

WAXAHACHIE ISD JUNIOR HIGH COURSE CATALOG 2022 - 2023



waxahachie
Independent School District™

**EDDIE D. FINLEY
JUNIOR HIGH SCHOOL**

**ROBBIE E. HOWARD
JUNIOR HIGH SCHOOL**

**EVELYN LOVE COLEMAN
JUNIOR HIGH SCHOOL**



Waxahachie Independent School District

411 North Gibson St.: Waxahachie, Texas: 75165

Excellence in Education

Dear Students and Parents:

The Waxahachie Independent School District Grades 6-8 Course Catalog lists the courses that our district generally makes available to students. It should be noted, however, that not all of the courses listed are scheduled every year. Since it is not economically feasible to schedule classes in which only a few students enroll, some classes may not be offered for the current year. Sufficient numbers of student requests for specific courses, then, become the determining factor as to what courses are scheduled. In addition, Waxahachie ISD may provide additional state approved courses not listed in this Catalog as deemed necessary.

The Course Catalog provides a Table of Contents to assist students in locating specific areas of information. General course descriptions are divided by grade levels, with additional information regarding courses for which high school credits may be earned at the eighth grade.

Waxahachie Independent School District
Department of Curriculum and Instruction
51 Northgate Dr.
Waxahachie, TX 75165
(972) 923-4727
(972) 923-4739 Fax

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WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

WISD SECONDARY CAMPUSES

Eddie D. Finley, Sr., Junior High School
Derek Zandt, Principal
2401 Brown Street
Waxahachie, TX 75165
(972) 923-4680

Robbie E. Howard Junior High School
Dr. Ryan Cavazos, Principal
265 Broadhead Road
Waxahachie, TX 75165
(972) 923-4771

Evelyn Love Coleman Junior High School
Rusty East, Principal
1000 Highway 77 North
Waxahachie, TX 75165
(972) 923-4790

Waxahachie High School
Tonya Harris, Principal
3001 US Hwy. 287 Bypass
Waxahachie, TX 75165
(972) 923-4600

Waxahachie Global High School
Ken Lynch, Principal
275 Indian Drive
Waxahachie, TX 75165
(972) 923-4780

Waxahachie High School of Choice/
Challenge Academy
Dr. Al Benskin, Director
51 Northgate Dr.
Waxahachie, TX 75165
(972) 923-4758

The Waxahachie Independent School District does not discriminate on the bases of sex, handicap, race, color, national origin or age in the educational program or activities which it operates, as required by Title IX, Section 504, Title VI, the Age Discrimination Act and the Americans with Disabilities Act (ADA). The district's nondiscrimination policy extends to admission or access to treatment or employment in its programs and activities within its jurisdiction. For information about student rights or grievance procedures contact:

W. Lee Auvenshine, J.D.
Deputy Superintendent and General Counsel
Waxahachie Independent School District
411 North Gibson Street
Waxahachie, TX 75165
Phone: (972)923-4631
Fax: (972)923-4759

Waxahachie Independent School District

Waxahachie ISD Vision

Our vision is to be a district where innovation thrives and growth is limitless.

Waxahachie ISD Core Values

CHOICES: We value **choices** because they make us unique and are critical to learning.

COLLABORATION: We value a **collaborative** culture that honors and supports all who positively impact the lives of our students.

BELONGING: We value an environment of **belonging** that respects individual differences and ensures equality for all.

COMMUNITY: We value relationships that broaden learning experiences and enrich our **community**.

Each year, the Waxahachie ISD District Advisory Team identifies opportunities for improvement and records the future course of our organization via the District Improvement Plan.

1. **Collaboration: “Professional Learning Communities at Work”**

A Professional Learning Community, or PLC, is not a program. It is a way of thinking about learning. The use of PLC's is the best, most professionally rewarding way to improve school, and the best place to begin is with a set of simple structures and practices that constitute a learning community.

These structures and practices are:

Ensuring that Students Learn by collaborating about the right things and asking critical questions such as: What do we want each student to learn? How will we know each student has learned? How will we respond when students don't learn? What will we do with those who have learned it? Do we believe that they can learn it? Building a Culture of Collaboration by encouraging all faculty and staff members to work together to analyze and improve their classroom practice which in turn leads to higher levels of student achievement. A focus on results by judging effectiveness on the basis of results. Faculty and staff members must establish SMART goals (S = Specific; M = Measurable; A = Attainable; R = Relevant; T = Timely) based on data and work together to achieve that goal.

2. **Relationships: Social Emotional Learning**

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

3. **Differentiation: “Instructional Strategies to Meet ALL Student’s Needs”**

“Differentiation” is the flexible approach to teaching in which the teacher plans and carries out varied approaches to content, process and product in anticipation of and in response to student differences in readiness, interests and learning needs. The three questions to consider are: What is the teacher differentiating? How is the teacher differentiating? Why is the teacher differentiating?

4. **Community Outreach: “Engaging All Families”**

Educator and writer, Steven Constantino believes, “When schools build partnerships with families that respond to their concerns and honor their contributions, they are successful in sustaining connections that are aimed at improving student achievement.”

“Family engagement” is the degree to which families are engaged in their child’s academic behavior. The more educators engage families in the academic lives of their children, the more likely the students will perform at higher levels. Families feel engaged with their child’s school when they find personal meaning and relevance in their child’s educational experiences, receive positive interpersonal support from school staff on a regular and reoccurring basis, and see tangible and credible evidence that their child’s school is successful, safe, and committed to establishing relationships with parents and families. The questions to consider are: Does our district say “welcome” to all families? Do our district communication mediums promote family engagement and involvement? Do our district events and activities promote family engagement and involvement? “Before there can be achievement, there needs to be engagement.” –Steven Constantino

5. **Partners in PE**

Inclusionary PE program featuring supervised peer tutors working with students with disabilities who cannot meet the requirements of regular physical education because of physical, social, emotional or behavior limitations. The program encourages physical activity, increase in knowledge of health and fitness strategies, and assist in the acquisition of individual lifetime recreation activities and/or skills associated with team sports.

Assessments for Students in Grades 6-8

State of Texas Assessments of Academic Readiness (STAAR)

WISD requires that a student successfully completes all end-of-course testing requirements, as well as passing their classes, in order to earn a high school diploma. The grade 3-8 STAAR tests in reading and mathematics, by law, must be linked from grade-to-grade to performance expectations for the English and Algebra I (EOC) End-of-Course assessments.

STAAR Assessments for Grades 6-8

Grade 6	Reading	Mathematics		
Grade 7	Reading	Mathematics	Writing	
Grade 8	Reading	Mathematics	Science	Social Studies
Grade 8	Algebra I EOC (if applicable)			

End-of-Course (EOC) Assessments

The purpose of the end-of-course (EOC) assessments is to measure students' academic performance in core high school courses and are also graduation requirements. **If your child takes Algebra I in the eighth grade, he or she will take the Algebra I EOC rather than STAAR 8 math exam in junior high.**

Accelerated Testers

Accelerated testers are defined as students who complete a STAAR EOC at the Approaches Grade Level or above standard in Algebra I, English II, and/or Biology prior to grade 9. As required now in Title 19 of the Texas Administrative Code (TAC), §101.3011, students who have completed STAAR EOC assessments while in middle school must take either the corresponding ACT or the SAT while in high school to fulfill federal testing requirements.

Performance Level Cut Points SAT and/or ACT results for accelerated testers are included in STAAR components in the subject areas of English language arts (ELA)/reading, mathematics, and science at the standards provided below.

Standard	SAT Evidence-Based Reading and Writing (EBRW)	SAT Math	ACT English and Reading	ACT Math	ACT Science
Does Not Meet Grade Level	200 – 400	200 – 430	2 – 26	1 – 15	1 – 15
Approaches Grade Level or above	410 – 470	440 – 520	27 – 33	16 – 20	16 – 22
Meets Grade Level or above	480 – 660	530 – 680	34 – 59	21 – 29	23 – 27
Masters Grade Level	670 – 800	690 – 800	60 – 72	30 – 36	28 – 36

SAT/ACT assessment results provided in the chart above are included in the STAAR components at the following levels:

- Approaches Grade Level or above
- Meets Grade Level or above
- Masters Grade Level

The agency evaluates SAT/ACT results from grades 9–12 for the accelerated subject area once the accelerated tester is reported as enrolled in grade 12. If an accelerated tester has more than one corresponding subject-area SAT and/or ACT result across evaluated years, the best result from either SAT or ACT is found for each accelerated subject tested. ACT results considered include assessments from enrolled grade 9 through the April 2021 administration, and SAT results considered include assessments from enrolled grade 9 through the May 2021 administration.

