

CMS-East

8th Grade Course Catalog



Home of the Broncos

Updated High School GPA Policy

There are changes to the CISD GPA policy which will begin with freshmen entering high school in the 2011-12 academic year. Since students may elect to take courses for high school credit during middle school, some highlights of the GPA policy are provided in the Coppel Middle School Course Guides.

- Students' weighted GPA will include all courses which are eligible for state credit. Local credit courses such as office assistant do not count toward GPA.
- Graduating in the top 10% and valedictorian and salutatorian will be determined by a sub-set of the GPA:
 - Only courses in the five course areas (English, Math, Social Studies, Science, Languages other than English) will be used to determine top 10% and valedictorian and salutatorian.
 - The sub-set GPA applies the weighted GPA system like the inclusive GPA does.
 - The sub-set GPA will differ from the inclusive GPA reported to students.
- For instance, the following high school credit courses are typically offered for middle school students. All count toward the student's GPA, but only those indicated will be considered when determining the top 10%, valedictorian, and salutatorian:
 - Algebra (top 10% sub-set)
 - Geometry (top 10% sub-set)
 - Spanish I (top 10% sub-set)
 - Mandarin Chinese (top 10% sub-set)
 - Art I
 - Business Information Management (BIM)
 - Multimedia
 - Desktop Publishing/Yearbook 8
- There is a specific list of courses that will count toward the subset GPA. This list will be available on the CISD website (www.coppellisd.com) under the curriculum department.
- These changes will impact entering freshmen in the fall of 2011 and thereafter but will have no impact on students who entered grade 9 prior to 2011.
- The full description of the CISD GPA Policy can be found on the CISD website (www.coppellisd.com). Select the Quick Access link to Board Policy. In the interactive Policy Online section, search for policy code EIC. Both EIC Legal and Local describe the GPA policy of the district.

Middle School GT Program

Gifted and Talented classes are offered in mathematics, language and literacy, social studies, and science. GT students must take at least one GT class to continue as an active GT student.

The following describes the GT curriculum for middle school:

Concept based curriculum

- Teach established generalizations surrounding concepts
- Focus instruction around essential questions
- Students learn independently to acquire grade specific content

How this meets GT Program Goals:

- Self-Directed Learning
 - Students regularly engage in independent research on grade specific content
- Research
 - Students will be specifically taught to do independent research and write in appropriate formats to communicate what they are learning.
 - Development of sophisticated research skills will be a hallmark of this GT Program.
- Thinking
 - (Critical) Students will be taught critical thinking skills through the conceptual thinking, generalizations, and essential questions.
 - (Creative) Students will develop multiple products to reflect creative thinking based on the research and content of the GT courses.
 - (Analysis and Application) Students will learn to apply knowledge in new and novel situations and analyze all new information in light of principles and generalizations.
- Communication
 - Students will develop communication skills through presentations including multiple forms of media.
 - Students will learn authentic forms of communication within each discipline including most current digital forms of communication.
 - All forms of independent learning and research will culminate in a product that effectively communicates.

How this program fits well for gifted learners:

- Open-ended curriculum and instruction
- Authentic assessment with products and performances
- Student choice to focus on topics of interest through independent research
- Conceptual learning beginning with the big picture and classical questions in each discipline
- Self-directed learning with student choices in research promotes self-understanding

- Potential to develop sound liberal foundations while also developing specialized competencies within each discipline

8th Grade

Course Descriptions

Required Courses

Language Arts 8 (1 Period)

Students will continue to improve their skills in oral and written communication in four basic areas: grammar, spelling, composition and literature. This course is also designed to prepare students for high school English and advanced vocabulary development. Emphasis is placed on correctly using the writing process and using critical thinking skills.

Pre AP Language Arts 8 (1 Period)

The Pre-AP course in English Language and Composition engages students in becoming skilled readers of non-fiction and prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The middle level Pre-AP Language Arts classes are designed to support and prepare students for high school AP English courses and the AP English Literature and Composition exams, which are components of the Distinguished Achievement Program (DAP).

