

**2020-2021  
6th – 8th Grade  
Course Guide**

# Table of Contents

2020-2021 6th – 8th Grade Course Guide.....	1
USING THE 2020-2021 ROISD COURSE GUIDE.....	3
RED OAK ISD GRADUATE PROFILE.....	3
4 Talons of the Hawk.....	3
SUGGESTED COURSE SEQUENCES.....	4
English Course Sequence Options.....	4
Math Course Sequence Options.....	4
Social Studies Course Sequence Options.....	4
Science Course Sequence Options.....	4
TESTING.....	5
STAAR (State Assessments of Academic Readiness).....	5
Preliminary Scholastic Aptitude Test (PSAT).....	5
Duke University Talent Identification Program (TIP).....	5
ADVANCED ACADEMICS.....	5
Gifted & Talented Program.....	5
Pre-Advanced Placement (Pre-AP).....	5
GRADE POINT CALCUATIONS.....	7
High School Coursework Taken Prior To Entering High School.....	7
Grade Point Structure.....	7
Class Ranking.....	8
Courses That Do Not Count Toward GPA.....	8
INFORMATION FOR THE COLLEGE-BOUND STUDENT.....	9
Help for College Readiness and Success.....	9
6 <sup>TH</sup> – 8 <sup>TH</sup> GRADE COURSE INFORMATION.....	10
COURSE DESCRIPTIONS.....	11
Core Academic Courses.....	11
6 <sup>th</sup> Grade Elective Courses.....	13
7 <sup>th</sup> – 8 <sup>th</sup> Grade Elective Courses.....	14

## **USING THE 2020-2021 ROISD COURSE GUIDE**

In this guide you will find information that will help guide you as you plan your course sequence from sixth through eighth grades as well as information to help guide you through college readiness. Each year it is recommended that you spend time in the current course guide for your campus to identify course options, note any changes to the graduation program requirements, and to help you in your decision-making process as you register for the upcoming year. Additionally, it is recommended that you view the websites for any colleges, certifications, or post-graduation programs you may be interested in to pinpoint their specific requirements.

The staff of Red Oak ISD encourages you to spend time in the course planning process as an investment in your future.

- Read the course descriptions for your campus.
- Note the content and any requirements for the core and elective classes that are available.
- Review the suggested course sequence options and information to prepare for college and career pathways.
- Feel free to make an appointment with your campus counselor to discuss any questions regarding the course guide.

## **RED OAK ISD GRADUATE PROFILE**

### **4 Talons of the Hawk**

Exhibits Academic Readiness

- 1% better every day
- Love & Accountability

Seeks Opportunities and Challenges of Learning

- GRIT- Growth, Resilience, Integrity, Tenacity

Demonstrates Fair, Respectful & Well Rounded Characteristics

- REACH- Respect, Encourage, Appreciate, Communicate, Honor

Leaves a Legacy through Service

- We before Me

*Information contained in this course guide is subject to change.*

## SUGGESTED COURSE SEQUENCES

Following are the recommended sequences for courses in the four core areas based on the student's level of ability and performance. These course sequences are only suggested; a student is not locked into a sequence once it is started. For example, a student may take regular English and Reading in 6<sup>th</sup> grade, then English Pre-AP in 7<sup>th</sup> grade. In most cases, students may not select a sequence of courses which would result in a loss of grade-level instruction in a content area. **Advanced (Pre-AP) 6<sup>th</sup> and 7<sup>th</sup> grade Math courses are accelerated to combine 6<sup>th</sup> – 8<sup>th</sup> grade TEKS over two years in order for students to enroll in Pre-AP Algebra I in 8<sup>th</sup> grade. This course sequence is very difficult and past grades and STAAR scores are important to consider.**

### English Course Sequence Options

#### Option 1:

1. 6<sup>th</sup> Grade English Language Arts
2. 7<sup>th</sup> Grade English Language Arts
3. 8<sup>th</sup> Grade English Language Arts

#### Option 2:

1. 6<sup>th</sup> Grade Pre-AP English Language Arts
2. 7<sup>th</sup> Grade Pre-AP English Language Arts
3. 8<sup>th</sup> Grade Pre-AP English Language Arts

### Math Course Sequence Options

#### Option 1:

1. 6<sup>th</sup> Grade Math
2. 7<sup>th</sup> Grade Math
3. 8<sup>th</sup> Grade Math

#### Option 2:

1. 6<sup>th</sup> Grade Pre-AP Math
2. 7<sup>th</sup> Grade Pre-AP Math
3. 8<sup>th</sup> Grade Pre-AP Pre-Algebra

