

WAXAHACHIE ISD JUNIOR HIGH COURSE CATALOG 2024 - 2025

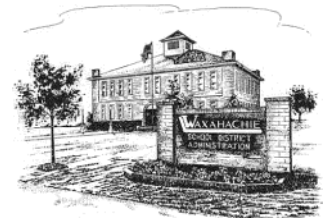


waxahachie
Independent School District™

**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.

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Department of Curriculum and Instruction
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Waxahachie, TX 75165
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WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

WISD SECONDARY CAMPUSES

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

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

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

Waxahachie High School
Jacob Perry, Interim Principal
3001 US Hwy. 287 Bypass
Waxahachie, TX 75165
(972) 923-4600

Waxahachie Global High School
Derek Zandt, 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.
General Counsel
Waxahachie Independent School District
411 North Gibson Street
Waxahachie, TX 75165
Phone: (972)923-4631
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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**.

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.

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.

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?

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

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.

Dual Language/Biliteracy

Waxahachie ISD offers our dual language students who have completed 3+ years in a dual language elementary program, the opportunity to apply and continue their dual language track at Howard Junior High School. For each year the student is in the junior high school dual language program, the student will enroll in two dual language courses –dual language Spanish language course, and companion dual language content course (math, social studies, or science). Successful completion of dual language Spanish I, II, and/or III will result in the student completing junior high with 3 high school credits in foreign language. These high school foreign language credits will be applied toward graduation requirements. Students interested in continuing their elementary dual language track into Junior High School need to contact their school counselor for the application process.

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 Language Arts	Mathematics		
Grade 7	Reading Language Arts	Mathematics		
Grade 8	Reading Language Arts	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 advanced. Students will cover 6th and selected 7th and 8th grade math TEKS in two years. Advanced math students will take the 8th grade STAAR in 7th grade. 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 Pre-AP Algebra I in 8th grade.

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. 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.

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	6th Grade	7th Grade	8th Grade
On Level	Math 6 <i>(Students will take 6th Grade STAAR)</i>	Math 7 <i>(Students will take 7th Grade STAAR)</i>	Math 8 <i>(Students will take 8th Grade STAAR)</i>
Advanced	Advanced Math 6 all of 6 th gr. TEKS and ½ of 7 th gr. TEKS <i>(Students will take 6th Grade STAAR)</i>	Advanced Math 7 ½ of 7 th gr. and all of 8 th gr. TEKS <i>(Students will take 8th Grade STAAR)</i>	Pre-AP Algebra I Alg. I TEKS- <i>Earn high school credit</i> <i>(Students will take Algebra I STAAR End-of Course)</i>

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.

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, be permitted to earn credit by passing a Credit by Examinations for that course or subject. 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. 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.**

School districts are required to provide at least one window each quarter for students to test, unless the exam selected by the district has a different administration schedule. The months in which exams are scheduled during the school year include September, November, February and June. Students may take a specific exam only once during each testing window. A school district is prohibited from charging a fee for credit by examination. 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. [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:

1. STEM (Science, Technology, Engineering, and Mathematics)
2. Business and Industry
3. Arts and Humanities
4. Public Service
5. 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