GT Language Arts (1 period)

GT language arts and reading engages gifted learners in the major concepts of literacy and language development through advanced content instruction. This course emphasizes critical, creative, and analytical thinking; self-directed, independent research; and communication with writing, speaking, and interactive media. Students in the GT language arts and reading course will read widely from required and self-selected texts; they will write regularly in multiple formats including persuasive and expository modes. Students will select independent research topics and develop skills of academic research as they explore concepts and ideas in greater depth. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21st century. *Students must be identified gifted according to CISD selection criteria.*

Math 8 (1 period)

This course continues from MATH 7 to build an algebraic foundation within the five content strands of mathematics: Number Sense and Operations, Algebraic Reasoning, Geometric Reasoning, Measurement, and Probability and Statistics. The development of the rational number system (fractions and decimals), the use of multiple variables to solve mathematical problems, and the Cartesian coordinate system as a tool to describe linear relationships are emphasized. This course also assists students in developing analytic skills such as problem solving, estimation, and mathematical reasoning.

Pre AP Algebra I (1 period)

Prerequisite: Pre AP Math 7 or CISD Pre AP Algebra I qualifying exam

This course is recommended for students who intend to prepare for high school AP Calculus or AP Statistics. Students will study how to apply graphical and algebraic analyses to study linear functions. Pre-AP Algebra I emphasizes the sophisticated use of variables and graphs to solve problems involving linear functions, rate of change, and accumulation of area. Students will constantly use the rational number system, multiple variables, and the Cartesian coordinate system to demonstrate a mature understanding of how to solve complex problems that involve multiple concepts. Students will be expected to demonstrate independence in their ability to reason analytically at a demanding pace. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

GT Mathematics (Algebra I) (1 period)

GT mathematics engages gifted learners in the major concepts of number sense, problem solving, and mathematical analysis. Students will develop mathematical thinking and reasoning skills including making conjectures and developing sound deductive arguments as a basis for developing new insights and promoting further study of mathematics. Students in GT mathematics will learn new concepts and skills in the context of solving problems. The advanced content of GT mathematics will allow students to grapple with open-ended questions and challenges that encourage students to develop alternative and creative solutions to problems. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21st century. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy. Students must be identified gifted according to CISD selection criteria.***

Pre AP Geometry (1 period)

Prerequisite: Algebra I

This course is designed to prepare students for advanced studies in AP Calculus or AP Statistics in high school. Students will study the concepts of geometric relationships in a plane and in Cartesian space. Students will gain a sophisticated understanding of area, volume, rate of change, and accumulation of area. Deductive logic is emphasized in developing a system of thought, which uses algebraic reasoning to describe geometric and trigonometric properties. The course also allows students to acquire an appreciation for the history of geometry as an influence in Western thought. A portion of this course is taught via web-technology. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

Science 8 (1 period)

Science 8 is interdisciplinary in nature; however, much of the content focus is on earth and space science. Through scientific investigation and reasoning, students develop an understanding of cycles within earth systems; the role of natural events in altering earth systems; changes in the earth's features over time; interactions within solar, weather and ocean systems; and the structure and dynamics of space systems. Other areas of study include matter and energy; force and motion; and organisms and the environment. Throughout the course, student scientists become familiar with different modes of scientific inquiry.

Pre AP Science 8 (1 period)

The Pre-AP Science 8 course is designed to help students improve their ability to collect, analyze and synthesize data into understandable models and frameworks and to convey their understandings in a variety of formats, including narrative, numeric and graphic. The purpose of the course is to prepare students for the challenges of an AP science course.

GT Science (1 period)

GT science engages gifted learners in the major concepts of science and the scientific method of inquiry. Students will study the nature, structure, and processes of science focusing on how one arrives at scientific conclusions. Open-ended laboratory experiences will develop the scientific thinking talents of students as they engage in self-directed, independent research. The GT science course emphasizes critical and creative thinking as students explore in-depth topics and appreciate the role science places in the research and innovation. Students will practice skills of scientific literacy including methods of scientific communication and discourse. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21st century. ***Students must be identified gifted according to CISD selection criteria.***

U. S. History 8 (1 period)

The curriculum of eighth grade U.S. history includes geography and historical events through the Reconstruction Era. Objectives of the course include providing the student with a basic survey of historical facts in addition to promoting critical thinking skills such as: cause and effect, categorizing, generalizing, analyzing and evaluating. An intense study of the U.S. Constitution is included and emphasizes the responsibilities and opportunities present in a democratic society.

Pre AP U. S. History 8 (1 period)

This class provides an in-depth study of U.S. history from discovery to the Civil War. The program is designed to provide information, develop critical reading skills, and focus on the writing skills needed to perform satisfactorily on the social science advanced placement examinations. Students will be expected to gather data, analyze materials, and draw conclusions from both primary and secondary sources for use in completing document-based and free-response questions. Overall, the course will be a more rigorous treatment of the concepts and topics covered in the regular 8th grade class and will prepare students with the skills needed within the high school Pre-AP/AP social science class offerings.