#### Option 3:

1. 6<sup>th</sup> Grade Pre-AP Math
2. 7<sup>th</sup> Grade Pre-AP Math
3. Algebra 1 Pre-AP for High School Credit in 8<sup>th</sup> Grade

### Social Studies Course Sequence Options

#### Option 1:

1. 6<sup>th</sup> Grade Social Studies
2. 7<sup>th</sup> Grade Social Studies
3. 8<sup>th</sup> Grade Social Studies

#### Option 2:

1. 6<sup>th</sup> Grade Pre-AP Social Studies
2. 7<sup>th</sup> Grade Pre-AP Social Studies
3. 8<sup>th</sup> Grade Pre-AP Social Studies

### Science Course Sequence Options

#### Option 1:

1. 6<sup>th</sup> Grade Science
2. 7<sup>th</sup> Grade Science
3. 8<sup>th</sup> Grade Science

#### Option 2:

1. 6<sup>th</sup> Grade Pre-AP Science
2. 7<sup>th</sup> Grade Pre-AP Science
3. 8<sup>th</sup> Grade Pre-AP Science

## **TESTING**

### **STAAR (State Assessments of Academic Readiness)**

State testing consists of assessments in the academic core areas– Mathematics, Science, Social Studies, and Reading/Writing. Students in grade 8 must meet standard expectations on Reading and Math in order to promote to the next grade level.

Students enrolled in high school Algebra I must meet standard on the End of Course (EOC) exam which is also a required element for high school graduation.

### **Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT is a three-hour examination similar to the SAT. It is offered each school year on the Red Oak High School campus. Students in specific advanced middle school classes as well as every high school sophomore and junior are offered the opportunity to take the PSAT. Advantages of taking this test are a familiarity with the format of the SAT, and also performance reports that will help inform future test preparation.

### **Duke University Talent Identification Program (TIP)**

Seventh grade students who meet Duke TIP academic qualification are highly recommended to register for the program and take the PSAT at an earlier grade level. This allows advanced students to better understand areas of strength and areas they wish to further develop. Participating in the Duke TIP program also opens a variety of opportunities for enrichment such as summer camps, book clubs, and college-readiness publications. Please see a Counselor for information about Duke TIP eligibility.

## **ADVANCED ACADEMICS**

### **Gifted & Talented Program**

Middle school students identified as GT may be served through Pre-AP class sections of core academic subjects. Pre-AP and Pre-AP/GT students may frequently be in the same class section. GT-specific class sections are equivalent to the rigor of Pre-AP class sections. GT students will receive additional differentiation through the use of instructional techniques and curriculum options including, but not limited to, cross-curricular projects and units of deeper study. Unless approved for a temporary furlough (one grading period or shorter), students must take at least one advanced course to remain in the ROISD GT Program. See the ROISD GT Handbook for additional details.

### **Pre-Advanced Placement (Pre-AP)**

#### **What are Pre-AP courses?**

Pre-AP classes are very challenging and rigorous, and are designed to better prepare students for future AP coursework (but are not a requirement for enrolling in AP courses). Courses frequently incorporate learning objectives from a higher grade level to prepare for the option of taking high school courses. Pre-AP course selections are not “all or nothing.” Students may take from one to all of their core classes as Pre-AP.

## **Are Pre-AP courses right for my student?**

A student successful in Pre-AP courses typically

- will have experienced success in related coursework.
- is interested in the subject.
- works to develop and maintain good study skills and habits.
- plans and works ahead on long term projects.
- asks questions and participates in class.
- asks for assistance when needed.
- carefully considers time commitments and balances academic load with family life or outside commitments.
- perseveres when faced with challenging material.

## **What are the requirements for placement in pre-AP courses?**

ROISD supports the College Board's statement: "The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses."

For optimum success, it is recommended that student meet the following guidelines.

### **Pre-AP Course Enrollment Guidelines:**

Pre-AP English Language Arts and Reading (ELAR):

- STAAR scores that meet the Level III standard in Reading
- A final grade in the last ELAR course of 90 or higher (if Pre-AP or Honors, 80 or higher)

Pre-AP Math:

- STAAR scores that meet the Level III standard in Mathematics
- A final grade in the last math course of 90 or higher (if Pre-AP or Honors, 80 or higher)

Pre-AP Science:

- STAAR scores that meet the Level III standard in Mathematics
- A final grade in the last science course taken of 90 or higher (if Pre-AP or Honors, 80 or higher)

Pre-AP Social Studies:

- STAAR scores that meet the Level III standard in Reading
- A final grade in the last social studies course taken of 90 or higher (if Pre-AP or Honors, 80 or higher)

## **Once enrolled in a Pre-AP course, can a student get a schedule change?**

Once enrolled in a Pre-AP course, a student may only request a schedule change with permission from the school principal. A conference including the student, parent, teacher, counselor, and campus administrator will be held to make a determination regarding the student's request. Schedule changes will generally not be permitted mid-semester.