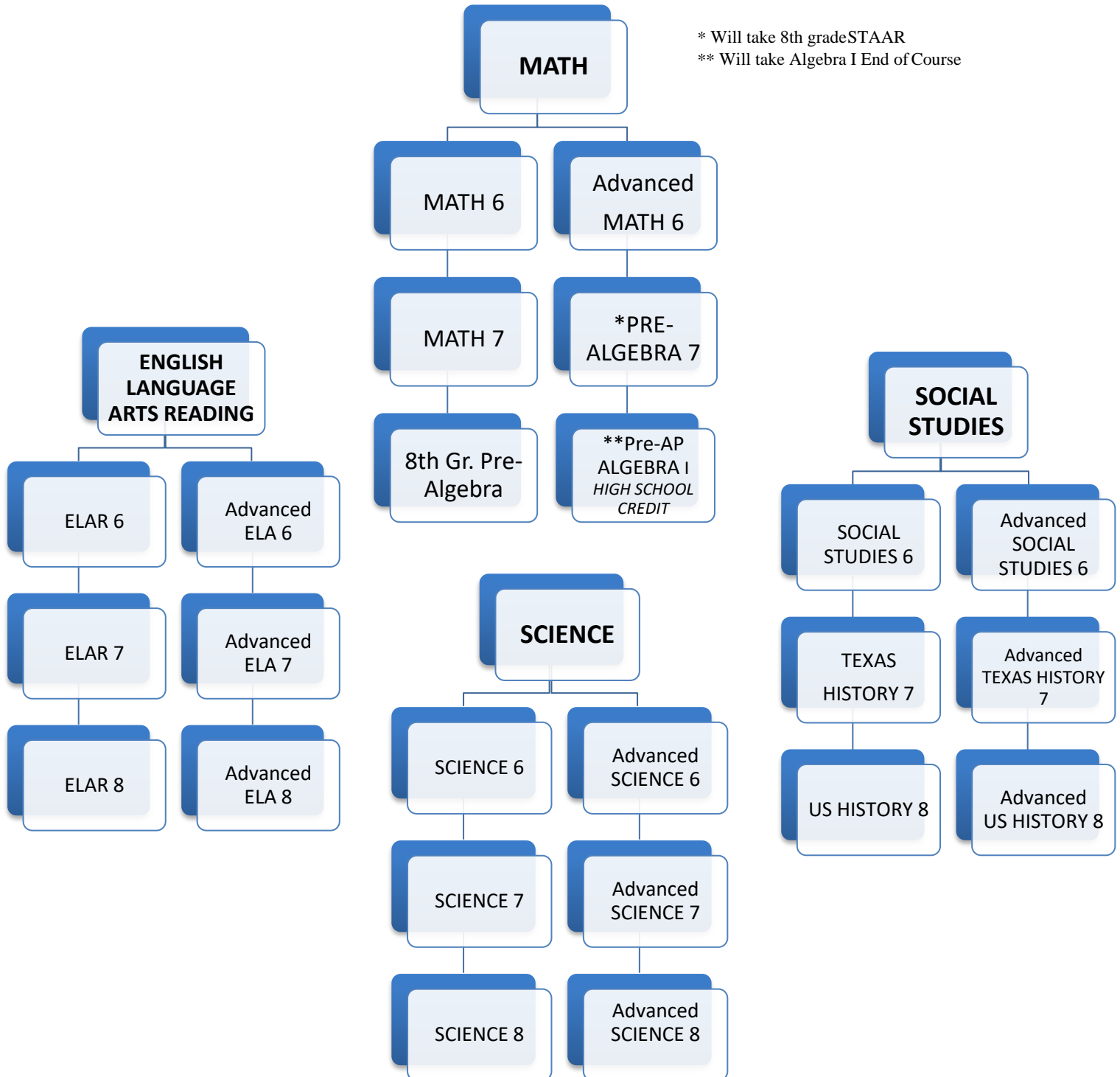
Waxahachie Independent School District has published this course catalog to assist students in making course selections that will meet their educational needs while enrolled in grades 6-8 and guide them in selecting courses to satisfy their future high school graduation requirements. Students are encouraged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

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-AP 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. Pre-AP Algebra 1 (when enrolled in the course prior to grade 9)*
- 3. Geometry (when enrolled in the course prior to grade 10)*

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 6 • Dual Language Math 6 (<i>DL students only</i>) • Dual Language Advanced Math 6 (<i>DL students only</i>) 	<ul style="list-style-type: none"> • Advanced English Language Arts 6 • Math 6 • Advanced Math 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 6 • Dance I- Chey-Annes 	<ul style="list-style-type: none"> • Pre-Athletics 6
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
Touch Systems Data Entry – (Semester) Tech Apps 6 – (Semester) (<i>Courses taken during same year</i>)	Spanish II (<i>Dual Language students only</i>) (<i>High School credit- no GPA ^</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

Math 6/Dual Language Spanish Math 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.

Dual Language Spanish Math 6 follows the above course description, but content taught in Spanish.

Advanced Math 6/Dual Language Spanish Math 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. Dual Language Spanish Advanced Math 6/Pre-Algebra follows the above course description, but content taught in Spanish.

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 6/Pre-Athletics 6

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

Touch Systems Data Entry – Semester Course (*taken in the same year as Tech. Apps. 6*)

In this middle school course, students will explore the fundamentals of touch-based technologies and their applications in our daily lives. This hands-on course is designed to introduce students to the concepts, principles, and practical aspects of touch data systems. By the end of the course, students will have gained a solid foundation in touch data systems, enabling them to navigate the digital landscape with a deeper understanding of the technology that surrounds them.