Advanced Courses

WISD is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses. In junior high, all students who are willing to accept the challenge of a rigorous academic curriculum should consider enrollment in advanced and Pre-AP courses. The most important predictor of college success is an academically rigorous high school experience. Rigorous coursework in junior high provides students with the foundation to complete college-level course work in high school.

Students in advanced courses will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems.

WISD strongly believes that advanced and Pre-AP courses provide enhanced academic opportunities for all students; the district also recognizes students may struggle academically. WISD encourages students and parents to monitor grades closely during the grading periods. If a student begins to struggle, it is encouraged that a parent/teacher conference is scheduled to create strategies to be implemented over a period of time that will aid in the student's success.

Advanced and Pre-AP courses focus on three critical goals:

- Increasing rigor
- Promoting equity
- Developing critical knowledge and skills

WISD strongly encourages educators to make equitable access a guiding principle for their advanced programs by giving all willing and academically prepared students the opportunity to participate in advanced coursework.

Preparation for Advanced and Pre-AP Courses:

- Academic preparation: willingness to work hard
- Motivation: determination to succeed

The **Pre-AP Program (grades 8-12)** is a program offered to schools by the College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, and learning checkpoints and Performance Tasks. They are designed to support all students across varying levels of abilities through focus. Participating schools receive an official Pre-AP designation for each course and the opportunity to bring engaging, meaningful, foundational coursework to all their students across varying levels of abilities. This designation signals consistent, high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills.

Advanced (grades 8 - 12) courses are core classes that are not guided by College Board but are foundational in preparation for Pre-AP, AP and Dual Credit classes.

Please review the guidelines and recommendations below for enrollment in an Advanced/Pre-AP course.

1. As a student, I recognize that I have to demonstrate independence and responsibility. I must meet the highest standards of performance in advanced/Pre-AP courses. I understand that my success in advanced/Pre-AP courses is primarily my responsibility. I commit to attend class, study and do my best on exams/quizzes/projects, and turn in assignments on time.
2. As a student, I understand this class offers increased rigor and challenge, and I agree to request help when I need it and to attend tutorials if I fall behind in class assignments or experience difficulty with course content.
3. WISD strongly believes that advanced/Pre-AP courses provide enhanced academic opportunities for all students; the district also recognizes students may struggle academically. WISD encourages students and parents to monitor grades closely during the grading periods. If a student begins to struggle, it is encouraged that a parent/teacher conference is scheduled to create strategies to be implemented over a period of time that will aid in the student's success.

While we expect students to be very successful in advanced and Pre-AP courses, it's important to take a close look at the student's total course load and commitments to other activities when choosing how many advanced or Pre-AP courses to take during a semester.

Advanced Mathematics Track for Junior High

Advanced 6th and 7th-grade math is ACCELERATED. Students will be covering 6th, 7th, and 8th-grade math in two years. Advanced math students will take the 8th grade STAAR in 7th grade. In 8th grade, the students on the advanced math track will complete PreAP Algebra I in 8th grade.

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While our upper-level advanced classes are open enrollment, we encourage you to review the class rigor and expectations both during the school day as well as outside the school day in regard to the level of expectation and time commitment. Please check with your student's counselor if you have any questions. We recommend a "meets grade level" standard or higher on the STAAR as a good success indicator.

Junior High Math Course Sequence

JH Math Pathways	6th Grade	7th Grade	8th Grade
On Grade Level	Math 6 (take 6th Grade STAAR)	Math 7 (take 7th Grade STAAR)	Math 8/Pre-Algebra (take 8th Grade STAAR)
Accelerated	Advanced Math 6 w/ selected 7th Grade standards (take 6th Grade STAAR)	Advanced Math 7/ Pre-Algebra (take 8th Grade STAAR)	Pre-AP Algebra I for high school credit (take Algebra I STAAR End-of Course)

Texas Middle School Fluency Assessment

The administration of a diagnostic instrument to assess language fluency is mandatory during the first six weeks of the school year as mandated by the Texas Education Code for 6-8 students who do not meet the standard on the STAAR test. Those tested are 7th grade students who failed the STAAR reading test as 6th graders. WISD will use a reading instrument listed on the State of Texas Commissioner of Education's "List of Reading Instruments for Texas Public Schools" to fulfill this requirement.

Alternative Methods for Earning Credit

Credit by Exam—WITH Prior Course Instruction

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course, homeschooling, or course work by a student transferring from a non-accredited school. Students that are denied credit due to excessive absences, may not take a credit by exam to regain credit for that course. The campus counselor, principal and associate principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70% on the exam to receive credit for the course or subject. [For further information, see the campus counselor and Board Policy EHDB (LOCAL).]

Credit by Exam—WITHOUT Prior Course Instruction

A school district may give a student in grades 9-12 credit for a subject on the basis of a Credit by Examinations developed by Texas Tech High School, University of Texas, or an alternate exam approved by the District. If the student scores in the 80% or above on the examination, the student shall be awarded credit for that course. There is no charge for a first-time CBE for acceleration purposes. **Students beginning the 9th Grade in the 2011-2012 school year and beyond will be required to pass the state STAAR EOC assessment for each course required for graduation, as well as to gain credit.**

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction. The months on which exams are scheduled during the 2022-2023 school year include September (new enrolled students to WISD) November, February and June. A student will earn course credit with a passing score of at least 80% on the exam.

If a student plans to take an exam, the student (or parent/ guardian) must register with the campus counseling office during the district designated registration dates. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district does agree to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see Board Policy EHDC (LOCAL).]

Texas Graduation Plan

The state mandated Texas Essential Knowledge and Skills (TEKS) established by the Texas Education Agency are taught on our Waxahachie Junior High School campuses, and provide our students with the foundation needed to be prepared for high school and graduation. Upon entering 9th grade, students will follow state graduation requirements as outlined in House Bill 5. The Foundation High School Program allows a student to earn an endorsement in one of the five areas:

- a. STEM (Science, Technology, Engineering, and Mathematics)
- b. Business and Industry
- c. Arts and Humanities
- d. Public Service
- e. Multidisciplinary Studies

Each endorsement includes 26 credits, 22 of which comprise the foundation core.

If you would like further information about the graduation plan, we have provided this live link to the TEA Website for clarification. <http://tea.texas.gov/graduation-requirements/hb5.aspx>

District Course Information

Waxahachie Independent School District has published this course catalog to assist students in making course selections that will meet their educational needs while enrolled in grades 6-8 and guide them in selecting courses to satisfy their future high school graduation requirements. Students are encouraged to consult with their parents or guardians and the school counselors to choose courses that will both meet their needs and provide academic challenge.

