions. |  |  | Comp Sci (4th Math FLEX) |  |  |  |

## Smart Core Math Progression



STEM Progression 1

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 | Math 7 | Math 8 | Algebra I | Algebra II | Geometry | 4th Math |
| Science 6 | Science 7 | Science 8 | Physical <br> Science | Biology | Chemistry OR <br>  <br> Physiology | 4th Science |
| Computer Science, RTEM Course: <br> Ccience Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 2

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math 6 or <br> Accelerated/PAP <br> Math 6 | Math 7 or <br> Accelerated/PAP <br> Math 7 | Algebra I PAP | Algebra II PAP | Geometry <br> PAP | Pre-Calculus <br> PAP | AP Cal, AP STATS, <br> CTE Math, or <br> Concurrent Credit |
| Integrated <br> Science 6 or <br> Accelerated <br> Science 6 PAP | Accelerated <br> Science 7 PAP | Accelerated <br> Physical <br> Science 8 PAP | Accelerated <br> Biology PAP | Accelerated <br> Chemistry PAP | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit | Advanced <br> Placement (AP) <br> Science or <br> Concurrent Credit |
| CTE STEM Course: |  |  |  |  |  |  |
| Computer Science, Robotics, Modeling, Electronics, <br> Science Tech, and/or Flight \& Space (SHMS only) | PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation |  |  |  |  |  |
| Pathway |  |  |  |  |  |  |

*This Progression meets all SMART CORE guidelines.

## STEM Progression 3

| Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Accelerated/PAP Math 6 | Algebra I PAP | Algebra II PAP | Geometry PAP | Pre-Calculus PAP | AP Cal, AP STATS, CTE Math, or Concurrent Credit | AP Cal, AP STATS, CTE Math, or Concurrent Credit |
| Accelerated Science 6 PAP | Accelerated Science 7 PAP | Accelerated Physical Science 8 PAP | Accelerated Biology PAP, AP Biology, OR Biology-CC | Accelerated Chemistry PAP OR <br> AP Chemistry | Advanced Placement (AP) Science or Concurrent Credit | Advanced Placement (AP) Science or Concurrent Credit |
| CTE STEM Course: <br> Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only) |  |  | AP or Concurrent Credit Computer Science OR PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway |  |  |  |

[^5]
## Mathematics 8

Grade 8
388310
Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solve linear equations and systems of linear equations. They will develop an understanding of a function and use functions to describe quantitative relationships, identify the slope of a line from an equation or graph. They will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem. They will work with irrational numbers, integer exponents and scientific notation, mastery of square roots and cube roots and know the perfect square of cubes of smaller numbers.

| Algebra I PAP | Grade 8 |
| :--- | ---: |
| 430005 | 1 high school credit |

Prerequisites: Grade of C or better in Acc. 7th Math, successful completion of the Orleans Hanna Algebra Prognosis Assessment, proficiency on ACT Aspire summative math, and proficient on $\mathbf{2}$ of the $\mathbf{3}$ MAP interim assessments
Algebra I is the foundation for the study of upper-level mathematics. The concepts of relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratics functions and modeling form the foundation of this course. Eighth grade students enrolled in Algebra I should be those who intend to follow the Advanced Placement courses leading to AP Calculus or AP Statistics during their senior year of high school. *The grade in this course will count towards the student's high school grade point average (G.P.A.).

## Algebra II PAP <br> Grade 8 <br> 432005 <br> 1 high school credit

## Prerequisites: Successful completion of Algebra I PAP

The Algebra II course focuses on real and complex number systems. Students will study, in-depth, polynomial and rational expressions, equations, inequalities, vectors, matrices, and functions. Students will model using linear, quadratic, absolute value, and exponential models. Interpreting data and determining probability will also be an area of focus. Likewise, students will study the basic elements of trigonometry, sequence, and series, and probability, and statistics. Eighth-grade students enrolled in Algebra II should be those who intend to follow the Advanced Placement courses leading to AP Calculus or AP Statistics during their senior year of high school. Students are required to become proficient with a graphing calculator. Students in this course should be prepared to obtain a minimum of six (6) math credits before graduation. *The grade in this course will count towards the student's high school grade point average (G.P.A.)