# GRADE POINT CALCUATIONS

## High School Coursework Taken Prior To Entering High School

ROISD provides multiple opportunities for students to take high school-level coursework prior to starting the 9<sup>th</sup> grade. These courses are equivalent in rigor to courses taken at Red Oak High School, and students will be held to any state testing requirements associated with the course. High School courses taken are the beginning of a student’s official high school transcript, and care should be taken to select coursework that is appropriate to the student’s maturity and academic readiness. Beginning in 2015-2016, high school courses taken prior to the 9<sup>th</sup> grade do begin to accumulate Grade Points towards the high school Grade Point Average (GPA).

## Grade Point Structure

Red Oak High School employs a weighted grading system. Generally, classes with more rigor and which require more outside work receive a higher number of points on the grading scale. When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades. Beginning with students entering grade 9 in the 2014–15 school year, grades used for computing the GPA shall be converted to grade points in accordance with the following structure. Please see the specific course description for GPA level designation.

Grade	Level I	Level II	Level III
100	5	7	9
99	4.9	6.9	8.9
98	4.8	6.8	8.8
97	4.7	6.7	8.7
96	4.6	6.6	8.6
95	4.5	6.5	8.5
94	4.4	6.4	8.4
93	4.3	6.3	8.3
92	4.2	6.2	8.2
91	4.1	6.1	8.1
90	4	6	8
89	3.9	5.9	7.9
88	3.8	5.8	7.8
87	3.7	5.7	7.7
86	3.6	5.6	7.6
85	3.5	5.5	7.5
84	3.4	5.4	7.4
83	3.3	5.3	7.3
82	3.2	5.2	7.2
81	3.1	5.1	7.1
80	3	5	7
79	2.9	4.9	6.9
78	2.8	4.8	6.8
77	2.7	4.7	6.7
76	2.6	4.6	6.6
75	2.5	4.5	6.5
74	2.4	4.4	6.4
73	2.3	4.3	6.3
72	2.2	4.2	6.2
71	2.1	4.1	6.1
70	2	4	6

## **Class Ranking**

Class standing shall be determined by accumulated grade points divided by the number of courses for which final grades were given. Class standing and grade point averages (GPAs) shall include all such 9<sup>th</sup>-12<sup>th</sup> grade coursework, with the exception of courses listed in the section below. Beginning in the 2015–16 school year, the District shall also include in the calculation of class rank semester grades earned in all high school credit courses taken before grade 9 unless excluded below. For information on class ranking of early graduates, eligibility for valedictorian and salutatorian, and local graduation honors, please see a counselor or refer to the ROISD Student Handbook or Board Policy EIC (Local).

## **Courses That Do Not Count Toward GPA**

In a number of cases, courses will count as credit toward graduation but the grades from those courses will not be included in the student's high school GPA calculations. The calculation of class rank shall exclude grades earned in or by:

- Credit by examination, with or without prior instruction
- Summer school
- Credit recovery
- Distance learning credit
- Credit for which a pass/fail grade was given
- Credit for courses not recognized by TEA
- Credit awarded in a non-accredited instructional setting
- Courses earned as an aide (office, counselor, etc.)

# INFORMATION FOR THE COLLEGE-BOUND STUDENT

## Help for College Readiness and Success

College is affordable, and planning is essential. For information about careers after high school as well as college planning (admissions and financial aid), check out these important websites.