Tech. Apps. 6 – Semester Course (*taken in the same year as Touch Systems Data Entry*)

Through the study of Tech App, 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.

Other Electives

Spanish II (*High School Foreign Language -Language Other Than English -LOTE Credit*)

Dual Language program participants only

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

Course#:0125

Credit: 1.0 state credit toward graduation requirements

Prerequisite: High School Spanish I

Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, dialogue reading of authentic and cultural material, creative and expository writing and audiovisual presentations.

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 • Dual Language Math 7 (<i>DL students only</i>) • Dual Language Advanced Math 7/Pre-Algebra (<i>DL students only</i>) 	<ul style="list-style-type: none"> • Advanced English Language Arts 7 • 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 • 7th Gr. Accelerated Science (<i>Science Acc. Program students only</i>)
<i>ONE from PE or Athletics</i>	
<ul style="list-style-type: none"> • Physical Education 7 • Athletics 7 • *Tennis 	<ul style="list-style-type: none"> • *Golf • *Dance I: Chey-Annes • *Dance II: Chey-Annes
Elective Course Offerings <i>TWO from the following electives</i>	
Art I	Art II
*Band I	*Band II
Choir I	*Choir II
Theatre Arts I	Theatre Arts II
*Advanced Theatre Arts I	*Advanced Theatre Arts II
*Musical Theatre I	*Musical Theatre II
College & Career Readiness 7	Reading Lab 7- <i>Counselor assigned</i>
**Spanish I- 1A <i>(High School credit- no GPA[^])</i>	**Spanish III <i>(Dual Language students only)</i> <i>(High School credit- no GPA[^])</i>
PLTW- Gateway I- App Creator and Design and Modeling <i>(.5 High School credit- no GPA[^])</i>	

*Auditions Required; Director will determine the section

[^]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 class rank.

**This two-year course program is offered during the 7th and 8th grade. In order to receive 1.0 high school credit, a student must successfully complete both courses Spanish 1A and Spanish 1B respectively, during the student's 7th and 8th grade school years.

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.*

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.

Reading 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/Dual Language Spanish 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.

Dual Language Spanish Math 7 follows the above course description, but content taught in Spanish.

Advanced Math 7/Pre-Algebra

Dual Language Spanish Advanced Math 7/Dual Language 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.**

Dual Language Spanish Advanced Math 7/Pre-Algebra follows the above course description, but content taught in Spanish.

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 7

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 and success is measured physically, but foremost academically.

Girls' Athletics 7

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 before school at Coleman Junior High. Students will be transported by WISD to their Junior High campuses after class.

Boys' Athletics 7

7th grade boys may participate in a variety of sports. Teams 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

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.

PLTW- Gateway I - App Creator and Design and Modeling – (High School CTE Credit)

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

Course#: 17584 G

Credit: .5 state credit toward graduation requirements

Explore the dynamic worlds of AP Creator and Design and Modeling in this middle school gateway course. Dive into the design process, crafting therapeutic toys for children with cerebral palsy in the AP Creator module. Transition to the Design and Modeling module, where students computationally analyze and solve real-world problems through mobile app development. Choose from areas like health, environment, emergency preparedness, education, community service, and school culture. This hands-on course fosters creativity, critical thinking, and impactful problem-solving. Get ready for an engaging journey at the intersection of design and computer science!

Other Electives

Spanish I -1A (High School Language Other Than English-LOTE Credit)

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

Course # 0120

HS Credit: 1.0 High School Spanish I **after successful completion of both Spanish I- 1A and 1B.**

IMPORTANT COURSE NOTE: Spanish I is a two-year program offered in middle school that is equivalent to the high school's first-year course. In order to receive high school credit, a student must successfully complete both courses Spanish I- 1A and 1B.

This two-year course program introduces the language and facilitates opportunities for students to acquire basic language skills in listening, speaking, reading, and writing across all three modes of communication: interpretive, interpersonal, and presentational. Vocabulary acquisition and communication in daily situations are emphasized. Students will also compare cultures and customs.

Spanish III (High School Foreign Language -Language Other Than English -LOTE Credit)

Dual Language program participants only

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

Course#:0125

Credit: 1.0 state credit toward graduation requirements

Prerequisite: High School Spanish I & II

Spanish III provides opportunities to develop intermediate language proficiency in speaking, listening, reading, and writing. By the end of the course, students should have adequate control of basic structural patterns and should be able to express themselves at a paragraph level. In addition, students will have a deeper understanding of the language and cultural perspectives associated with it. At the end of the course, students are expected to reach an Intermediate Low-Intermediate Mid-proficiency level.