GT Pre-AP U. S. History (1 period)

GT social studies engages gifted learners in the major concepts of culture and history through advanced content instruction. This course emphasizes critical, creative, and analytical thinking; self-directed, independent research; and communication with writing, speaking, and interactive media. Students in GT social studies will develop historical research capabilities and practice historical analysis and interpretation through a concept-based curriculum. Students will gain historical and cultural knowledge, learn to examine assumptions and conclusions, and conduct their own research using inquiry methods of the social scientist. Students will develop advanced level products and performances which reflect complex thinking and innovative applications of ideas and concepts connecting the intellectual heritage of the past to the dynamic culture of the 21st century. ***Students must be identified gifted according to CISD selection criteria.***

Electives

(Full Year - 1 period each)

Grammar & Composition/ESL Communication:

This course is required for beginning and intermediate English Language Learners in grades 6-8. Students will focus on language acquisition skills necessary for proficiency in oral and written basic interpersonal and academic communication in order to be successful in grade level academic classes in English. *(Students must qualify for this course.)*

READ 180

Prerequisite: Teacher and Committee recommendation (RTI, 504 or ARD)

This course utilizes the READ 180 instructional program designed for students who experience difficulty in reading. The class focuses on equipping students with the skills and strategies necessary to independently comprehend a wide range of texts. Students divide their time between independent reading, teacher-directed small group sessions, and individualized computer interaction. *(Students must qualify for this course.)*

MTA

Prerequisite: Teacher and Committee recommendation (RTI, 504 or ARD)

This course is designed to follow the CISD approved curriculum for students with dyslexia – MTA. (Multi-sensory Teaching Approach) Instruction is strategy oriented and addresses graphophonemic knowledge, reading proficiency, fluency, comprehension, and spelling. MTA includes Language Structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

Math Science Investigation

The Math and Science Investigations course engages students in problem solving in the areas of engineering, forensic science and emerging media. Through inquiry and project based learning, students will hypothesize, acquire and analyze data, and formulate conclusions. Student investigators will experience science and mathematics as a vehicle for making meaning within a scientific investigation.

Creative Writing/ Reading Studio

Students will be immersed in various fictional styles such as prose, poetry, and drama through self-selected and guided reading choices. Student discussion groups, author studies, and communication with Young Adult (YA) authors will provide rich ideas, models and feedback. While in this studio setting, students will discover their own writing style while crafting their own original texts. An emphasis will be on exploring genre-specific design features, imitating published authors' works, incorporating effective stylistic choices, and understanding the power of the purpose/audience filter. Students will build a portfolio of work throughout the course with the goal of publishing an original work at the end.

Pre AP Spanish I

The content of the course will be instructed with additional emphasis on the development of critical-thinking skills to strengthen oral proficiency. This is an excellent course for students desiring an in depth study of Spanish and a strong foundation for Pre-AP Spanish II. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy. Highly recommended for students with a solid understanding of the English language (A/B student).***

Pre AP Mandarin Chinese I

The content of the course concentrates on speaking and understanding simple non-technical sentences, and writing and reading with an emphasis on simple grammar patterns and topical vocabulary in the language. Basic cultural customs and differences will be introduced. AP standards and expectations will be introduced. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy. Highly recommended for students with a solid understanding of the English language (A/B student)***

Multimedia 8

Prerequisite: Teacher approval

Students learn the foundations of media, broadcasting and communications. Students will learn to create film segments, operate equipment to capture the scene and edit to a final product, while producing regular broadcasts for our campus. Students will create interactive projects as outlined on the syllabus and a digital media portfolio. ***Although this is a high school course, students have a choice of taking the class for high school credit or for middle school credit. This decision has to be made prior to a designated deadline. The deadline will be published and will fall within the first six weeks of school. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

Desktop Publishing/ Yearbook 8

Prerequisite: Application and teacher approval

This course is designed to help students learn about publishing. Students are selected for their reliability, character, enthusiasm to work and journalism skills. A current average of 85 or above in all classes and a 90 or above in English Language Arts & Reading is required. Students will produce the school yearbook and other print and digital publications. Students will create interactive projects as outlined on the syllabus and a digital media portfolio. ***Although this is a high school course, students have a choice of taking the class for high school credit or for middle school credit. This decision has to be made prior to a designated deadline. The deadline will be published and will fall within the first six weeks of school. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

Business Information Management (BIM)

This project based course prepares students for success by increasing their advanced technical skills. Students will work in the small groups to design, present and evaluate 'real world' projects that would be common in post secondary and business experiences today. Using information management tools students will create documents, databases, spreadsheets and multimedia presentations in a variety of published formats. ***This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

Art A

This is for students who did not take Art A in 6th or 7th grade.

