

2025-26 WISD JUNIOR HIGH COURSE SELECTION GUIDE



**EVELYN LOVE COLEMAN
JUNIOR HIGH SCHOOL**



**EDDIE D. FINLEY
JUNIOR HIGH SCHOOL**



**ROBBIE E. HOWARD
JUNIOR HIGH SCHOOL**



Waxahachie
INDEPENDENT SCHOOL DISTRICT

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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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
Waxahachie, TX 75165
(972) 923- 4790

Waxahachie High School
Jacob Perry, 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:

Sean Cagle
Waxahachie Independent School District
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Waxahachie, TX 75165
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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 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

General Introduction

Waxahachie ISD is located in Waxahachie, Texas, a suburban community serving as the county seat for Ellis County, which adjoins Dallas County's southern boundary. Waxahachie ISD is a district of 11,000+ students structured in 17 campuses.

The Academic Handbook for Student Success has been designed to provide curriculum information for junior high students in Waxahachie ISD. The purpose of this course catalog is to assist students in making course selections that will meet their personal needs for grades 6-8, to satisfy junior course requirements. Students are encouraged to consult with their parents or guardians and the school counselors to choose courses that will prepare them for post-secondary opportunities and provide academic challenges.

Junior High School Information

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. This course counts as an elective course but does not fulfill the junior high PE requirements for general education students.

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.

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.

Special Education Programs

“The Individuals with Disabilities Education Act of 2004 (IDEA) is the federal law that governs the special education process. One of the main purposes of IDEA is to ensure that children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Special education means specially designed instruction to meet the unique needs of a child with a disability. Related services are special services needed to support students' special education services so they can make progress to meet their academic and functional goals. Related services can include services such as occupational therapy, physical therapy, speech-language therapy, counseling services, orientation and mobility services, and/or transportation services.” (*Parent's Guide to the Admission, Review, and Dismissal Process, July 2018*)

Placement, support and services are based on the individual needs of the student and determined by the Admission, Review, and Dismissal Committee (ARD) in the Individualized Education Plan (IEP). Educational programming and placement decisions are always made on an individual basis as determined by appropriate assessment data. After a student's IEP has been developed, the ARD Committee considers where the required services can best be implemented. The general education classroom is the primary placement option that is always considered first. Students are removed only as far from this setting as their individual needs dictate.

Special Education Courses & Programs

Advanced Support provides specialized guidance and support to general education teachers working with students who have an Individualized Education Program (IEP) and to students with the IEP. Advanced Support is provided by a certified special education teacher who serves as a consultant, offering expertise and ongoing support to the general education teacher(s) and students with IEPs. The role of the consultant is multifaceted. They provide direction and feedback regarding the specific needs of the student. This includes adapting lessons, identifying appropriate accommodations and instructional strategies tailored to the student's needs, ensuring instructional support is effectively implemented within the general education setting, and consultations with students to ensure they are progressing academically in the general education setting. Through this consultative approach, the special education teacher equips the general education teacher (s) with the knowledge, resources, and guidance necessary to effectively support the inclusion of students with special needs within the general education curriculum and classroom to ensure appropriate modifications*, accommodations, and evidence-based practices are consistently implemented, fostering an inclusive and supportive learning environment for all students.

In-Class Support

In class support is a service delivery model that provides individualized support to students with special needs while remaining fully integrated members of the general education setting. A key feature of In-class support is the collaborative partnership between general and special education teachers. The special education staff works under the guidance of the general education teacher to support all students in the classroom. Within this inclusive environment, support is provided to meet the unique needs of students with IEPs. In-class support offers a powerful instructional model that minimizes distractions and fragmentation caused by pulling students out of the classroom for services. Instead, students are able to receive the individualized accommodations, modifications*, and specialized interventions they require seamlessly within the general education setting, fostering full participation and integration. In-class support aims to create a supportive and inclusive learning environment where students with diverse needs can access the general education curriculum and receive targeted assistance, enabling them to progress academically and develop essential skills alongside their peers.

Resource Classroom

The Resource* classroom is a specialized setting that provides individualized modified instruction and support. A certified special education teacher serves students who require more intensive interventions and modifications to the general education curriculum, as outlined in their IEP. The special education teacher delivers instruction focused on core academic areas with an emphasis on skill acquisition, acceleration, and remediation. The curriculum is based on the student's enrolled grade-level Texas Essential Knowledge and Skills (TEKS), but instruction is tailored to each student's IEP goals and objectives. The smaller group setting and specially designed instruction are designed to meet the unique needs of each student more effectively. The Resource classroom aims to provide students with the targeted support and accommodations they need to access the curriculum, progress academically, and develop the skills necessary for success in the mainstream educational setting and beyond.