### Career Planning Help

- [Career Cruising](#) Career Cruising
- [College for Texans](#) - Everything a Texan needs to know about preparing for, applying for, and paying for college or technical school
- [Texas Gear Up](#) - Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) has information for students and parent by grade level.
- [CollegeNET](#) - An internet college search and admission process provider; includes scholarship information
- [College Navigator](#)- Aids in the college search by containing very detailed information
- [My Next Move](#) – Career search tools
- [College Board](#) - Has a lot of useful information and is also where you can sign up to take the SAT
- [ACT Test](#) - Has a lot of useful information and is also where you sign up to take the ACT Career Exploration Information
- [Career One Stop](#) - Allows investigation of careers with detailed information
- [Mapping Your Future](#) - Planning a career, selecting a school, and paying for school
- [Mapping Your Future in Spanish](#) - Same as above in Spanish
- [College Express](#) – General information for college-bound students
- [The University of Texas System](#) - Complete listing of all University of Texas sites
- [The Princeton Review](#) – General college information • [www.aacc.nche.edu](http://www.aacc.nche.edu) – American Association of Community Colleges
- [Apply Texas](#) - Common application for Texas colleges and universities Financial Aid and Scholarships
- [Federal Student Aid](#) - Free Application for Federal Student Aid – what to do before, during, and after filling out the form. The most important federal financial aid application. Many state grants and scholarships require the FAFSA to be submitted.
- [Every Chance-Every Texan](#) - Information including The Minnie Stevens Piper Foundation compendium of Texas Colleges and Financial Aid Calendar (under “Texas Schools Info”)
- [AIE](#) - Adventures in Education (AIE) is a site for college and career planning with monthly calendars
- [Fast Web](#) - A scholarship and grant search site
- [Go College](#) – General information for college scholarships
- [College Scholarships](#) – Free college scholarship and financial aid searches, SAT and ACT test preparation tips, and listing of colleges
- [Edudaris](#) – college readiness and scholarship planning

In addition, Red Oak ISD is pleased to partner with many postsecondary institutions, including:

- Texas State Technical College
- Navarro College
- University of Texas at Arlington

Please speak with a Counselor for information about student opportunities through these partnerships.

# 6<sup>TH</sup> – 8<sup>TH</sup> GRADE COURSE INFORMATION

One course must be selected from each discipline (two electives should be selected for grades 7 and 8).

Discipline	6 <sup>th</sup> Grade Courses	7 <sup>th</sup> Grade Courses	8 <sup>th</sup> Grade Courses
English Language Arts/Reading (ELAR)	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade ELAR</li> <li>6<sup>th</sup> Grade Pre-AP/GT ELAR</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade ELAR</li> <li>7<sup>th</sup> Grade Pre-AP/GT ELAR</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade ELAR</li> <li>8<sup>th</sup> Grade Pre-AP/GT ELAR</li> </ul>
Math	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Math</li> <li>6<sup>th</sup> Grade Pre-AP Math</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Mathematics</li> <li>7<sup>th</sup> Mathematics – Pre-AP</li> <li>Algebra I – Pre-AP * †</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Mathematics</li> <li>8<sup>th</sup> Mathematics Pre-AP</li> <li>Algebra I – Pre-AP †</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Social Studies</li> <li>6<sup>th</sup> Grade Pre-AP Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Social Studies</li> <li>7<sup>th</sup> Grade Pre-AP Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade Social Studies</li> <li>8<sup>th</sup> Grade Pre-AP Social Studies</li> </ul>
Science	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Science</li> <li>6<sup>th</sup> Grade Pre-AP Science</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Science</li> <li>7<sup>th</sup> Grade Pre-AP Science</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade Science</li> <li>8<sup>th</sup> Grade Pre-AP Science</li> </ul>
Required Courses	<ul style="list-style-type: none"> <li>Physical Education, or</li> <li>Pre-Athletics</li> </ul>	<ul style="list-style-type: none"> <li>College and Career Readiness, and Careers and Personal Communication</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education, or</li> <li>Athletics- Boys (Football, Basketball, &amp; Track/Field*), or</li> <li>Athletics- Girls (Volleyball, Basketball, &amp; Track/Field*), or</li> <li>Athletics- Tennis, or</li> <li>Cheerleading*, or</li> <li>Drill Team*</li> <li>8<sup>th</sup> grade Dance or Dance I †</li> </ul>
Electives  <i>Choose enough for two class periods for the whole year. For example, if a choice is a one-semester class, choose another one-semester class to go with it, as well as a full-year class. Or choose two full-year classes. Unless otherwise noted, courses are a full year. Please be aware that some courses may not be available to all students due to scheduling conflicts and available space.</i>	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Art</li> <li>Band</li> <li>Choir</li> <li>Language Science</li> <li>Theatre I</li> <li>Technology Applications</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Art</li> <li>Art I * †</li> <li>Academic Enrichment</li> <li>App Creators (PLTW) – 1 sem</li> <li>Athletics- Boys (Football, Basketball, &amp; Track/Field *)</li> <li>Athletics- Girls (Volleyball, Basketball, &amp; Track/Field *)</li> <li>Athletics- Tennis</li> <li>Art I * †</li> <li>Band (Honors, Symphonic, Concert) *</li> <li>Cheerleading *</li> <li>Choir/Beginning Choir *</li> <li>Civil Air Patrol</li> <li>Computer Science for Innovators and Makers (PLTW) - 1 sem.</li> <li>7<sup>th</sup> Grade Dance</li> <li>Drill Team *</li> <li>Introduction to Journalism</li> <li>Language Science*</li> <li>Leadership*</li> <li>Nutrition and Wellness (one sem.)</li> <li>Photography I – 1 sem.</li> <li>Photography II * – 1 sem.</li> <li>Professional Communication- 1 sem * †</li> <li>Robotics and Automation (PLTW) – 1 sem.</li> <li>Soar Math or Reading*</li> <li>Theater Arts I or II</li> <li>Yearbook *</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade Art</li> <li>Academic Enrichment</li> <li>App Creators (PLTW) – 1 sem.</li> <li>Athletics- Tennis</li> <li>Art I * †</li> <li>Band (Honors, Symphonic, Concert) *</li> <li>Career Portals: AV Tech – 1 sem.</li> <li>Choir/Beginning Choir *</li> <li>Civil Air Patrol</li> <li>Computer Science for Innovators and Makers (PLTW) - 1 sem.</li> <li>Dance I * †</li> <li>Introduction to Cosmetology * †</li> <li>Introduction to Journalism</li> <li>Language Science *</li> <li>Leadership*</li> <li>Nutrition and Wellness – 1 sem.</li> <li>Photography I – 1 sem.</li> <li>Photography II * – 1 sem.</li> <li>Principles of AV Tech * †</li> <li>Principles of Construction * †</li> <li>Principles of Information Tech * †</li> <li>Professional Communication- 1 sem * †</li> <li>Robotics and Automation (PLTW) – 1 sem.</li> <li>Soar Math or Reading*</li> <li>Spanish I †</li> <li>Technical Theatre *</li> <li>Theater I or II</li> <li>Theatre Production*</li> <li>Yearbook *</li> </ul>