## Social Studies

Social Studies 8: US History 1800s-1900
Grade 8
388710
This course will focus on the study of United States History 1800s-1900 in the first semester of eighth grade. The desired outcome is for students to develop an understanding of cause-and-effect relationships between events in the United States and the interconnected world. Students will examine primary and secondary sources and communicate responses orally, visually and in written form.

## Social Studies 8: US History 1800s-1900 Grade 8 <br> PAP <br> Semester <br> 388715

This course is designed to prepare students for PAP and AP social studies classes in high school. This course will focus on the study of United States History 1800s-1900 in the first semester of eighth grade. The desired outcome is for students to develop an understanding of cause-and-effect relationships between events in the United States and the interconnected world. Students will examine primary and secondary sources and communicate responses orally, visually and in written form.

```
Arkansas History }
378720
Grade 8
378720

Arkansas History focuses on the study of civics/government, economics, geography, and the history of state. A desired outcome is for students to be able to answer compelling and supporting questions through the examination of primary and secondary sources. Also, students will develop and apply disciplinary literacy skills of reading, writing, speaking and listening in the rigorous study of Arkansas History. This course will be taught during the first semester.

\section*{Arkansas History 8 PAP}

This course is designed to prepare students for PAP and AP social studies classes in high school. Arkansas History focuses on the study of civics/government, economics, geography, and the history of state. A desired outcome is for students to be able to answer compelling and supporting questions through the examination of primary and secondary sources. Also, students will develop and apply disciplinary literacy skills of reading, writing, speaking and listening in the rigorous study of Arkansas History. This course will be taught during the first semester.

\section*{Fine Arts}

\section*{Visual}

\section*{General Art 8 \\ 388510}

Grade 8
Semester
This semester course is designed to continue the education of students in the Visual Arts using a variety of media to teach the Arkansas State Frameworks for Visual Art. This course fulfills state requirements for Fine Arts in the eighth grade.

\section*{Specialized Intermediate Art \\ Grade 8 \\ 388516}
(Mills)

\section*{Prerequisite: Beginning Art and/or Teacher Recommendation}

This is a two-semester course that will include one semester computer/graphics/production and one semester drawing/painting. This course will provide a variety of creative experiences of drawing and painting techniques and media. Meets ADE Fine Arts Requirement.
```

Beginning Art
Grade 8
38851B

```

This year-long general art course is for beginning art students. Simple art fundamentals and creative experiences in drawing and design, water painting, ceramics, 3 -dimensional design, and crafts are introduced. Eighth grade students should not have had this art course in the seventh grade. This course can be combined with the 7th grade class Beginning Art. They are the same course. Meets ADE Fine
Arts Requirement.
Watercolors
Grade 8
38851C
A semester elective course introducing watercolor painting. Beginning level techniques in a variety of watercolor media and mixed media will be explored. The study of various styles of painting both traditional and modern will be introduced. This course will provide a variety of creative painting experiences. Meets ADE Fine Arts Requirement.
```

Intermediate Art
Grade }
38851E

```

Prerequisite: 38851B Beg Art or Teacher Exception based on work Portfolio evaluation by teacher.
A yearlong intermediate art course geared for more self-discipline in creative work experiences. Technical aspects of all projects are explored with emphasis on self-analysis. This course is for students interested in planning a career in art. This is for eighth graders only. Meets ADE Fine Arts Requirement.
```

Pen \& Ink/Graphic Design
38851K

```

Grade 8
Semester

A semester elective course designed to provide instruction in various drawing techniques common to pen and ink. A variety of subject matters such as portrait, landscape, still life, and architectural drawing
will be explored. Instruction utilizing design elements and compositional problem solving will be included. This is generally paired with 38851C Watercolor. Meets ADE Fine Arts Requirement.

\section*{Music}

\section*{Vocal Music Cadet Boys 388533}

Grade 8

\section*{Prerequisite: Recommendation of Teacher for Vocal \& Level Placement}

Students continue to acquire music reading and part singing skills through vocal music being studied. Students are expected to perform for parents, elementary and middle school students and various community functions. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Vocal Music Cadet Girls \\ Grade 8}

388534

\section*{Prerequisite: Recommendation of Teacher for Vocal \& Level Placement}

Students continue to acquire music reading and part singing skills through vocal music being studied. Students are expected to perform for parents, elementary and middle school students and various community functions. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Advanced Band}

Grades 7, 8
38854A

\section*{Prerequisite: Recommendation of Teacher for Level Placement}

This course is designed for students with two years prior band experience or exceptional skill after one year as evidenced through audition. Emphasis is placed on fundamentals and techniques of ensemble and individual musicianship. Students will perform at various concerts and contests. Meets ADE Music Requirement. Performances are required.

\section*{Beginning Band Brass \\ 38854B}

Grades 6, 7, 8

Prerequisite: Teacher Consult for Instrument Placement
This course is for students who have no previous instrumental playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.
```