Positive Behavior Support Environment (PBSE)

PBSE provides specialized services for students with severe, ongoing behavioral challenges that interfere with their learning, even when using other additional aids and services. The goal is to teach positive alternatives that enable students to develop the social-emotional skills needed to succeed in mainstream academic settings and the community. The PBSE classroom emphasizes teaching socially appropriate coping strategies to replace disruptive behaviors. The focus is on proactively building skills in emotional regulation, problem-solving, decision-making, and relationship-building so students can navigate social situations and meet behavioral expectations. Tailored Life Management instruction helps students directly build competencies in managing emotions, communicating effectively, and making responsible choices. Lessons are targeted to each student's needs and delivered across various settings. The objective is for students to develop interpersonal skills that allow them to positively participate in social and educational environments so they can transition back into standard classes full-time. The supportive PBSE environment enables students to learn critical behaviors and strategies while continuing an age-appropriate general curriculum. By teaching social-emotional intelligence, self-discipline, and positive social responses, the goal is that students gain the skills to successfully integrate into mainstream classes and communities.

Structured Learning Environment (SLE)

SLE provides support for students who struggle with communication, social skills, work behaviors, and abstract thinking. The primary goal is to close learning and social gaps so that students can succeed academically and socially in mainstream classes without extensive Special Education services over time. SLE support incorporates positive behavioral reinforcement, replacement behavior strategies, and developing perspective-taking skills. The focus is on building skills for students to thrive in grade-level general education as much as possible based on their IEP. Many SLE students spend the majority of the school day in mainstream classes. SLE classrooms across the district align in structure to provide individualized support while promoting integration into the broader student community. Each student's program is developed by their IEP team to meet their needs, with the philosophy of fitting the program around the child rather than making the child fit a standardized program. The end goal is for students who receive SLE services to develop the behavioral, communicative, social, and cognitive tools to participate fully in general education and grade-level academics with minimal Special Education support. SLE equips students with strategies and skills so they can successfully integrate into mainstream learning and the community to the maximum extent possible.

Life Skills Environment*

Life Skills is a specialized educational setting designed to meet the unique needs of students in grades 9-12 with significant cognitive disabilities. This self-contained program provides an alternative curriculum that emphasizes functional academics and vocational opportunities tailored to each student's abilities and goals. The classroom environment is structured around principles of direct, intensive, and individualized instruction to help students acquire, maintain, and generalize essential skills across various domains (school, home, community). Appropriate and purposeful inclusive opportunities in the general education settings are also provided when appropriate. Academic instruction focuses on prerequisite, vertically aligned skills in functional academics, self-help, domestic, vocational, communication, social, and behavioral areas. The overarching goal of the Life Skills Environment is to equip students with cognitive disabilities with the functional and vocational training necessary for increased independence and successful transition to post-secondary life to the maximum extent possible.

18+ Program

The 18+ program offers transition services for students ages 18-22 that have completed all credit, curriculum, and state assessment requirements and will be graduating under option 89.1070 (b)2 or (b)(3)(A-D). Participation is IEP driven and based solely on post-secondary goals identified for the student. The student's Admission, Review and Dismissal Committee (ARDC) determines eligibility and the scope of 18+ services. Completion of the IEP, as determined by the ARDC, results in the cessation of services.

**TAC 89.1070 (c)(1-3)*

A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required end-of-course assessment instruments unless the student's ARD committee determines that satisfactory performance is not necessary.

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.**

HB 1416

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide that qualifying students must be:

- Assigned a TIA designated teacher for the subsequent school year in the applicable subject area;
OR
- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
 - No less than 15 or 30 hours depending on student performance and is provided in the summer or at least once per week in the school year;
 - Limited to two subjects per year, prioritizing math and RLA;
 - Provided in a group of no more than four students, unless the parent or guardian of each student in the group authorizes a larger group;
 - Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
 - Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

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 Math 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</i> <i>End-of Course)</i>

Credit By Exam Information

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 6-12 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 who pass the CBE will be required to pass the state STAAR EOC assessment for each course required for graduation, as well 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)]

Junior High School Registration Information

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>

Registration Process

Course selections will be made by students in grades 5-7 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.

Student progress of those taking advanced courses will be closely supported and monitored throughout the year to ensure success. Parents are welcome to request schedule changes after the first progress report, at the end of the 1st six weeks grading period, or at the end of the first semester. Campus administration will collaborate with families to make the final decisions on schedule changes as needed to promote the best educational outcomes for students.