This beginning course provides students an opportunity to explore different artists, and a variety of techniques. Students will study skills and mediums including drawing, print-making, one-point perspective, Prisma Pencil techniques, color wheel, painting, human proportion, sculpture, calligraphy, ceramics, collage and fiber. Art history and aesthetic judgment are integrated into the course along with a study of other cultures and their art. Sketchbooks will be a weekly assignment for this class. ***Art Supply fee of \$40.00 for students consumable materials.***

Art B

Prerequisite: Art A or teacher approval

Skills learned in Art A will be extended. The skills may include shading forms, papier mache monsters, silk screening, linoleum prints, facial proportions and shading, mask making, ceramics, pen and ink, painting, and scratch board. Major units include self-portraits, animals, and papier mache. Art history and aesthetic judgment are also included. ***Art Supply fee of \$40.00 for students consumable materials.***

Art 1

Prerequisite: Teacher approval

This course builds on skills developed in Art B. It will prepare students for future art classes in High School and will provide them an opportunity to submit a portfolio for the high school advanced Art 1 class. This portfolio will include contour, contour drawing of the figure, landscape, portraits, linear perspective, value studies, color theory and sculpture. Art history and aesthetic judgment also compose the course with elements and principles. Sketchbooks will be a weekly assignment for this class. ***Art Supply fee of \$40.00 for student's consumable materials. This is a high school credit course. In addition, please refer to page 2 of the course guide in reference to the high school GPA policy.***

Symphonic Band

Prerequisite: Audition or teacher approval

The primary goal of the Symphonic Band is to challenge second and third year students and provide them an opportunity to strengthen technical skills on their instruments. This is accomplished through disciplined rehearsals, sectionals and participation in music festivals/competitions. Students must maintain academic eligibility in order to take full advantage of all band activities. Auditions for the symphonic/honor band are held at the conclusion of the previous year. Students signing up for this class are expected to attend all required band activities.

Honors Band

Prerequisite: Audition or teacher approval

The primary goal of the Honor Band is to prepare students to enter the high school band program while continuing to strengthen musical and technical skills. This is accomplished

through disciplined rehearsals, sectionals and participation in music festivals/competitions. Students must maintain academic eligibility in order to take full advantage of all band activities. Auditions for the symphonic/honor band are held at the conclusion of the previous year. Students signing up for this class are expected to attend all required band activities.

Treble Choir

Treble Choir is a performance class open to all seventh and eighth grade girls who enjoy singing. Students will learn the basics of proper singing with emphasis placed on solid musicianship. Performances throughout the year include school concerts, contests, festivals, and U.I.L. competition. These may include trips to surrounding districts and amusement parks. Opportunities for greater involvement as a soloist and in groups are available through Solo & Ensemble Contests, as well as Regional Honor Choirs.

Boys Choir

Boys Choir is a performance class open to all boys in grades 6, 7, and 8 who enjoy singing. Students will learn the basics of proper singing with emphasis placed on solid musicianship. Performances throughout the year include school concerts, contests, and festivals. These may include trips to surrounding districts and amusement parks. Opportunities for greater involvement as a soloist and in groups are available through Solo & Ensemble Contests, as well as Regional Honor Choirs.

Select Choir

Prerequisite: Audition or teacher approval

Select Choir is a performance class made up of auditioned seventh and eighth grade girls who enjoy singing at a more advanced level. Students will continue to learn the techniques of proper singing, with emphasis placed on advanced musicianship. Performances throughout the year include school concerts, contests, festivals, U.I.L. competition, and community events. Opportunities for greater involvement as a soloist and in groups are available through Solo & Ensemble Contests, as well as Regional Honor Choirs.

Applications in Music (Percussion)

Prerequisite: Teacher approval

This course broadens the appreciation of music through a variety of musical pathways from choir to jazz band. One specific pathway will be determined and emphasized throughout the year. This class places strong emphasis on the technical and musical abilities of its students so that they will be able to perform literature appropriate to the musical ability of the students within this ensemble. Musical analysis and individual performance are also strongly emphasized to exhibit proper musical techniques.