Intermediate Band 38854I

``` Grades 7, 8

\section*{Prerequisite: Recommendation of Teacher for Level Placement}

This course is designed for students with one-year prior band experience. Emphasis is placed on fundamentals and technique. Students will perform at various concerts and contests. Meets ADE Fine Arts Requirement. Performances are required.
```

Jazz Band

```

Grades 7, 8

\section*{38854J}
(Maumelle)
Prerequisite: Students must have successfully completed a minimum of one year in Band and must be currently enrolled in Band. Exception-Piano, Bass Guitar, Double-bass, or Guitar. Must have Recommendation of Jazz Band Director for skill level.
Students play and perform to the instrumental ensemble styles of jazz, blues, rock, and stage band. Emphasis is placed on each student's playing and musical skills. Students develop their skills in the art of improvisation. Members must be available to perform frequently for school and civic functions.

\section*{Performances are required.}

\section*{Beginning Band Percussion \\ Grades 6, 7, 8 38854P}

\section*{Prerequisite: Teacher Consult for Instrument Placement}

This course is for students who have no previous band instrument playing experience. This course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.

\section*{Beginning Band Woodwinds 38854W}

\section*{Prerequisite: Teacher Consult for Instrument Placement}

This course is for students who have no previous band instrument playing experience. Course content consists of basic instrument playing techniques. Meets ADE Fine Arts Requirement. Performances are required.
```

Orchestra Advanced
Grade }
38854A

```
(Mills)

\section*{Prerequisite: Recommendation of Teacher for Level Placement}

This course is a continuation of goals set in Intermediate Orchestra. Students acquire greater skill involving bowing techniques, finger positions, and orchestra terminology. Orchestra members are encouraged to increase their participation in musical activities such as solo and ensemble playing. Meets ADE Fine Arts Requirement. Performances are required.
```