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)*

The WISD Board of Trustees has approved a policy to require students in 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 for a waiver, please contact your campus principal, counselor or extracurricular coach/director

Junior High Courses for High School Credit

As stipulated in the Texas Education Code, school districts are required to provide 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.

Note: High School courses taken in junior high WILL COUNT towards credits required for graduation. However, the grades earned for a high school course taken in junior high is NOT included in the student's GPA or computed for class rank.

Current courses in which junior high students can receive high school credit:

Grade	Course	HS Credit	Category of Credit
7th grade	Spanish I 1A	0.5 <i>(must be taken with 1B to earn credit)</i>	Languages Other Than English Credit
7th grade PLTW	Computer Science for Innovators and Makers <i>(1st semester)</i>	1.0	CTE Elective
	App Creators <i>(2nd semester)</i>		
8th grade	Art I	1.0	Fine Arts Credit
8th grade	Pre-Ap Algebra I	1.0	Math Credit
8th grade	Spanish I 1B	0.5 <i>(must be taken with 1A to earn credit)</i>	Languages Other Than English Credit
8th grade PLTW	Flight and Space <i>(1st semester)</i>	1.0	CTE Elective
	Medical Detectives <i>(2nd semester)</i>		
8th grade	Principles of Agriculture, Food and Natural Resources	1.0	CTE Elective
8th grade	General Employability Skills-Career Exploration	1.0	CTE Elective

Note: High School courses taken in junior high WILL COUNT towards credits required for graduation. However, the grade earned for a high school course taken in junior high is NOT included in the student's GPA or computed for class rank.

WISD Math & Science Acceleration Pathway Invitation-Only Program

The WISD Math and Science Acceleration Pathway aims to create a better alignment between a student’s readiness and motivation with the level and pace of instruction. This acceleration offers academic challenges and stimulation that are essential for the continuous development of a student’s abilities. The pathway is available at all three junior high schools within WISD and aligns with the Texas Essential Knowledge and Skills (TEKS). Students are invited to participate in this *invitation-only program*, which is based on their high levels of success in math, science, or a combination of both subjects.

WISD Math & Science Acceleration Pathway - Junior High

Audience	Course Name	Testing Information	Course Content
6th Grade Math Acceleration	Accelerated Math 6	7th Grade STAAR	All of 6th, 7th & ½ of 8th Grade TEKS
6th Grade Science Acceleration	Integrated Physics and Chemistry (IPC)	No End of Course Exam.	6th grade TEKS + IPC TEKS + 8th grade Physics and Chemistry TEKS
7th Grade Math Acceleration	Pre-AP Algebra I	Algebra I EOC	½ of 8th grade TEKS + all of Algebra I TEKS
7th Grade Science Acceleration	Accelerated Science	8th Grade STAAR	7th grade TEKS + 8th grade Earth, Space and Life Science TEKS
8th Grade Math Acceleration	Pre-AP Geometry with Statistics	8th Grade STAAR	Pre-AP Geometry with Statistics TEKS
8th Grade Science Acceleration	Pre-AP Biology	Biology EOC	Pre-AP Biology TEKS

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 	<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>TWO from the following electives</i>	
Art I - Junior high course	*Band I
Choir I	Theatre Arts I
*Advanced Theatre I	*Musical Theatre I
Tech Apps 6 - (<i>Semester</i>) Touch System Data Entry 6 - (<i>Semester</i>) (<i>Semester courses taken during same year</i>)	Spanish II (<i>Dual Language students only</i>) (<i>1.0 High School credit- no GPA[^]</i>)
PLTW- Design and Modeling (<i>Semester</i>) and Automation and Robotics – (<i>Semester</i>) (<i>Semester courses taken during same year</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.

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.

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 is 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 is 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.

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 - Junior high course

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

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

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

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.*

Choir I

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

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 projects throughout 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.