Theatre B

Theatre B involves a more in-depth study of Theatre. Dramatic structure, acting techniques, and technical elements will be covered in greater depth in both production and scene studies. Other units of study will include Shakespearean Comedy and Theatre History. Theatre B students will produce at least one play as well as several performance pieces. Theatre B focuses on improving performance and technical skills.

Theatre C

Prerequisite: Teacher approval

This performance class for eighth graders is designed for the “serious actor.” Units of study include: Theatre History, Musical Theatre, Shakespeare, Advanced Puppetry, Stage Productions, and various action skills and styles. Throughout the year, students will have the opportunity to participate in full length plays and special events.

Foundations PE/Individual Sports

This is a fitness course based on an understanding of the physiological factors involved in exercise that incorporate muscular strength and endurance, flexibility, and cardiovascular endurance. Students will actively participate to reinforce knowledge for lifetime fitness. This course broadens the appreciation of and the ability to participate in lifetime sports. Selections may include the following sports or a combination of sports: tennis, golf, weight lifting, aerobics, table tennis, badminton, and recreational games. Physical fitness will also be included. *A P.E. uniform is required and can be ordered through the PTO.*

Athletics

Athletics is an extracurricular activity that is made up of highly competitive sports. Athletics can take the place of a P.E. credit and is offered to 7th and 8th graders. The programs are governed by the rules and regulations of the University Interscholastic League. Athletics includes volleyball, football, basketball, cross country and track and field. Students participating in only cross country or tennis do not need to enroll in athletics. These sports take place outside of the athletic period. Students must try out for at least 1 sport per semester and must be prepared to tryout against other individuals for their designated sport. Students not competing on a team will participate in off season activities, including fitness conditioning, weight training and drills to improve strength, speed, endurance and agility. *A uniform is required and may be purchased from the coaches. A physical must be turned in to the coaches before the first day of practices begin.*

Student Assistants

Prerequisite: Administration approval required

Student assists with daily routines in the main office, special needs areas, or the library. The Office Assistant's responsibilities may include collecting attendance, filing, delivering mail and other items to teachers and students. Library Aides assist the Librarian by checking materials in/out using the circulation desk computer and shelving materials in the library. Helping students with special needs is also an option available to 8th grade students. *Student assistants are selected based upon their reliability, honesty, character, and enthusiasm to work.*

PLACEMENT PROCESS

A variety of language arts classes and math classes are offered to meet the many and varied needs of our students. Students who qualify for placement in *GT LANGUAGE ARTS* and/or, *GT MATH*, and *RESOURCE MATH* and/or *RESOURCE LANGUAGE ARTS* will be hand scheduled by the counselor prior to schedule pick-up.

SCHEDULE CHANGES

One of the most critical functions performed by a school is the pre-registration of students. Based upon pre-registration information, courses are scheduled and teachers are employed for the next school year. Schedule changes are made only under the conditions listed below:

- A change is needed as a result of summer school.
- A change is needed to balance classes within the master schedule.
- Any change which, in the judgment of the principal, is in the best interest of the student and/or teacher.
- Students can request schedule changes before school begins. Although all requests will be taken into consideration, ***we cannot guarantee changes***. It will depend on the master schedule. At CMS East, classes, especially elective classes, quickly reach their maximum numbers. For this reason, it is feasible that students may receive their 2nd and 3rd elective choices. Every effort is made to accommodate student choice as much as possible.
- **Students may request pre-registration changes until the end of May. These are the times to discuss changes; after school begins there will be limited schedule changes.**

All courses are subject to CISD School Board approval, scheduling constraints, and the availability of campus staffing.

EQUAL OPPORTUNITY POLICY STATEMENTS

1. No administrative officer or employee of the Coppell Independent School District, acting in his/her official capacity, may discriminate on the basis of a person's sex, race, religion, color, or national origin regarding: personnel practices, including assigning, hiring, promoting, compensating, and discharging employees; use of facilities, awarding contracts, and participation in programs.
2. No student shall, on the basis of sex, race, religion, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity sponsored by this school district except as specifically provided in the Title IX Implementing Regulations.
3. No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this school district except as specifically provided in Section 504 Implementing Regulations.

Inquiries regarding any of these policies should be directed to the Superintendent's Office (214-496-6000).

DISCLAIMER

CISD course offerings for the 2011-2012 school year are subject to appropriate funding, teacher availability, and/or class size.