\* Courses require try-outs, auditions, Counselor approval, or other departmental selection process

† Courses have high school credit and will count toward graduation requirements and GPA

# COURSE DESCRIPTIONS

## Core Academic Courses

### English Language Arts and Reading (ELAR)

Grades 6-8

English Language Arts and Reading places an emphasis on reading a variety of texts, using writing conventions, and mastering vocabulary. Multiple forms and genres of reading and writing are included. Each student is challenged to read a variety of texts such as poetry, drama, informational, narrative, expository, and other types of texts.

### English Language Arts and Reading – Pre-AP and Pre-AP/GT

Grades 6-8

These ELAR courses are designed to begin an advanced study of literature for academically talented students. In addition to the content of the grade level ELAR class, further emphasis on SAT vocabulary, additional reading expectations, and meaningful projects are a part of the Pre-AP course. Students use higher level thinking skills to analyze as well as compare and contrast literature to increase their comprehension of text. Close reading and annotation techniques are built upon each year for literature analysis.

Note: Pre-AP and Pre-AP/GT students may be in the same class section. GT students will receive additional differentiation through the use of instructional techniques and curriculum options.

### Mathematics

Grades: 6-8

Students will build an understanding of numbers and problem solving through a variety of topics. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data.

### Mathematics – Pre-AP

Grades: 6-8

In addition to the grade level mathematics content, this course is taught at a faster pace, covers more advanced concepts, and includes portions of above grade-level standards.

### Algebra I – Pre-AP

Grade: 8

High school credit: 1

High School GPA Level: II

Prerequisite: Students must have earned a grade of at least 90 in the prior grade level of math, or 80 if the prior grade level math was Pre-AP. In addition, students must score Level III Advanced on the prior grade level Mathematics state assessment. In order to enter this course as a 7<sup>th</sup> grader, students must achieve the standard on an algebra readiness assessment.

Algebra I is a study in the beginning algebraic concepts and techniques used in solving for unknowns. This course deals with basic number concepts in solving problems through simplifying polynomials, radicals, and algebraic functions; the solution of quadratic equations and the application of algebraic properties.

## **Science**

### **Grades 6-8**

These courses include process-oriented instruction in various scientific disciplines. Students will participate in laboratory investigations, data analyses, and inquiry-based activities. Each grade includes content from across scientific disciplines; however, much of the content focus in grade 6 is on physical sciences, much of the content focus in grade 7 is on organisms and the environment, and much of the content focus in grade 8 is on earth and space science. Human sexuality is included in 7<sup>th</sup> grade science topics; parents will receive opt-out information prior to instruction in this area. During grade 8, students also review and integrate the concepts learned over grades 6-8.