Gifted and Talented Services

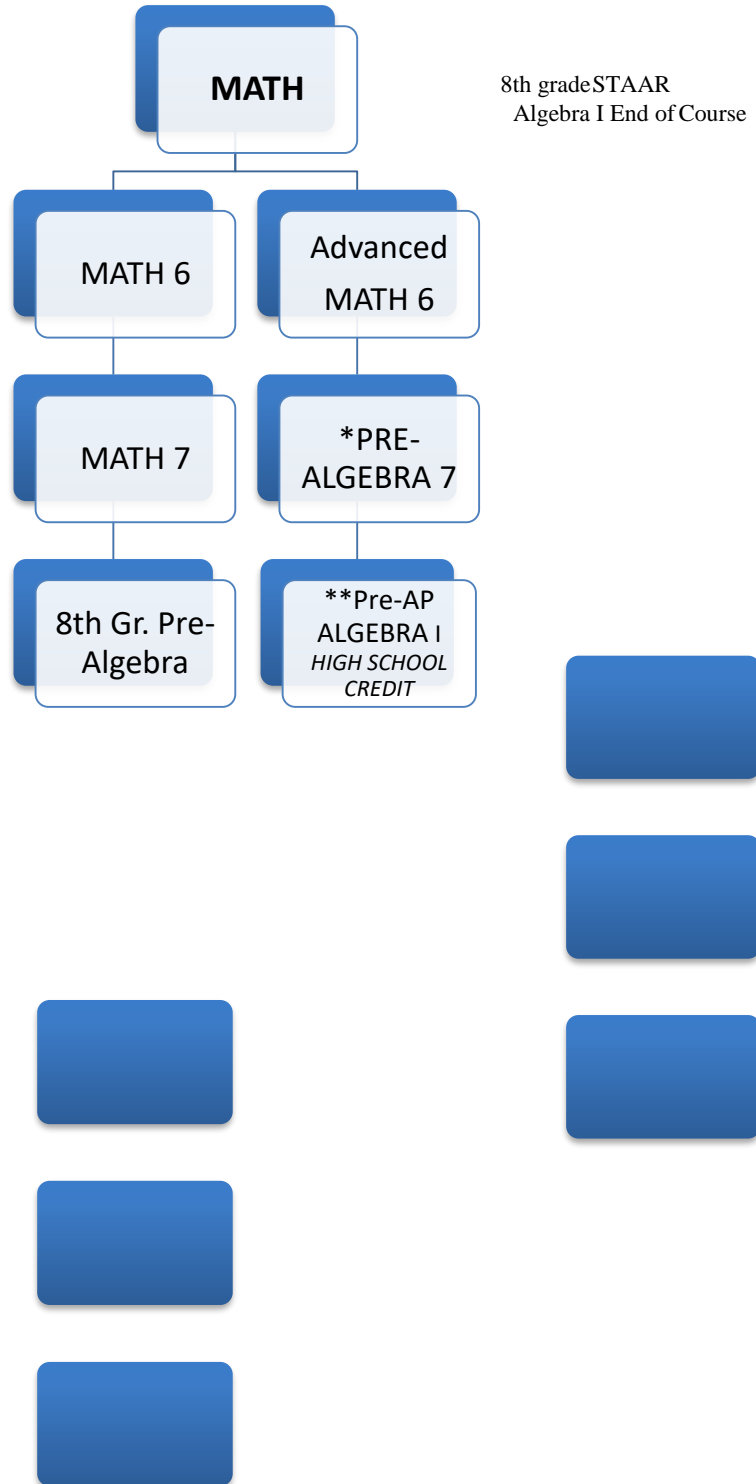
The Waxahachie ISD Gifted and Talented Program provides instructional opportunities and other services designed to meet the unique needs of gifted and talented students. The teachers serving identified gifted and talented students have met the state requirements necessary for assignment of gifted and talented students. As needed, the teacher will meet the students' needs through modified delivery of instruction by accelerating and/or providing for greater depth, complex content, and enrichment activities. Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication, as evidenced by the development of innovative products and performances that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity. Waxahachie ISD junior high identified gifted and talented students are served through advanced courses in the core subject areas of Math, ELAR, Science, and Social Studies. They will also be provided with learning experiences that lead to the development of an advanced level product or performance. Students are encouraged to participate in extra-curricular options such as GT Tribe Time Troop, Academic UIL, Science Fair, and Destination Imagination.

Junior High School Course Continuums

As stipulated in the Texas Education Code, school districts are required to provide the instruction in essential knowledge and skills at the appropriate grade levels. The Texas Essential Knowledge and Skills are delivered through courses designed by the state to provide students with the necessary skills to be successful in all future endeavors.

Currently there are four courses in which 8th grade students can receive high school credit: 1. Principles of Art, Audio/Video Technology and Communication 2. Business Information Management, 3. Visual Art 4. Pre-Algebra I. When taken at the junior high, these courses will count for credit toward high school graduation; these classes do not receive GPA or are not used to compute class rank.

*Note: Pre-AP Algebra I taken in Junior High **WILL** count towards graduation credit however, the grade earned in Junior High it is **NOT** included in the student's GPA or computed for class rank.*



Junior High School Registration Information

Registration Process

Course selections will be made by students in grades 5-7 during the spring semester prior to the upcoming school year. For planning purposes, a copy of the course selection worksheet is provided in the back of this Course Description Catalog, which is now online. Students and parents are encouraged to carefully consider course selections based on long-term educational goals and objectives. Students may pick up tentative schedules during the publicized day in August.

Schedule Changes

Schedule changes may be requested by contacting the school counselor within the first ten school days of each semester. Depending on course scheduling and class sizes, some schedule change requests may not be granted.

For Advanced Classes, student performance will be monitored throughout the year. Performance reviews by teacher, counselor, or principal may result in a schedule change. Parents may request schedule changes after first progress report, after the 1st 6 weeks grading period has ended OR at the end of the first semester. Campus administration will have final determination of schedule changes at any time throughout the year.

Student Supplies

During the first week of school, students will be provided with a list of course supply needs by the individual teacher.

WISD Approved Courses Exempt from No-Pass, No-Play

Students must meet Texas Education Agency passing standards to participate in extracurricular activities. The state allows districts to identify courses which may be exempt from these passing standards. The following courses have been approved by T.E.A. for exemption from the passing standards.

In addition to the exemptions for high school students granted by 19 TAC 74.30, the District shall grant exemptions to students enrolled in the following junior high Advanced classes when a minimum grade of 60 is earned:

- 1. Pre-Algebra (when enrolled in the course prior to grade 8)*
- 2. Algebra 1 (when enrolled in the course prior to grade 9)*
- 3. Geometry (when enrolled in the course prior to grade 9)*

In February 2019, the WISD Board of Trustees approved a policy to require students in advanced courses on the WISD Approved Courses Exempt from No Pass No Play list to maintain a grade of 60 to participate in extracurricular activity. The board provided a one-time waiver for students in advanced classes who are failing with a minimum grade of 55 for one grade check during a school year. For more information on this requirement and applying a waiver, please contact your campus principal, counselor or extracurricular coach/director. This requirement will begin in the 2019-20 school year.

6th Grade Course Information

Required Courses	
<i>ONE from each core area (ELA, Math, Social Studies, Science) and Discovery</i>	
<ul style="list-style-type: none"> • English Language Arts & Reading 6 • Advanced English Language Arts & Reading 6 	<ul style="list-style-type: none"> • Mathematics 6 • Advanced Mathematics 6
<ul style="list-style-type: none"> • Social Studies 6 (World Cultures) • Advanced Social Studies 6 (World Cultures) 	<ul style="list-style-type: none"> • Science 6 • Advanced Science 6
<i>ONE from PE or Pre-Athletics</i>	
<ul style="list-style-type: none"> • Physical Education • Dance I- Chey-Annes 	<ul style="list-style-type: none"> • Pre-Athletics
Specialized Elective Course	
<i>all 6th grade students will be enrolled into Discovery</i>	
<ul style="list-style-type: none"> • Discovery 	
Elective Course Offerings	
<i>ONE from the following electives</i>	
Art I	*Band I
Choir I	Theatre Arts I
*Advanced Theatre I	*Musical Theatre I
Investigating Careers 6 – (Semester) & Technology Applications 6 – (Semester) <i>(courses taken during same year)</i>	

*Audition required; Director will determine the section

Sixth Grade English Language Arts Courses

English Language Arts & Reading 6

Students in this course will read and understand a wide variety of literary and informational texts; compose a variety of written texts; conduct research and present ideas and information; listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and use the oral and written conventions of the English language in speaking and writing. Students will read and write on a daily basis.

Advanced English Language Arts & Reading 6

This course covers the required ELAR TEKS as in English Language Arts and Reading 6. Students will engage in more challenging content and analyze resources including poetry, short stories, novels and plays. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Pre-Advanced Placement and Advanced Placement courses that may be taken in high school.