Orchestra Intermediate
Grade 8
38854E

```
(Mills)

\section*{Prerequisite: Recommendation of Teacher for Level Placement}

This course continues the technical and music advancement of students who have started playing a string instrument (violin, viola, cello, and double bass) in elementary school. (Beginning students, with director's approval, may still enroll.) These students continue their musical development through daily recitations and various performances. Meets ADE Fine Arts Requirement. Performances are required.

For students who have had no previous instruction on string instruments. Course content consists of basic instrument playing techniques and music fundamentals. Meets ADE Fine Arts Requirement. Performances are required.
\begin{tabular}{lr} 
General Music 8 & Grade 8 \\
388560 & Semester
\end{tabular}

This semester elective course is designed to teach the Arkansas State Frameworks in Music. This class will use a wide variety of activities including listening, analyzing, in class performance, music notation, and some music history and appreciation. Meets ADE Fine Arts Requirement for the student who is not currently enrolled in band, choir, orchestra, or art.

\section*{Career and Technical Education}

\section*{Family and Consumer Sciences}

\section*{Family \& Consumer Science Investigations \\ Grades 7, 8 39980 Semester}

Family and Consumer Science Investigations is a semester course where emphasis is given to the development of competencies related to Family Career and Community Leaders of America; personal and family development; relationships; home environment; food and nutrition; wellness; resource management; responsible childcare; clothing and appearance; and career preparation. Upon completion, the student will be able to see the interrelationship between work and family life and develop skills necessary to function in an ever-changing society.

Leadership \& Service Learning 399090

Grades 7, 8

Leadership and Service Learning is a semester course that emphasizes the importance of leadership skills, volunteerism, and professionalism in the development of personal qualities in this semester course. It focuses on the benefits of community service, leadership roles, and civic responsibilities. Current technology is used to enhance communication skills and promote professionalism.

\section*{Exploring Personal Finance 399260}

Exploring Personal Finance introduces students to the knowledge and skills required for managing their personal and family financial resources in this semester course. Students learn to manage resources through hands-on applications that are relevant to their lives. Emphasis is given to the development of competencies related to values, needs, and wants, goals, and decisions making career exploration, understanding paychecks, spending plans, electronic banking and credit, financial institutions and checking accounts.

\section*{Career Guidance, Exploration, and Preparation}

\section*{Career Development}

399280
This foundation semester long course uses hands-on activities and research to provide an opportunity for exploring the 16 career clusters. It is the point at which educational development begins with the establishment of an individual career plan.

\section*{Business}

\section*{Programming Year I 465070}

\section*{Grade 8}

The Arkansas Computer Science and Computing Initiative standards for high school courses are designed to provide an understanding of concepts in computer science that are necessary for students to function in an ever-changing technological world. Through these standards, students will explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data, Information, and Security; Algorithms and Programs; Computers and Communications; and Professionalism and Impacts of Computing. These standards help students learn to accomplish tasks and solve problems independently and collaboratively. These standards give students the tools and skills needed to be successful in college and careers including computer science, computing, and other fields. This course is a core requirement for all computer science pathways and programs of study. The grade earned in this course will count toward the student's high school credits and G.P.A.
\begin{tabular}{lr} 
Survey of Business & Grade 8 \\
492120 & 1 high school credit
\end{tabular}

\section*{Fulfills ACT 1280}

Survey of Business introduces students to business and marketing programs of study and related technology to help students succeed in business and marketing careers. The clusters and related programs of study are: Business Management \& Administration: Management, Medical Office Administration, and Office Administration; Finance: Accounting, Banking, and Securities, Investments, Risk and Insurance; Hospitality and Tourism: Hospitality and Tourism; Marketing: Marketing and Entrepreneurship; Information Technology: Web Technologies and Social Media and Communications; and Transportation, Distribution, and Logistics: Supply Chain and Logistics. Using industry recognized software, students will focus on skills in word processing, spreadsheets, database, presentations, and cloud computing as they relate to business and marketing careers. This course will focus on skills needed to obtain Microsoft Office Specialist (MOS) certifications. This course is a core requirement for all clusters, pathways and programs of study. The grade earned in this course will count toward the student's high school credits and G.P.A.

\section*{EAST}

\section*{EAST I}

560010

\section*{Grade 8}

1 high school credit

EAST is a project-based, service-oriented course that blends high-end technology with service projects. Students in EAST will spend much of their time self-directed and working self-paced as they use available technology (CAD, GIS/GPS, computer aided modeling and design, animation, programming, network design and maintenance, etc.) and the basics of project-based learning to solve problems in their local communities. Students in grade 8 will receive 1 academic credit for EAST. The grade earned in this course will count toward the student's high school credits and G.P.A.

\section*{Science, Technology, Engineering \& Mathematics}

STEM Progression 1
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Grade 6 & Grade 7 & Grade 8 & Grade 9 & Grade 10 & Grade 11 & Grade 12 \\
\hline Math 6 & Math 7 & Math 8 & Algebra 1 & Algebra II & Geometry & 4th Math \\
\hline Science 6 & Science 7 & Science 8 & \begin{tabular}{c} 
Physical \\
Science
\end{tabular} & Biology & \begin{tabular}{c} 
Chemistry OR \\
Anatomy \& \\
Physiology
\end{tabular} & 4th Science \\
\hline \begin{tabular}{c} 
Computer SCience, Robom Course: \\
Science Tech, and/or Flight \& Space (SHMS only)
\end{tabular} & PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation \\
Pathway
\end{tabular}
*This Progression meets all SMART CORE guidelines.

\section*{STEM Progression 2}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Grade 6 & Grade 7 & Grade 8 & Grade 9 & Grade 10 & Grade 11 & Grade 12 \\
\hline Math 6 or
Accelerated/PAP
Math 6 & Math 7 or
Accelerated/PAP
Math 7 & Algebra I PAP & Algebra II PAP & Geometry PAP & \[
\begin{gathered}
\text { Pre-Calculus } \\
\text { PAP }
\end{gathered}
\] & AP Cal, AP STATS, CTE Math, or Concurrent Credit \\
\hline Integrated Science 6 or Accelerated Science 6 PAP & Accelerated Science 7 PAP & Accelerated Physical Science 8 PAP & Accelerated Biology PAP & Accelerated Chemistry PAP & Advanced
Placement (AP)
Science or
Concurrent Credit & Advanced
Placement (AP)
Science or
Concurrent Credit \\
\hline \multicolumn{3}{|l|}{\begin{tabular}{l}
CTE STEM Course: \\
Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only)
\end{tabular}} & \multicolumn{4}{|l|}{\begin{tabular}{l}
Computer Science Y1 \& Y2 OR \\
PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway
\end{tabular}} \\
\hline
\end{tabular}
*This Progression meets all SMART CORE guidelines.

\section*{STEM Progression 3}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Grade 6 & Grade 7 & Grade 8 & Grade 9 & Grade 10 & Grade 11 & Grade 12 \\
\hline \[
\begin{aligned}
& \text { Accelerated/PAP } \\
& \text { Math } 6
\end{aligned}
\] & Algebra I PAP & Algebra II PAP & Geometry PAP & Pre-Calculus PAP & AP Cal, AP STATS, CTE Math, or Concurrent Credit & AP Cal, AP STATS, CTE Math, or Concurrent Credit \\
\hline \begin{tabular}{l}
Accelerated \\
Science 6 PAP
\end{tabular} & Accelerated Science 7 PAP & Accelerated Physical Science 8 PAP & Accelerated Biology PAP, AP Biology, OR Biology-CC & \begin{tabular}{l}
Accelerated Chemistry PAP OR \\
AP Chemistry
\end{tabular} & Advanced
Placement (AP)
Science or
Concurrent Credit & Advanced
Placement (AP)
Science or
Concurrent Credit \\
\hline \multicolumn{3}{|l|}{\begin{tabular}{l}
CTE STEM Course: \\
Computer Science, Robotics, Modeling, Electronics, Science Tech, and/or Flight \& Space (SHMS only)
\end{tabular}} & \multicolumn{4}{|l|}{AP or Concurrent Credit Computer Science OR PLTW Pathway, Academies of Central Arkansas Pathway, School of Innovation Pathway} \\
\hline
\end{tabular}

\footnotetext{
*This Progression meets all SMART CORE guidelines.
}
```