### **Science – Pre-AP**

#### **Grades 6-8**

In addition to grade-level expectations described above, the students will be expected to perform at high academic levels. The intent of the challenging content is to prepare students for future Pre-AP and AP scientific studies in high school.

## **Social Studies**

### **Grades 6-8**

Throughout social studies courses, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.

The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation. Each grade level provides a unique focus. In grade 6, students study people, places, and societies of the contemporary world. In grade 7, students study the history of Texas from early times to the present. In grade 8, students study the history of the United States from the early colonial period through Reconstruction.

### **Social Studies – Pre-AP**

#### **Grades 6-8**

In addition to grade-level expectations described above, the Pre-AP course will emphasize more detail and do deeper analysis of concepts. These courses are designed to prepare students for future Pre-AP and AP coursework in high school.

## 6<sup>th</sup> Grade Elective Courses

\* Some electives courses are required. See course description for details.

### Art

Grade level: 6

Course length: 1 year

This course will explore visual art through both appreciation and creation of artwork. Students will work to develop visual art skills including drawing, painting, and other techniques. No prior experience is necessary.

### Band

Grade level: 6

Course length: 1 year

Prerequisite: Instrument placement audition; no prior experience required

This introductory performance group will focus on the development of musical literacy, instrument technique, rehearsal skills, and group performance.

### Choir

Grade Level: 6

Course length: 1 year

Prerequisite: Section placement audition; no prior experience required

Students in beginning choir will be introduced to proper singing techniques, basic music theory, sight reading, and performance skills.

### Language Science

Grades: 6-8

Course length: 1 year

Prerequisite: Counselor Approval

This elective course is designed to support struggling readers to be successful on the current grade level with an emphasis on comprehension, fluency, and academic vocabulary. Specified sections may include specific supports for students identified with dyslexia or limited English proficiency.

### Physical Education

Grade level: 6

Course length: 1 year

General physical education for boys and girls will develop 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. ***Sixth grade students must select either Physical Education or Pre- Athletics.***

### Pre-Athletics

Grade level: 6

Course length: 1 year

This class will be used to teach basic skills needed in athletics at our schools. The curriculum will include all sports offered in grades 7-8. Coaches will teach these students flexibility, agility, technical skills, and strength and conditioning drills that will get them better prepared for 7<sup>th</sup> grade athletics. This course may serve as a substitute for the 6<sup>th</sup> grade Physical Education requirement. ***Sixth grade students must select either Physical Education or Pre-Athletics.***

## **Technology Applications**

Grade level: 6

Course length: 1 year

This course develops introductory technology skills focusing on word processing, spreadsheets, databases, graphic programs, operating systems, webpage design, and keyboarding.

## **Theatre**

Grade: 6

Course length: 1 year

This course serves as an introductory overview for Theatre Arts. Students will learn basic acting skills, as well as techniques and history of Theatre. No prior experience is necessary.

## **7<sup>th</sup> – 8<sup>th</sup> Grade Elective Courses**

\* Some electives courses are required. See course description for details.

### **Art**

Grade level: 7 or 8

Course length: 1 year

This course emphasizes art concepts and introduces the student to the elements and principles of design. Students will receive basic instruction on two- dimensional and three-dimensional art.

### **Academic Enrichment**

Grade level: 7 or 8

Course length: 1 semester or 1 year

This course allows students to work on study skills in the context of enrichment or assigned coursework. Methods for future high school, college, and career success are learned and practiced.

### **App Creators**

Grade level: 7 or 8

Course length: 1 semester

This Project Lead The Way Gateway course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

### **Art I**

Grade level: 7 or 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

Prerequisite: Departmental selection

Students will continue to explore, appreciate, and analyze the visual arts. They will also develop artistic perception using the elements of art and principles of design. Students will be required to maintain a portfolio of class projects as well as independent studies throughout the year. This course will also require a sketchbook of drawings to be completed outside of class. The intent of this course is to prepare serious art students who later intend to pursue AP Studio Art in high school.

## **Athletics**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Departmental selection process

Most, but not all, athletics are on the interscholastic competitive level; students are placed in these classes based on tryouts. The following sports are offered: football, volleyball, basketball, tennis, cross-country, and track and field. Practices are scheduled before and after school, in addition to one class period. Track also meets before/after school on a regular basis. Medical exam/physical required. This course may serve as a substitute for Physical Education.

## **AV Technology**

Grade level: 7 or 8

Course length: 1 semester

This course introduces students to the field of audio/visual technology. Students will prepare for success in high school and college/career planning by exploring the field of creative computer technology applications such as graphic design and editing.