Sixth Grade Mathematics Courses

Mathematics 6

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve

problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Advanced Mathematics 6

This course uses a combined coherent sequence of 6th and 7th grade math TEKS to accelerate math skills. The combining of the TEKS allows students to take Pre-AP Algebra 1 in the 8th grade and Calculus in the 12th grade. Advanced Math is for students who are highly motivated and interested in math. The pacing and level of instruction will be advanced and accelerated in order for students to develop logical, creative, independent thinking and problem solving skills. This course will serve as a foundation for Pre-Advanced Placement and Advanced Placement courses on the advanced math track.

Sixth Grade Science Courses

Science 6

Students in this course will focus on physical science. The student will become familiar with different modes of scientific inquiry. Students will also develop an understanding of elements and compounds and their physical and chemical properties. Students will also learn how to classify elements as a metal, nonmetal, or metalloid based on physical properties and organization of the elements on the periodic table and determine the density of the element. Students will learn the available energy resources and classify them as renewable, nonrenewable, or indefinite basis. Students will also gain an understanding of kinetic, potential, and thermal energy. The processes of the earth will also be studied to develop an understanding of the Earth as part of the solar system. Students will gain an understanding of taxonomy and interdependence between the organisms. The student will conduct laboratory and field investigations for at least 40% of instructional time.

Advanced Science 6

This course covers the required Science TEKS for the sixth grade focusing on physical science. Students study topics such as earth and space, matter and energy. Students will also have an opportunity to create models and other projects to develop a better understanding of scientific phenomena. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Pre-Advanced Placement and Advanced Placement courses that may be taken in high school.

Sixth Grade Social Studies Courses

Social Studies 6 (World Cultures)

Students will use a variety of rich primary and secondary sources to study people, places, and societies of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in these societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems, describe the nature of citizenship in various societies, explain how the level of technology affects the development of societies, and compare institutions common to all societies such as government, education, and religious institutions. The concept of frame of reference is introduced as an influence on an individual's point of view.

Advanced Social Studies 6 (World Cultures)

This course covers the required Social Studies TEKS for the sixth grade. In this course students study people, and places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students also use primary and secondary sources to complete document-based questions. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Advanced Placement courses that may be taken in high school.

Sixth Grade Physical Education/Pre-Athletics Courses

Physical Education/Pre-Athletics

General physical education for boys and girls shall be concerned with the development of physical fitness and the learning of skills. The program provides each student with opportunities to develop skill and understanding in a variety of sports activities, with daily exercise designed to help students develop and maintain physical fitness for their age. Course offerings include: flag football, basketball, volleyball, softball, gym games, and other fitness activities as well as the fitness program. The student is evaluated on the basis of skill in each sport, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practice.

Dance I: Chey-Annes/Physical Education (*Auditions Required*)

This course is designed to introduce the principles of dance as discipline and an art form while establishing a basic knowledge of movements. The focus of all the class will be placed on proper body alignment, balance, and ability to learn a new movement style, musicality, and memory. These skills will then be combined into standard dance combinations. This will be accompanied by an emphasis placed on the development of total body fitness, and will prepare for dance performance. The Dance Team will perform at junior high football and basketball games. There will be an activity fee associated with this program. Please check with your counselor for details.

**Candidates will learn a jazz routine they will have to execute before a panel of judges. Prior dance training is not required.*

Sixth Grade Elective Courses

Discovery (*all 6th grade students will be enrolled into Discovery*)

Discovery is designed to provide students with the opportunity to build academic behaviors, key cognitive strategies, and a deeper understanding and application of the key content knowledge in math and language arts. The goal of the class is to prepare students to be successful in middle school in preparation for success in high school and college.

Fine Arts

Art I

Prerequisite: None

This course offers a continuation of Visual Arts concepts from primary school and transitions the student by introducing higher level concepts in the subject area. Art I is a hands-on, project-based course focusing on the creation of original work through a variety of methods and materials. Students will experience success through a wide-range of projects that emphasize skill development. Students will explore elements of art, principles of design, artists, cultures and art history.

Band I

Prerequisite: Audition for Instrument Placement Required

The Band I course serves as the introductory level of instrumental music. The Band I classes are divided by instrument classification. All students in these classes have been or will be tested to determine which instrument they will play, and instruments will be assigned primarily according to the abilities of the student and then the needs of the band program. This course will cover basic fundamentals of tone production and not reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students and parents will be assisted in all matters pertaining to instrument procurement and materials for class.

Theatre Arts I

Prerequisite: None

The Theatre Arts I course offers an introduction to the study of theatrical arts concepts. Fundamental elements of the theatre program of study are explored. The course offers a creative outlet for performing individually and in groups. Studies will include acting techniques, body control, verbal and nonverbal interaction and communication, theatre production, history of theatre, technical theatre and other theatre devices. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. Theatre students may perform in plays, school and community events and at UIL competitions.

Advanced Theatre Arts I

Prerequisite: Audition

Advanced Theatre Arts I provides special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students selecting this course will engage in advanced theatre productions concepts, alongside individual and ensemble performances via scene work, full length plays and student written works. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Choir I

Prerequisite: Audition for Voice Placement Required (S/A/T/B)

The Choir I serves students who have a desire to study and perform vocal/choral music. Previous choir and/or singing experience is helpful but not required. The course covers an introduction to the choral program, beginning aspects of music theory, vocal technique, ensemble singing and the fundamentals of singing in a choral setting. Students will be expected to sing independently and in an ensemble. Choir members perform at concerts, school and community events including evening concerts.

Students who wish to enter Musical Theatre in 7th and 8th grade are highly encouraged to take Choir I in the 6th grade. This pathway will give students a strong foundation of sight reading, notation, vocal control, and experience in choral and ensemble singing before they experience auditions and rehearsals at the 7th grade level or higher.

Musical Theatre I

Prerequisite: Audition Required

The Musical Theatre I course is designed for the introduction and production of musicals. Instruction in the Musical Theatre course will ensure students to have foundational vocal training in sight reading, solfege, SATB part recognition / harmonic awareness, and a choral-focused basis on quality sound production and aural awareness, versus learning through rote or impromptu memorization of prerecorded tracks; The course will also introduce student performers to contemporary and classical acting styles and techniques, exploration and analysis of representative plays from various periods of history, film, puppetry, dance, masked theatre, playwriting and other specialized production techniques. All students will be involved in many performances, written and visual project thought out the year. This class is designed for the theatre student who wishes to apply singing and acting study and apply high level production skills. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Career and Technical Education

Investigating Careers 6 – Semester Course (taken in the same year as Technology Applications)

The goal of this course is to create a foundation for success in high school, future studies, and careers in the following areas: Public Service fields, Science, Technology, Engineering, and Mathematics (STEM) field and the Business and Industry fields. The students research labor market information, learn job-seeking skills, and create documents required for employment.

Technology Applications 6 – Semester Course (taken in the same year as Investigating Careers)

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

7th Grade Course Information

Required Courses <i>ONE from each core area (ELA, Math, Social Studies, Science)</i>	
<ul style="list-style-type: none"> • English Language Arts 7 • Advanced English Language Arts 7 	<ul style="list-style-type: none"> • Math 7 • Advanced Math 7/Pre-Algebra
<ul style="list-style-type: none"> • Social Studies 7 (Texas History) • Advanced Social Studies 7 (Texas History) 	<ul style="list-style-type: none"> • Science 7 • Advanced Science 7
<i>ONE from PE or Athletics</i>	
<ul style="list-style-type: none"> • Physical Education • *Dance I: Chey-Annes • *Dance II: Chey-Annes 	<ul style="list-style-type: none"> • Athletics
Elective Course Offerings <i>TWO from the following electives</i>	
Art I	Art II
*Band I	*Band
Choir I	*Choir II
Theatre Arts I	Theatre Arts II
*Advanced Theatre Arts I	*Advanced Theatre Arts II
*Musical Theatre I	College & Career Readiness 7
*Musical Theatre II	English Language Arts Lab 7- <i>Counselor assigned</i>
Technology Applications 7 – (Semester) Investigating Careers 7 – (Semester) <i>(courses taken during same year)</i>	

*Auditions Required; Director will determine the section

Seventh Grade English Language Arts Courses

English Language Arts 7

Students in this course will read and understand a wide variety of literary and informational texts; compose a variety of written texts; conduct research and present ideas and information; listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and use the oral and written conventions of the English language in speaking and writing. Students will read and write on a daily basis.