Automation \& Robotics
Grades 7, 8
399110
Semester

```
(Mills, Maumelle, \& Sylvan Hills)
Students trace the history and development of automation and robotics. They learn about structures, energy transfer and machine automation. They also find out what they need to study in high school and beyond to prepare for careers in engineering.
```

Design \& Modeling
399120

```

Grades 7, 8
Semester
(Mills, Maumelle, \& Sylvan Hills)
Students will learn the uses of solid modeling. They will be introduced to the design process and shown how this technology has influenced their lives. Using design briefs or abstracts, students create models and documentation to solve problems.

\section*{The Magic of Electrons}

Grades 7, 8
399130
Semester
(Mills \& Maumelle)
Students see the wonders of electricity and electronics by designing simple circuits and exploring the impact of electricity on our lives.
```

The Science of Technology
Grades 7, 8
399140
Semester

```
(Mills, Maumelle, \& Sylvan Hills)
Students trace how science has affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication.

\section*{Career Medical Detectives 399180}

Grades 7, 8
Semester
(Mills, Robinson, \& Sylvan Hills)
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.
```

Flight \& Space
399250
Grades 7, }

```
(Sylvan Hills)
The history of aerospace comes to life through hands-on activities and research as students explore the science behind aeronautics. Students use their knowledge to build, design, and test airfoil. Simulation software is used to provide space travel experience.

\section*{Health/Physical Education/Recreation}

\section*{Physical Education 8 \\ Grade 8 \\ 388810 \\ Semester}

Emphasis in this co-educational semester course is on the development of basic physical skills and physical fitness. A wide variety of learning experiences are selected from team and individual sports, lifetime sports, self-testing activities and rhythms. The program encourages life-long use and enjoyment of physical activity for the maintenance of health and for social and recreational enrichment. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education or its equivalent for the year.
```