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>(1.0 High School credit- no GPA^)</i>
<ul style="list-style-type: none"> • Science 8 • Advanced Science 8 	<ul style="list-style-type: none"> • Social Studies 8 (US History to 1877) • Advanced Social Studies 8 (US History to 1877)
<i>ONE from PE or Athletics</i>	
<ul style="list-style-type: none"> • Physical Education 8 • Athletics 8 	<ul style="list-style-type: none"> • *Dance I: Physical Education/Chey-Annes • *Dance II: Physical Education/Chey-Annes • *Dance III: Physical Education/Chey-Annes
Elective Course Offerings <i>TWO from the following electives</i>	
Spanish I <i>(1.0 High School credit- no GPA^)</i>	Spanish III or IV <i>(Dual Language students only)</i> <i>(1.0 High School credit- no GPA^)</i>
<i>Art I (1.0 High School credit- no GPA^)</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	*Musical Theatre III
Journalism/Yearbook <i>(Application required)</i>	Reading Lab 8- <i>counselor assigned</i>
Front Office Aide <i>(Application required)</i>	Library Aide <i>(Application required)</i>
Career and Technical Education Elective Courses	
Principles of Arts, Audio/Video Tech. & Communications <i>(1.0 High School credit- no GPA^)</i>	Principals of Agriculture, Food and Natural Resources <i>(1.0 High School credit- no GPA^)</i>
PLTW- Gateway II- Flight and Space and Medical Detective <i>(2nd year Gateway students)- (.5 High School credit- no GPA^)</i>	College & Career Readiness 2

* Auditions Required; Director will determine the section

^ 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 class 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.

Reading 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 7 & Advanced Math 7/Pre-Algebra

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

Course # 0204

Credit: 1.0 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 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 8

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 and success is measured physically, but foremost academically.

Girls' Athletics 8

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 before school at Coleman Junior High. Students will be transported by WISD to their Junior High campuses after class.

Boys' Athletics 8

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

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)

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

Course#: 0687

Credit: 1.0 state credit toward graduation requirements

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 course 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

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. *GPA will not be calculated for rank if taken prior to 9th grade*

Course#: 17160

Credit: 1.0 state credit toward graduation requirements

The goal of this course is for the student to understand 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.

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

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

Course#: 17040

Credit: 1.0 state credit toward graduation requirements

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.

PLTW- Gateway II - Flight and Space and Medical Detective – (High School CTE Credit)

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

Course#: 17584

Credit: .5 state credit toward graduation requirements

Embark on an exciting exploration of flight, space, and medical investigation in this middle school gateway class. Delve into the principles of aerodynamics and aviation, unravel the wonders of space, and awaken your inner detective to solve medical mysteries. This interdisciplinary experience seamlessly integrates physics, astronomy, and biology, nurturing critical thinking, problem-solving skills, and a genuine passion for scientific discovery.

College & Career Readiness 2

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.

Other Electives

Spanish I (*High School Foreign Language -Language Other Than English -LOTE Credit*)

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

Course#:0120

Credit: 1.0 state credit toward graduation requirements

Prerequisite: None

The Spanish I course 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.

Spanish III (*High School Foreign Language -Language Other Than English -LOTE Credit*)

Dual Language program participants only

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

Course#:0125

Credit: 1.0 state credit toward graduation requirements

Prerequisite: High School Spanish I & II

Spanish III provides opportunities to develop intermediate language proficiency in speaking, listening, reading, and writing. By the end of the course, students should have adequate control of basic structural patterns and should be able to express themselves at a paragraph level. In addition, students will have a deeper understanding of the language and cultural perspectives associated with it. At the end of the course, students are expected to reach an Intermediate Low-Intermediate Mid-proficiency level.

Spanish IV (*High School Foreign Language -Language Other Than English -LOTE Credit*)

Dual Language program participants only

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

Course#:0149

Credit: 1.0 state credit toward graduation requirements

Prerequisite: High School Spanish I, II & III

Spanish IV is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Spanish III, emphasis is placed on communication, the development of proficiency, and the integration of culture.

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, new 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 (*Application Required*)

Student aides provide 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 counselor and return it to their counselor when the student turns 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