PLTW - Design and Modeling & Automation and Robotics

In this hands-on course, students explore the design process and the impact of creativity and innovation by designing a therapeutic toy for a child with cerebral palsy. They will integrate mechanisms with input and output devices, developing construction and programming skills while working in teams to identify design requirements and create prototypes. Through this project-based approach, students will gain insights into automation and robotics, experiencing the collaborative efforts of engineers in addressing real-world challenges. Get ready for an engaging journey at the intersection of design and computer science! **Course Fee: \$20**

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 (<i>Adv. 6th gr.math required</i>)
<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 	<ul style="list-style-type: none"> • *Golf • *Tennis
Elective Course Offerings	
<i>THREE from the following electives</i>	
Art I- Junior high course	Art II- Junior high course
*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
**Spanish I- 1A (<i>0.5 High School credit- no GPA^</i>)	**Spanish III (<i>Dual Language students only</i>) (<i>1.0 High School credit- no GPA^</i>)
Tech Apps 7 - (<i>Semester</i>) and Touch System Data Entry 7 - (<i>Semester</i>) (<i>Semester courses taken during same year</i>)	
PLTW - Computer Science for Innovators and Makers (<i>Semester</i>) and App Creator (<i>Semester</i>) (<i>Semester courses taken during same year</i>) (<i>1.0 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.

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 is taught in Spanish.

Advanced Math 7 /Pre-Algebra

Dual Language Spanish Advanced Math 7/Dual Language Pre-Algebra

Prerequisite: Advanced Math 6/Advanced Math Dual Language 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 is 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.

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

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

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

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

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

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

Seventh Grade Elective Courses

Fine Arts Elective

Art I - Junior high course

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 - Junior high course

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

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

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

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

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

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 pre-recorded 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 projects throughout 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 projects throughout 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

PLTW - Computer Science for Innovators and Makers & App Creators (HS CTE Credit)

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

Course#: 17584 G

Credit: 1.0 CTE elective credit

In this dynamic course, students will explore the exciting field of computer science through the creation of mobile apps and innovative physical computing projects. They will collaboratively design solutions to engaging, real-world problems, experiencing firsthand the positive impact of technology on society and disciplines like biomedical science. By creatively using sensors and actuators, students will develop systems that interact with their environment, learning to code algorithms and upload programs to microcontrollers. With a focus on meaningful applications, teams will tackle personally relevant challenges related to wearable technology, interactive art, or mechanical devices, broadening their understanding of computational thinking and its applications. **Course Fee: \$20**

Tech. Apps. 7 – 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.

Touch Systems Data Entry – Semester Course (taken in the same year as Tech. Apps. 7)

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.

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>Advanced 7th gr. math required</i>) <i>(1.0 High School credit- no GPA^)</i> • Math Acceleration Program- Pre-AP Geometry with Statistics <i>(1.0 High School credit- no GPA^)</i>
<ul style="list-style-type: none"> • Science 8 • Advanced Science 8 • Science Acceleration Program- Pre-AP Biology <i>(1.0 High School credit- no GPA^)</i> 	<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"> • *Golf • *Tennis
Elective Course Offerings <i>THREE from the following electives</i>	
Spanish I- 1B <i>(1.0 High School credit- no GPA^)</i>	Spanish IV (<i>Dual Language students only</i>) <i>(1.0 High School credit- no GPA^)</i>
Art I (<i>1.0 High School credit- no GPA^</i>)	Art II
*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>)
Office Aide (<i>Application required</i>)	Media Center/Library Aide (<i>Application required</i>)
Career and Technical Education Elective Courses	
Principles of Agriculture, Food and Natural Resources <i>(1.0 High School credit- no GPA^)</i>	
PLTW - Flight and Space and Medical Detective <i>(1.0 High School credit- no GPA^)</i>	General Employability Skills- Career Exploration <i>(1.0 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.

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.

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.

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 Electives

Art II - Junior high course

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 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

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

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

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

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

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 the 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

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

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 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 CTE elective credit

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

PLTW - Flight and Space & Medical Detectives (High School CTE Credit)

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

Course#: 17584

Credit: 0.5 local CTE credit

In the thrilling Flight and Space unit, students become engineers as they design, prototype, and test models to explore the science of flight and the challenges of space travel. They will tackle real-world aviation issues while planning a mission to Mars, igniting their passion for aerospace. Meanwhile, in the Medical Detectives unit, students take on the role of medical detectives, collecting and analyzing data to diagnose diseases through hands-on projects, dissecting a sheep brain, and investigating disease outbreaks to understand human body functions.

Course Fee: \$20

General Employability Skills - (High School CTE Credit)

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

Course# 17029

Credit: 1.0 CTE elective credit

This course equips students with essential skills for general employment, emphasizing personal grooming and workplace etiquette. Students will develop the knowledge, skills, and attitudes necessary to collaborate effectively with coworkers, make informed work-related decisions, and contribute to team success. Through experiential learning, they will explore job opportunities that align with their skills, interests, and values, gaining insight into various work environments. Designed to be applicable across diverse careers, this course prepares students to meet workplace expectations and thrive in any employment situation.

Other Electives

Spanish I -1B (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 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