## **Band – Honors Band**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Audition process

The Symphonic I Band consists of accomplished musicians and leaders in the band program who are challenged to perform some of the most artistic literature available for middle school band. Students will perform several times throughout the year including pep rallies, football games, and formal concerts. Each spring this elite competitive ensemble participates in UIL Concert & Sight-reading Contest, as well as at other festival performances. Though members of all three bands are encouraged to audition for All-Region Band and participate in Solo & Ensemble Contests, these activities are required for members of this band.

Members are expected to take private lessons if at all possible. This class requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc).

## **Band – Symphonic Band**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Audition process

The Symphonic II Band is dedicated to continued development of quality students and its focus is primarily on the development of individual instrument technique, the maturation of rehearsal skills, and the academic success of its members. This competitive ensemble participates in the UIL Concert & Sight-reading Contest. Capable students are encouraged to audition for All-Region Band and participate in Solo & Ensemble Contests. This class also requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc).

Members are expected to take private lessons if at all possible.

## **Band – Concert Band**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: 6th grade Band or prior approval The Concert Band is dedicated to continued

development of quality students; its focus is primarily on the development of individual instrument technique, the maturation of rehearsal skills, and the academic success of its members. The focus of this ensemble is primarily pedagogical and therefore this is not a competing ensemble (though it is still a performing band). Like the other band classes, some time outside of the school day is required. Members are also encouraged to take private lessons if at all possible.

## **Careers and Personal Communications**

Grade level: 7

Course length: 1 semester

This course explores the communication skills necessary for college and career readiness. Students discover healthy ways to communicate respect for self, family, friends, future employers, and others. This class or another communication class is required in 7th grade.

## **Cheerleading**

Grade level: 7 or 8

Course length: 1 year (students must participate both semesters)

Prerequisite: Departmental selection process

Participation in cheerleading is considered an extra-curricular activity and it requires not only the ability to show spirit and be an example for our school, but also time outside of the class period. Cheerleading activities are varied throughout the year and include performances at both football and basketball season halftimes. Tryouts are held during the spring and are open to any 6th or 7th grade girl who wishes to be in cheerleading the following year. The week of summer Cheer Camp is mandatory and practice will be held during the school year. Participation in a competition is a requirement. This course may serve as a substitute for Physical Education.

## **Choir - Ladies' Choir**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Section placement audition; no prior experience required

## **Choir - Men's Choir**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Section placement audition; no prior experience required

## **Choir - Varsity Choir**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Audition process; previous choir experience

Multiple performance choirs are available based upon students' skill and experience level with vocal music. Students will expand learning in sight reading, musical literacy, and performance skills. The Varsity Choir competes with advanced middle school music and may require time outside the school day to remain enrolled (additional rehearsals, performances, etc.).

## **Civil Air Patrol (CAP)**

Grade level: 7 or 8

Course length: 1 year

Prerequisites: None for first year; departmental selection process for second year

Requirements: \$31 fee; student must have a Battle Dress Uniform (not included in fee) (information will be provided on how to get uniforms)

Civil Air Patrol is an innovative program that enhances a student's self-discipline and sense of team, and teaches the concepts of servant leadership. The cadet program has four parts for each promotion: leadership, character development, aerospace education, and physical training. This class includes an after school program if the cadet wishes to be promoted. Students must meet haircut and grooming standards and wear military style uniforms once each week.

## **College and Career Readiness**

Grade level: 7

Course length: 1 semester

This course is designed to guide students through the process of investigation and development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest and build future high school plans aligned to chosen career paths. This class is required in 7th grade.

## **Computer Science for Innovators and Makers**

Grade level: 7 or 8

Course length: 1 semester

This Project Lead The Way Gateway course will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

## **Dance**

Grade Level: 7 or 8

Course length: 1 year

Beginning- to intermediate-level students learn about and practice various forms of dance. Students are required to provide their own course-specified attire and supplies. This course may serve as a substitute for Physical Education.

## **Dance I**

Grade Level: 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

Continuation of dance skills and activities are conducted at a higher level and faster pace. Students are required to provide their own course- specified attire and supplies. This course counts as one full year of High School Fine Arts Credit and can also serve as partial fulfillment of the Middle School P.E. requirement.

## **HighSteppers (Drill Team)**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Departmental selection process

Participation in the Hawkette Highstepper Drill Team is considered an extra-curricular activity and it requires not only marching ability and dancing skills, but also time outside of the class period. Drill Team activities are varied throughout the year, including performances at sports halftime performances and community events. Tryouts are held during the spring for the following year and are open to any 6th and 7th grade girl. The week of Dance Camp in the summer is mandatory and once a week practice will be held in the summer before school starts. This course may serve as a substitute for Physical Education.