Advanced English Language Arts 7

This course covers the required ELAR TEKS as English Language Arts 7. The course will focus on proficiency in oral expression and comprehension, authentic reading, and reflective writing with a more extensive and detailed approach and with an emphasis on attaining the knowledge and skills needed to participate in advanced courses in high school. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Pre-Advanced Placement and advanced courses that may be taken in high school.

English Language Arts Lab 7- *Counselor assigned*

Students who have demonstrated academic deficits in 6th grade ELAR and/or the 6th grade STAAR Reading assessment may be enrolled in the English Language Arts Enrichment Lab 7 in order to receive required interventions. This course may take the place of the student's elective choice in order to provide extra help and instruction in the core area of reading.

Seventh Grade Math Courses

Math 7

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Advanced Math 7/Pre-Algebra

Prerequisite: Advanced Math 6

Pre-Algebra uses a combined coherent sequence of 7th and 8th grade TEKS as a prerequisite for Pre-AP Algebra 1 to be taken in the 8th grade. The advanced math pathway allows students to take Pre-AP Algebra 1 in the 8th grade and Calculus in the 12th grade. In this course, students will learn a wide variety of math concepts including operations with integers, ratios and proportions, percent, surface area and volume, exponents, Pythagorean Theorem, and probability. Additionally, students will be introduced to basic algebra concepts, and problem solving skills will be integrated throughout the course. This course will serve as a foundation for Pre-Advanced Placement and advanced courses that may be taken in high school. **Students in this course will take the 8th grade STAAR test.**

Seventh Grade Science Courses

Science 7

Students in this course will focus mainly on organisms and the environment. Matter and energy in organisms will be studied as well as force, motion and energy in living systems. Students will also study the earth and space phenomena and event that impact Earth systems. The student will conduct laboratory and field investigations for at least 40% of instructional time.

Advanced Science 7

Students in this course will cover the same TEKS as in Science 7 with a more extensive and detailed approach and with an emphasis on attaining the knowledge and skills needed to participate in Pre-Advanced Placement and Advanced Placement courses in high school. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems.

Seventh Grade Social Studies Courses

Social Studies 7 (Texas History)

Students will use a variety of rich primary and secondary sources to study the history of Texas from early times to the present. Students will examine the full scope of Texas history, including Natural Texas and its people; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students will examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

Advanced Social Studies 7 (Texas History)

Students in this course will cover the same state standards as Social Studies 7. Students will use a variety of rich primary and secondary sources to study the history of Texas from early times to the present. The course will focus on key individuals, events, and issues and their impact. Students will also identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students use primary and secondary sources to acquire information about Texas. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for advanced courses that may be taken in high school.

Seventh Grade Physical Education/Athletics Courses

Physical Education

General physical education for boys and girls shall be concerned with the development of physical fitness and the learning of skills. The program provides each student with opportunities to develop skill and understanding in a variety of sports activities, with daily exercise designed to help students develop and maintain physical fitness for their age. Course offerings include: flag football, basketball, volleyball, softball, weight training, gym games and other fitness activities as well as, the fitness program. The student is evaluated on the basis of skill in each sport, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practices.

Dance I, Dance II: Chey-Annes/Physical Education (Auditions Required)

This course is designed to introduce the principles of dance as discipline and an art form while establishing a basic knowledge of movements. The focus of all the class will be placed on proper body alignment, balance, and ability to learn a new movement style, musicality, and memory. These skills will then be combined into standard dance combinations. This will be accompanied by an emphasis placed on the development of total body fitness, and will prepare for dance performance. The Dance Team will perform at junior high football and basketball games. There will be an activity fee associated with this program. Please check with your counselor for details.

**Candidates will learn a jazz routine they will have to execute before a panel of judges. Prior dance training is not required.*

Athletics

The 7th Grade Athletic Program is designed to develop successful student athletes with strong character and high standards. Students in the athletic program realize that success is measured physically, but foremost academically.

Girls' Athletics

7th grade girls may participate in a variety of sports. Teams are chosen by tryouts. Athletics will be placed on the schedule after tryouts and placement on a team. Students MUST have a physical on file with the coaches prior to tryouts, as required by UIL rules. WISD provides opportunities for free physical examinations in the spring; students who do not take advantage of this opportunity are responsible for obtaining the necessary evaluation forms and having their physical examination at their own expense.

Volleyball – Volleyball tryout are held the first week of school with a White and Green team selected. During the season, practice is held prior to the school day. Some after school practices may be required.

Basketball – Basketball tryouts are held the first week of school with a White and Green team selected. During season practice is held prior to the school day. Some after school practices may be required.

Volleyball and Basketball tryout information will be passed out at 7th grade orientation in August. Students who are new to the district, and enroll after volleyball and basketball teams are selected, may tryout if they were participating in athletics at their previous school.

Track – Track tryouts are held in February and practices are held prior to the school day. Some after school practices may be required.

Tennis – Teams are supervised by the high school tennis coaches. Practices are held before school at the high school courts. *Transportation to the high school must be arranged by students and parents.*

Golf – Teams are supervised by the high school golf coaches. Practices are held after school at the Waxahachie Country Club. *Transportation to the Country Club must be arranged by students and parents.*

Boys' Athletics

7th grade boys may participate in a variety of sports. Team are chosen by tryouts. Students MUST have a physical on file with the coaches prior to tryouts, as required by UIL rules. WISD provides opportunities for free physical examinations in the spring; students who do not take advantage of this opportunity are responsible for obtaining the necessary evaluation forms and having their physical examination at their own expense.

Football – Camp is offered in the summer but is not a requirement. Teams are chosen by tryouts. After football season is completed, students continue to be active in an off-season conditioning program.

Basketball and Track – Teams are chosen by tryouts. Both sports are competitive in the spring.

Basketball – Tryouts are held late fall. To participate in track, you must be enrolled in Athletics 2nd semester.

Tennis – Teams are supervised by the high school tennis coaches. Practices are held before school at the high school courts. *Transportation to the high school must be arranged by the students and parents.*

Golf – Teams are supervised by the high school golf coaches. Practices are held after school at the Waxahachie Country Club. *Transportation to the Country Club must be arranged by students and parents.*

Seventh Grade Elective Courses

Fine Arts Elective

Art I

Prerequisite: None

This course offers a continuation of Visual Arts concepts from primary school and transitions the student by introducing higher level concepts in the subject area. Art I is a hands-on, project-based course focusing on the creation of original work through a variety of methods and materials. Students will experience success through a wide-range of projects that emphasize skill development. Students will explore elements of art, principles of design, artists, cultures and art history.

Art II

Prerequisite: Art I

This course continues to build on the TEKS and project-based elements learned in Art I. Students will work with a variety of methods and materials and will be expected to use higher level thinking skills, increased planning and improved hand-eye coordination in their work. Students will use principles of design to organize the elements of art in their projects. Students explore artists, cultures and art history. Students in this course are coached through art evaluation and elements of adjudication and have the opportunity to submit works to local art shows and competitions such as Jr. VASE.

Band I

Prerequisite: Audition for Instrument Placement Required

The Band I course serves as the introductory level of instrumental music. The Band I classes are divided by instrument classification. All students in these classes have been or will be tested to determine which instrument they will play, and instruments will be assigned primarily according to the abilities of the student and then the needs of the band program. This course will cover basic fundamentals of tone production and not reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students and parents will be assisted in all matters pertaining to instrument procurement and materials for class.

Band II

Prerequisite: Band I

The Band II course serves as the continuation of instrumental music studies from Band I. Students in Band II classes continue assignment by instrument classification. This course will continue development of instrument fundamentals of tone production and note reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum. Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Band Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends.

Choir I

Prerequisite: *Audition for Voice Placement Required (S/A/T/B)*

The Choir I serves students who have a desire to study and perform vocal/choral music. Previous choir and/or singing experience is helpful but not required. The course covers an introduction to the choral program, beginning aspects of music theory, vocal technique, ensemble singing and the fundamentals of singing in a choral setting. Students will be expected to sing independently and in an ensemble. Choir members perform at concerts, school and community events including evening concerts.