Physical Education }
Grade }
388819
9 weeks

```

Emphasis in this co-educational 9-week course is on the development of basic physical skills and physical fitness. A wide variety of learning experiences are selected from team and individual sports, lifetime sports, self-testing activities and rhythms. The program encourages life-long use and enjoyment of physical activity for the maintenance of health and for social and recreational enrichment. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education or its equivalent for the year.
```

Athletics (Boys) }
Grade 8
388813

```

\section*{Prerequisite: Recommendation of Coaching Staff}

This course is a continuation of the seventh-grade program, with a degree of advanced athletic techniques and skills. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education. Students participating in organized sports must furnish proof of a physical examination and pay a participation fee.
```

Athletics (Girls) }
Grade 8
388814

```

Prerequisite: Recommendation of Coaching Staff
This course is a continuation of the seventh-grade program with a degree of advanced athletic techniques and skills. This course meets the state regulation requiring an average of \(\mathbf{6 0}\) minutes per week of physical education. Students participating in organized sports must furnish proof of a physical examination and pay a participation fee.
```

Health \& Fitness
388850

```

This semester course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 8 middle school students.
```

Health \& Fitness
Grade }
388859
9 weeks

```

This 9-week course will include topics and information that will help adolescent students make informed decisions about their current and long-range health. The active part of this program will stress fitness strategies appropriate for grade 8 middle school students.

\title{
Education for Students with Disabilities
}

\section*{Inclusive Practices}

\section*{Inclusive Education: The Least Dangerous Assumption}
"The least dangerous assumption is based on the presumption that students with special education needs are capable of learning curricular content, and that general education teachers have the capacity to teach students of varying ability."
Students enrolled in Core and Smart Core Tracks to graduation should be enrolled to the maximum extent possible in an Inclusive Practice Model service delivery model.

\section*{Inclusive Practices Models}

Grades 6-8
Prerequisite: Placement
Non-Block Schedule Inclusive Practice Model: General Education English and Math will be the courses in which the inclusive practice models will be implemented. PCSSD Middle School Inclusive Models will include Co-teaching Instruction and Indirect Services Models. All of which are general education courses with a co-teacher: co-teach, co-plan and co-instruct.

\section*{Co-teach English-xxxxxx8}

Co-teach Math-xxxxxxx8
Double Block Schedule Inclusive Practice Model: Students who require resource services in addition to core general education classes, could additionally have access to resource services in the regular classroom or special education classroom just so long as the weekly minutes are provided and the ratio for the group is \(1: 8\). The service setting must be determined by the IEP team and documented in the IEP for each content area (Math and/or English).

Resource Math Inclusion-xxxxx1
Resource English Inclusion-xxxx1
\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{9}{|c|}{Inclusive Education Timeline} \\
\hline \multicolumn{9}{|r|}{Special Education services should be determined on an individual student basis to include frequency, duration, and location of such services.} \\
\hline 2021-2022 & 2022-2023 & 2023-2024 & 2024-2025 & 2025-2026 & 2026-2027 & 2027-2028 & 2028-2029 & 2029-2030 \\
\hline \multirow[t]{2}{*}{\begin{tabular}{l}
Building \\
Awareness \\
Statewide \\
trainings
\end{tabular}} & Planning Year & \(6^{\text {th }}\) and lower & \(7^{\text {th }}\) and lower & \(8^{\text {th }}\) and lower & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway & In order to earn credits on the regular pathway \\
\hline & Schools are asked to make plans for moving forward. Any needed training should be provided. & \multicolumn{3}{|l|}{It is recommended that students receive core instruction in general education courses with the appropriate supplementary aids, services, and supports to prepare them for fulfilling the regular diploma requirements for graduation. Programming decisions are determined by the IEP team.} & \(9^{\text {th }}\) graders must have licensed content teachers & \begin{tabular}{l}
\(9^{\text {th }}\) and \(10^{\text {th }}\) \\
graders must have licensed content teachers
\end{tabular} & \begin{tabular}{l}
\(9^{\text {th }}, 10^{\text {th }}\), and \\
\(11^{\text {th }}\) graders \\
must have \\
licensed content \\
teachers
\end{tabular} & All high school students must have licensed content teachers \\
\hline \multicolumn{9}{|l|}{*Students with significant cognitive disabilities may have core instruction in general education classes or in special classes taught by teachers licensed in special education. In high school, these students would be working toward graduating via the Alternate Pathway to Graduation.} \\
\hline \multicolumn{9}{|c|}{Green indicates students working towards fulfilling the regular diploma requirements for graduation.} \\
\hline
\end{tabular}

\footnotetext{
*Coteaching sections and Resource Inclusion Sections should be scheduled separately.
}

\section*{Reading}

Grades 6, 7, 8

\section*{971546}

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and/or cognitive deficits. The course provides specially designed instruction for students to develop basic skills and practical application in Reading in order to acquire skills essential for meeting grade level standards.
```