Choir II

Prerequisite: *Choir I + Audition (Director will determine the Section)*

The Choir II course serves students as a continuation of Choir I, increasing in curricular depth of vocal performance for students who desire the next level of study and performance for vocal/choral music. The course pursues more challenging aspects of music theory, vocal technique, ensemble singing and music evaluation. Students will be expected to sing independently and in an ensemble. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum. Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Choir Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends.

Theatre Arts I

Prerequisite: *None*

The Theatre Arts I course offers an introduction to the study of theatrical arts concepts. Fundamental elements of the theatre program of study are explored. The course offers a creative outlet for performing individually and in groups. Studies will include acting techniques, body control, verbal and nonverbal interaction and communication, theatre production, history of theatre, technical theatre and other theatre devices. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. Theatre students may perform in plays, school and community events and at UIL competitions.

Theatre Arts II

Prerequisite: *Theatre Arts I*

The Theatre Arts II course serves students as a continuation of Theatre Arts I, increasing in curricular depth of individual and group performance for students who desire the next level of study and performance for stage plays in theatre. The course pursues more challenging aspects of acting, movement, stagecraft, vocal technique, ensemble acting and theatre evaluation. Students at this level are encouraged to audition for campus plays to satisfy public performance requirements of the TEKS. Students will learn Elements of adjudication and will be provided an opportunity to experience the UIL One-Act Play process at the discretion of the campus Theatre Director. Students will also have opportunities to showcase theatre proficiency in other public venues that are sometimes conducted after school and on weekends.

Advanced Theatre Arts I

Prerequisite: *Audition Required*

Advanced Theatre Arts I provides special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students selecting this course will engage in advanced theatre productions concepts, alongside individual and ensemble performances via scene work, full length plays and student written works. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Advanced Theatre Arts II

Prerequisite: *Advanced Theatre Arts I + Audition*

The Advanced Theatre Arts II course builds upon experiences in Advanced Theatre Arts I and continues special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students selecting this course will engage in advanced theatre productions concepts, alongside individual and ensemble performances via scene work, full length plays and student written works. Students in Advanced Theatre Arts II may work in collaboration with the High School Theatre Arts program at events during the year to prepare them for transitioning to the program in 9th grade. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Musical Theatre I

Prerequisite: Audition Required

The Musical Theatre I course is designed for the introduction and production of musicals. Instruction in the Musical Theatre course will ensure students to have foundational vocal training in sight reading, solfege, SATB part recognition / harmonic awareness, and a choral-focused basis on quality sound production and aural awareness, versus learning through rote or impromptu memorization of prerecorded tracks; The course will also introduce student performers to contemporary and classical acting styles and techniques, exploration and analysis of representative plays from various periods of history, film, puppetry, dance, masked theatre, playwriting and other specialized production techniques. All students will be involved in many performances, written and visual project thought out the year. This class is designed for the theatre student who wishes to apply singing and acting study and apply high level production skills. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. Students must complete an application and will audition for placement in this list driven, limited enrollment course.

Musical Theatre II

Prerequisite: Musical Theatre I + Audition Required

The Musical Theatre II course continues the study and production of musicals with a focus in vocal techniques, pedagogy, and music application in the theatre setting. Increased focus on sight reading, musical execution in acting, ensemble collaboration, and choreography are components of the course. All students will be involved in many performances, written and visual project thought out the year. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. Students must complete an application and will audition for placement in this list driven, limited enrollment course.

Career and Technical Education Elective

College and Career Readiness 7

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

Integration of Required State Technology Application Standards

The Technology Applications Texas Essential Knowledge and Skills (TEKS) describe what students should know and be able to do using technology. The goal of the Technology Application TEKS is for students to gain technology-based skills and apply them to all curriculum areas at all grade levels. There are four common strands for Grades K-12: Foundations, Information Acquisition, Work in Solving Problems, and Communication. In grades 6-8, students become fluent in using multiple software applications and applying them across the curriculum. Students build on the Grades 3-5 knowledge and skills, and continue to demonstrate keyboarding proficiency in technique and posture while building speed. The TEKS can be taught integrated into other areas (such as English Language Arts and Reading, Mathematics, Social Studies, and Science), as a separate class, or both.

Technology Applications 7 – Semester Course (taken in the same year as Investigating Careers)

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

Investigating Careers 7 – Semester Course (taken in the same year as Technology Applications)

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

8th Grade Course Information

Required Courses <i>ONE from each core area (ELA, Math, Social Studies, Science)</i>	
<ul style="list-style-type: none"> • English Language Arts 8 • Advanced English Language Arts 8 	<ul style="list-style-type: none"> • Math 8/Pre-Algebra • Pre-AP Algebra I- <i>will receive high school Math credit (no GPA^)</i>
<ul style="list-style-type: none"> • Science 8 • Advanced Science 8 	<ul style="list-style-type: none"> • Social Studies 8 (United States History to 1877) • Advanced Social Studies 8 (United States History to 1877)
<i>ONE from PE or Athletics</i>	
<ul style="list-style-type: none"> • Physical Education • *Dance I: Physical Education/Chey-Annes • *Dance II: Physical Education/Chey-Annes • *Dance III: Physical Education/Chey-Annes 	<ul style="list-style-type: none"> • Athletics
Elective Course Offerings <i>TWO from the following electives</i>	
Art I	Art II
Art III	*Choir I
*Choir II	*Choir III
*Band I	*Band II
*Band III	Theatre Arts I
Theatre Arts II	Theatre Arts III
*Advanced Theatre I	*Advanced Theatre II
*Advanced Theatre III	*Musical Theatre I
*Musical Theatre II	**Journalism/Yearbook
*Musical Theatre III	English Language Arts Lab 8- <i>counselor assigned</i>
Spanish I <i>will receive high school Foreign Language credit (no GPA^)</i>	Art I <i>will receive high school Fine Arts credit (no GPA^)</i>
**Front Office Aide- Semester Course	**Library Aide- Semester Course
Career and Technical Education Elective Courses	
Principles of Arts, Audio/Video Tech. & Communications – <i>will receive high school CTE credit (no GPA^)</i>	
Business Information Management I – <i>will receive high school CTE credit (no GPA^)</i>	
Principals of Agriculture, Food and Natural Resources – <i>will receive high school CTE credit (no GPA^)</i>	

*Auditions Required; Director will determine the section

**Application required

^ Students may earn high school credits with successful completion of designated courses offered prior to the 9th grade level. Course work completed before the start of the student's 9th grade year will count as high school credit, but the grade point average (GPA) earned will not be included when calculating rank.

High School Credit Courses will be listed with the following format:

Course Title – High School Credit

GPA Type: None. Course GPA will not be calculated for rank if taken prior to 9th grade

Course #

Credit: 1 state credit toward graduation requirements

Important Notice: *Students and parents are advised to pay particular attention to courses which apply to high school credits. Grades earned will be denoted on the student's official high school transcript which is used as the basis for college entrance. Before selecting a course for high school credit, parents and students should consider prior academic success.*

Eighth Grade English Language Arts Course

English Language Arts 8

Students in this course will read and understand a wide variety of literary and informational texts; compose a variety of written texts; conduct research and present ideas and information; listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and use the oral and written conventions of the English language in speaking and writing. Students will read and write on a daily basis.

Advanced English Language Arts 8

This course covers the same TEKS as ELAR 8. The course will focus on developing and sustaining foundational language skills such as listening, speaking, reading and writing fluency. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Pre-Advanced Placement and advanced courses that may be taken in high school.

English Language Arts Lab 8 – Counselor assigned

Students who have demonstrated academic deficits in 7th grade ELAR and/or the 7th grade STAAR Reading assessment may be enrolled in the English Language Arts Lab 8 in order to receive required interventions. This course may take the place of the student's elective choice in order to provide extra help and instruction in the core area of reading.

Eighth Grade Math Courses

Math 8/Pre-Algebra

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

Pre-AP Algebra I (High School Math Credit)

Prerequisite: Advanced Math 6 & Advanced Math 7/Pre-Algebra

GPA Type: None. Course GPA will not be calculated for rank if taken prior to 9th grade

Course # 0204

Credit: 1 state credit toward graduation requirements

The Pre-AP Algebra 1 course is designed to deepen students' understanding of linear relationships by emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide a powerful set of conceptual tools that students can use to make sense of their world through mathematics. This course will serve as a foundation for advanced courses that may be taken in high school.

Students enrolled in this class will take the STAAR Algebra 1 EOC.

Eighth Grade Science Courses

Science 8

Students in this course will focus on earth and space science. Students recognize matter is composed of atoms, examine the Periodic Table to recognize the elements are grouped into families. Students will also experiment with the relationship between force, motion, and energy through the study of Newton's three laws. Students will also identify the role of natural events in altering Earth systems. The student will conduct laboratory and field investigations for at least 40% of instructional time.

Advanced Science 8

Students in this course will cover the same TEKS as Science 8. Students will study matter and energy, Newton's laws, Earth and space, and organisms and their environments with a more extensive and detailed approach. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems. This course will serve as a foundation for Pre-Advanced Placement and advanced courses that may be taken in high school.

Eighth Grade Social Studies Courses

Social Studies 8 (United States History to 1877)

Students will use a variety of rich primary and secondary sources to study the history of the United States from the early colonial period through Reconstruction. The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

Advanced Social Studies 8 (United States History to 1877)

Students in this course will cover the same TEKS as Social Studies 8, with a more extensive and detailed approach and an emphasis on knowledge and skills necessary to participate in further advanced courses in high school. Students will be challenged in a variety of ways which may include: introduction to the content at a faster pace, depth and complexity in which the content is taught, inquiry based learning, and critical thinking and analysis to solve problems.

Eighth Grade Physical Education/Athletics Courses

Physical Education

General physical education for boys and girls shall be concerned with the development of physical fitness and the learning of skills. The program provides each student with opportunities to develop skill and understanding in a variety of sports activities, with daily exercise designed to help students develop and maintain physical fitness for their age. Course offerings include: flag football, basketball, volleyball, softball, weight training, gym games and other fitness activities as well as, the fitness program. The student is evaluated on the basis of skill in each sport, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practices.

Dance I, Dance II, Dance III: Chey-Annes/Physical Education (Auditions Required)

This course is designed to introduce the principles of dance as discipline and an art form while establishing a basic knowledge of movements. The focus of all the class will be placed on proper body alignment, balance, and ability to learn a new movement style, musicality, and memory. These skills will then be combined into standard dance combinations. This will be accompanied by an emphasis placed on the development of total body fitness, and will prepare for dance performance. The Dance Team will perform at junior high football and basketball games. There will be an activity fee associated with this program. Please check with your counselor for details.

**Candidates will learn a jazz routine they will have to execute before a panel of judges. Prior dance training is not required.*

Athletics

The 8th Grade Athletic Program is designed to develop successful student athletes with strong character and high standards. Students in the athletic program realize that success is measured physically, but fore most academically.

Girls' Athletics

8th grade girls may participate in a variety of sports. Teams are chosen by tryouts. Athletics will be placed on the schedule after tryouts and placement on a team. Students MUST have a physical on file with the coaches prior to tryouts, as required by UIL rules. WISD provides opportunities for free physical examinations in the spring; students who do not take advantage of this opportunity are responsible for obtaining the necessary evaluation forms and having their physical examination at their own expense.

Volleyball – Volleyball tryout are held the first week of school with a White and Green team selected. During the season, practice is held prior to the school day. Some after school practices may be required.

Basketball – Basketball tryouts are held the first week of school with a White and Green team selected. During season practice is held prior to the school day. Some after school practices may be required.

Volleyball and Basketball tryout information will be passed out at 7th grade orientation in August. Students who are new to the district, and enroll after volleyball and basketball teams are selected, may tryout if they were participating in athletics at their previous school.

Track – Track tryouts are held in February and practices are held prior to the school day. Some after school practices may be required.

Tennis – Teams are supervised by the high school tennis coaches. Practices are held before school at the high school courts. *Transportation to the high school must be arranged by students and parents.*

Golf – Teams are supervised by the high school golf coaches. Practices are held after school at the Waxahachie Country Club. *Transportation to the Country Club must be arranged by students and parents.*

Boys' Athletics

8th grade boys may participate in a variety of sports. Teams are chosen by tryouts. Student MUST have a physical on file with the coaches prior to tryouts, as required by UIL rules. Student requests for removal from the athletic program will only be granted at the end of the first semester.

Football – Camp is offered in the summer but is not a requirement. Teams are chosen by tryouts. After football season is completed, students continue to be active in an off-season conditioning program.

Basketball and Track – Teams are chosen by tryouts. Both sports are competitive in the spring.

Basketball – Tryouts are held late fall. To participate in track you must be enrolled in Athletics 2nd semester.

Tennis – Teams are supervised by the high school tennis coaches. Practices are held before school at the high school courts. *Transportation to the high school must be arranged by the students and parents.*

Golf – Teams are supervised by the high school golf coaches. Practices are held after school at the Waxahachie Country Club. *Transportation to the Country Club must be arranged by students and parents.*

Eighth Grade Elective Courses

Fine Arts Elective

Art I

Prerequisite: None

This course offers a continuation of Visual Arts concepts from primary school and transitions the student by introducing higher level concepts in the subject area. Art I is a hands-on, project-based course focusing on the creation of original work through a variety of methods and materials. Students will experience success through a wide-range of projects that emphasize skill development. Students will explore elements of art, principles of design, artists, cultures and art history.

Art II

Prerequisite: Art I

This course continues to build on the TEKS and project-based elements learned in Art I. Students will work with a variety of methods and materials and will be expected to use higher level thinking skills, increased planning and improved hand-eye coordination in their work. Students will use principles of design to organize the elements of art in their projects. Students explore artists, cultures and art history. Students in this course are coached through art evaluation and elements of adjudication and have the opportunity to submit works to local art shows and competitions such as Jr. VASE.

Art III

Prerequisite: Art II

This course follows an advanced art curriculum that consists of complex art projects that require student planning and involved processes. The Art III class will require students to identify their individual voice and personal connection with most projects at a deeper level. Advanced students will complete an independent study project based on careers in visual art allowing them to explore art career options and culminate with a product in the chosen field. Students in this course are coached through art evaluation and elements of adjudication are highly encouraged to submit works to local art shows and competitions such as Jr. VASE to showcase their mastery in visual arts projects and works.

Art I (High School Fine Art Credit)

Prerequisite: 8th Grade Only

GPA Type: None

Course#:0687

Credit: 1 credit

This course is designed to study the visual arts of painting, sculpture and architecture. Related problems in drawing and design allow creative application and extension of art materials and tools. Participation in regional and local exhibitions is part of the visual experience of the program. Students will be introduced to the visual arts and art history. Students will work with a variety of materials and techniques as they learn drawing skills, basic painting techniques, printmaking techniques, and basic three dimensional designs. Students will also study art history as it can be applied to the painting, printmaking, and sculpture.

Band I

Prerequisite: Audition for Instrumental Placement Required

The Band I course serves as the introductory level of instrumental music. The Band I classes are divided by instrument classification. All students in these classes have been or will be tested to determine which instrument they will play, and instruments will be assigned primarily according to the abilities of the student and then the needs of the band program. This course will cover basic fundamentals of tone production and not reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students and parents will be assisted in all matters pertaining to instrument procurement and materials for class.

Band II

Prerequisite: Band I

The Band II course serves as the continuation of instrumental music studies from Band I. Students in Band II classes continue assignment by instrument classification. This course will continue development of instrument fundamentals of tone production and note reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum.

Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Band Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends.

Band III

Prerequisite: *Band II*

The Band III course serves as the continuation of instrumental music studies from Band II. Students in Band III classes continue assignment by instrument classification. This course will continue development of instrument fundamentals, while focusing on advanced level of difficulty in sight reading, tone production and note reading. Elements of music are approached through exercises of increasing difficulty which present challenging and interesting problems for students to master through individual practice and class rehearsal. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum. Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Band Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends. This level of course prepares the student for transition to the High School Band program.