Life Skills
Grades 6, 7, }
971547

```

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. This course emphasizes functional age-appropriate instructional activities that will enable students to become more independent in domestic pre-vocational, community and recreational leisure environments both in school and within the community.
```

Social Studies
Grades 6, 7, }
97154B

```

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit severe academic and cognitive deficits. The student requires specially designed instruction to develop basic skills and practical application in Social Studies in order to acquire skills essential for meeting grade level standards.

\section*{Social Skills}

Grades 6, 7, 8
97154G

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit deficits in social skills. The course focuses on teaching the student to demonstrate appropriate social behavior and develop social problem-solving skills through teacher directed activities, modeling, role playing, and systematic instruction.
```

Language Arts

```

Grades 6, 7, 8
97210X

\section*{Prerequisite: Placement}

This course is a 1:8 ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to develop basic skills and practical application in Reading and/or Written Expression in order to acquire skills essential for meeting grade level standards.

Language Arts
Grades 6, 7, 8
972122

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Mathematics}

Grades 6, 7, 8 972300

\section*{Prerequisite: Placement}

This course is a \(1: 8\) ratio course designed for students with disabilities who exhibit academic and cognitive deficits. The course provides specially designed instruction to help students develop basic skills and practical application in math in order to acquire skills essential for meeting grade level standards.

\section*{Mathematics}

\author{
Grades 6, 7, 8
}

\section*{972352}

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Science}

Grades 6, 7, 8
973912

\section*{Prerequisite: Placement}

This course is a self-contained course designed for students with disabilities who exhibit significant academic and cognitive deficits. The course provides extensive direct specially designed instruction and substantial support to allow students to achieve measurable gains in the grade-and age-appropriate curriculum.

\section*{Supplemental Instruction}

\section*{Literacy Connections 97013L}

Grades 6, 7, 8

\section*{Prerequisite: None}

Literacy Connections is a class designed to accelerate reading and spelling growth for students through a state-required Dyslexia intervention. Students will further their understanding as they receive focused explicit instruction by engaging in differentiated learning activities.

\section*{AVID 8 \\ Grade 8 \\ 970133}

\section*{Prerequisite: None}

The AVID 8 elective course is designed to prepare students for college and career readiness by helping students develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program, such as Pre-AP. Students will learn and apply study skills and learning strategies to improve performance in the content areas: note taking, outlining, writing, speaking, reading, collaborating, test strategies for college entrance and placement exams, and the use of technology to improve performance will be stressed in both teach and tutor-led activities.

\section*{Study Center 999000}

\section*{Prerequisite: None}

This class is designed to provide additional time and opportunity for academic skill development. Class time is considered an extension of each student's required coursework and will be used for independent practice of required competencies.

\section*{Advisory 8}

Grade 8
999892

\section*{Prerequisite: None}

Advisory is a daily meeting between students and teachers. The purpose of the advisory is to provide students with an opportunity to develop trusting relationships with the adults and work on academic and personal goals. During advisory time, students reinforce academic skills and deficiencies, cover pathways to graduation and accelerated learning opportunities, and participate in student success lessons.```


[^0]:    * A course approval for Grades 5-8 is necessary for a high school course to be taught at the middle school level. Teachers must hold the appropriate 7-12 licensure.

[^1]:    *This Progression meets all SMART CORE guidelines

[^2]:    *Coteaching sections and Resource Inclusion Sections should be scheduled separately.

[^3]:    *This Progression meets all SMART CORE guidelines.

[^4]:    *This Progression meets all SMART CORE guidelines.

[^5]:    *This Progression meets all SMART CORE guidelines.