Choir I

Prerequisite: *Audition for Voice Placement Required (S/A/T/B)*

The Choir I serves students who have a desire to study and perform vocal/choral music. Previous choir and/or singing experience is helpful but not required. The course covers an introduction to the choral program, beginning aspects of music theory, vocal technique, ensemble singing and the fundamentals of singing in a choral setting. Students will be expected to sing independently and in an ensemble. Choir members perform at concerts, school and community events including evening concerts.

Choir II

Prerequisite: *Choir I + Audition (Director will determine the section)*

The Choir II course serves students as a continuation of Choir I, increasing in curricular depth of vocal performance for students who desire the next level of study and performance for vocal/choral music. The course pursues more challenging aspects of music theory, vocal technique, ensemble singing and music evaluation. Students will be expected to sing independently and in an ensemble. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum. Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Choir Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends.

Choir III

Prerequisite: *Choir II + Audition (Director will determine the section)*

The Choir III course serves students as a continuation of Choir II, increasing in curricular depth of vocal performance for students who desire the next level of study and performance for vocal/choral music. The course pursues increasingly challenging aspects of music theory, vocal technique, ensemble singing and music evaluation. Students will be expected to sing independently and in an ensemble. Students at this level are assigned to a unique campus ensemble and have an expectation to participate in concerts to satisfy state requirements in Music TEKS through the curriculum. Students in this course are directed through music evaluation and elements of adjudication and will perform in the UIL Concert & Sight Reading Evaluation process at the discretion of the campus Choir Director, with opportunities to showcase musical proficiency in other public and contest venues that are sometimes conducted after school and on weekends. This level of course prepares the student for transition to the High School Choir program.

Theatre Arts I

Prerequisite: *None*

The Theatre Arts I course offers an introduction to the study of theatrical arts concepts. Fundamental elements of the theatre program of study are explored. The course offers a creative outlet for performing individually and in groups. Studies will include acting techniques, body control, verbal and nonverbal interaction and communication, theatre production, history of theatre, technical theatre and other theatre devices. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. Theatre students may perform in plays, school and community events and at UIL competitions.

Theatre Arts II

Prerequisite: Theatre Arts I

The Theatre Arts II course serves students as a continuation of Theatre Arts I, increasing in curricular depth of individual and group performance for students who desire the next level of study and performance for stage plays in theatre. The course pursues more challenging aspects of acting, movement, stagecraft, vocal technique, ensemble acting and theatre evaluation. Students at this level are encouraged to audition for campus plays to satisfy public performance requirements of the TEKS. Students will learn Elements of adjudication and will be provided an opportunity to experience the UIL One-Act Play process at the discretion of the campus Theatre Director. Students will also have opportunities to showcase theatre proficiency in other public venues that are sometimes conducted after school and on weekends.

Theatre Arts III

Prerequisite: Theatre Arts II + Audition (Director will determine the section)

The Theatre Arts III course serves students as a continuation of Theatre Arts II, increasing in curricular depth of theatrical performance for students who desire the next level of study in theatre. The course pursues increasingly challenging aspects of acting and ensemble theatre production with a cast and crew. Students in this course are directed through theatre evaluation and elements of adjudication and are encouraged to audition for campus musicals, plays and the UIL One-Act Play contest. Students will have opportunity to perform in other public venues that are sometimes conducted after school and on weekends. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. This level of course prepares the student for transition to the High School Theatre Arts program.

Advanced Theatre Arts I

Prerequisite: Audition Required

Advanced Theatre Arts I provides special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students selecting this course will engage in advanced theatre productions concepts, alongside individual and ensemble performances via scene work, full length plays and student written works. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Advanced Theatre Arts II

Prerequisite: Advanced Theatre Arts I + Audition

The Advanced Theatre Arts II course builds upon experiences in Advanced Theatre Arts I and continues special emphasis on advanced acting styles and techniques and critical analysis of scripts and characters. Students selecting this course will engage in advanced theatre productions concepts, alongside individual and ensemble performances via scene work, full length plays and student written works. Students in Advanced Theatre Arts II may work in collaboration with the High School Theatre Arts program at events during the year to prepare them for transitioning to the program in 9th grade. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Advanced Theatre Arts III

Prerequisite: Advanced Theatre Arts II + Audition

The Advanced Theatre Arts III course builds upon experiences in Advanced Theatre Arts II and continues special emphasis on advanced acting styles and productions. Students in Advanced Theatre Arts II may work in collaboration with the High School Theatre Arts program at events during the year to prepare them for transitioning to the program in 9th grade. Multiple after school performances are a requirement for the course, as students will frequently manage campus productions as members of the cast and crew. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Musical Theatre I

Prerequisite: Audition Required

The Musical Theatre I course is designed for the introduction and production of musicals. Instruction in the Musical Theatre course will ensure students to have foundational vocal training in sight reading, solfege, SATB part recognition / harmonic awareness, and a choral-focused basis on quality sound production and aural awareness, versus learning through rote or impromptu memorization of prerecorded tracks; The course will also introduce student performers to contemporary and classical acting styles and techniques, exploration and analysis of representative plays from various periods of history, film, puppetry, dance, masked theatre, playwriting and other specialized production techniques. All students will be involved in many performances, written and visual project thought out the year. This class is designed for the theatre student who wishes to apply singing and acting study and apply high level production skills. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Musical Theatre II

Prerequisite: Musical Theatre I + Audition Required

The Musical Theatre II course continues the study and production of musicals with a focus in vocal techniques, pedagogy, and music application in the theatre setting. Increased focus on sight reading, musical execution in acting, ensemble collaboration, and choreography are components of the course. All students will be involved in many performances, written and visual project thought out the year. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Musical Theatre III

Prerequisite: Musical Theatre II + Audition Required

The Musical Theatre III course completes the vocal study of musicals with a transition element to High School Musical Theatre courses. Sight reading, musical execution in acting, ensemble collaboration, and choreography are in continued study. All students will be involved in many performances, written and visual project thought out the year. Rehearsals and performances beyond the school day may be required to meet course requirements outlined in the TEKS. *Students must complete an application and will audition for placement in this list driven, limited enrollment course.*

Career and Technical Education Elective

Principles of Arts, Audio/Video Tech. & Communications – (High School CTE Credit)

GPA Type: None.

Course#: 17160

Credit: 1 credit

The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Business Information Management I – (High School CTE Credit)

GPA Type: None.

Course#: 17232

Credit: 1 credit

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Principles of Agriculture, Food, and Natural Resources – (High School CTE Credit)

GPA Type: None.

Course#: 17040

Credit: 1 credit

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Other Electives

Spanish I (High School Foreign Language Credit)

GPA Type: None

Course#: 0120

Credit: 1 credit

Prerequisite: None

Spanish I begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of oral drills, vocabulary building, simple composition and reading assignments, dialogue, and creative writing. The course also stresses cultural awareness and understanding of the Spanish speaking world and its impact on North America.

Journalism/Yearbook (Application Required)

Students enrolled in Journalism Yearbook will participate in the development of the yearbook. Students will learn journalistic tradition and the principles of publishing. Students in this course will study basic journalism skills such as feature writing, news stories, interviewing, sports writing, proofing and photography. Students will layout, produce and publish the 8th grade yearbook. Students who are interested in this course must complete an application and turn it in to the counselor at registration; selection will be made by the yearbook sponsor.

Student Aide- Office/Library

Student aide provides assistance to library or office personnel. The criteria for the selection of student aides are:

- Complete Application
- Good Citizenship – No ISS, OSS or DAEP
- Teacher recommendation
- Passing grades on STAAR state assessment
- Passing grades in all classes
- Good attendance and punctuality

Students who are interested in becoming a student aide may obtain an application from their 7th grade counselor and return it to the 8th grade counselor when student turn in their registration form.

OUR VISION IS TO BE A DISTRICT WHERE INNOVATION THRIVES AND GROWTH IS LIMITLESS.

CHOICES We value **choices** because they make us unique and are critical to learning.

COLLABORATION We value a **collaborative culture** that honors and supports all who positively impact the lives of our students.

We value an environment of **belonging** that respects individual differences and ensures equality for all.

BELONGING We value relationships that broaden learning experiences and enrich our **community**.

COMMUNITY