## **Introduction to Cosmetology**

Grade level: 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

Fees for permit apply; see instructor for current rates.

Students explore areas such as bacteriology, sterilization, and sanitation, hair styling, manicuring, shampooing, and the principles of hair cutting, hair styling, hair coloring, skin care and facial makeup. The student researches careers in the personal care service industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements.

## **Introduction to Journalism**

Grade level: 7 or 8

Course length: 1 year

This course will focus on important journalistic skills including news, feature, sports, opinion, review, and headline writing for online publication, photojournalism, and broadcasting. A grade of 70 or above in Introduction to Journalism or Photography I qualifies a student to apply for yearbook staff.

## **Language Science**

Grades: 6-8

Course length: 1 year

Prerequisite: Counselor Approval

This elective course is designed to support struggling readers to be successful on the current grade level with an emphasis on comprehension, fluency, and academic vocabulary. Specified sections may include specific supports for students identified with dyslexia or limited English proficiency.

## **Leadership**

Grade: 7 or 8

Course length: 1 year

Prerequisite: Departmental selection process via application

Through a series of discussions, guided interaction, and group exercises, students will explore the principles of relational leadership and learn to develop individual and group leadership skills to impact their lives and their communities. Content areas include decision-making, goal setting, effective communication, servant leadership, organization and time management skills, and concrete strategies to implement change. Students also provide the infrastructure and communication between the students and administration of ROMS.

## **Nutrition and Wellness**

Grades: 7 or 8

Course length: 1 semester

Students learn ways to enhance and maintain personal health throughout the life span. Behaviors and choices that influence wellness are explored, and students are exposed to various options to promote individual health.

## **Photography I**

Grade level: 7 or 8

Course length: 1 semester

Photography I is a digital photography class that gives students a background and basic history of photography and teaches them the parts and functions of a digital camera. The course focuses on techniques such as the rule of thirds, perspective, and lighting to create a photograph that the student can be proud of. It is recommended that students have a digital camera, but not required. A grade of 70 or above in Introduction to Journalism or Photography I qualifies a student to apply for yearbook staff.

## **Photography II**

Grade level: 7 or 8

Course length: 1 semester

Prerequisite: Photography I and departmental selection process

Photography II will build upon skills from Photography I and expose the student to the uses of photographs in print media, journalism, and other multimedia software programs. Each student must provide his/her own digital camera and memory card

## **Physical Education**

Grade level: 7 or 8

Course length: 1 year

General physical education for boys and girls will develop physical fitness and the learning of skills. Each student has opportunities to develop in a variety of sports activities, with daily exercise designed to help maintain physical fitness for their age. The student is evaluated on the basis of skill, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practices. Suiting out and daily participation is imperative. All 8th graders must choose either Physical Education or a substitute course if requirement was not met in 7th grade. See course descriptions for substitution options.

## **Principles of Arts, A/V Technology and Communication**

Grade level: 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

This course will introduce students to careers in the Arts, Audio/Video Technology and Communications career cluster. Students will develop an understanding of the multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those careers. It covers information related to animation, commercial photography, graphic design, and audio/video production. Primarily, the students will ultimately create a video but will also incorporate all of the other areas by creating promotional/ advertising materials for their video.

## **Principles of Construction**

Grade level: 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

Students receive an introductory foundation of knowledge about the construction or craft skilled industry. A strong knowledge of construction safety, construction mathematics, and hand and power tools are areas of focus. Communication, career opportunities and job-related study in the classroom are included.

## **Principles of Information Technology**

Grade level: 8

High school credit: 1 | High School GPA Level: I

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

## **Professional Communication**

Grade level: 7 or 8

High school credit: .5 | High School GPA Level: I

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

## **Robotics Design and Modeling**

Grade level: 7 or 8

Course length: 1 semester

This Project Lead The Way Gateway course focuses on the design process and developing an understanding of the influence of creativity and innovation in life. Students are then challenged and empowered to use and apply what they've learned throughout the unit in concrete design. Students will also examine a variety of algorithms for the control of autonomous mobile robots, exploring issues such as robotic behaviors, sensing, navigation, planning, and localization. The course will also focus on the development of a robot to perform the necessary functions as required by national competitions.

## **Soar Math**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Counselor Approval

This course is designed to support grade-level achievement in mathematics by students who have previously demonstrated the need for additional support and intervention.

## **Soar Reading**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Counselor Approval

This course is designed to support grade-level achievement in reading by students who have previously demonstrated the need for additional support and intervention.

## **Spanish I**

Grade: 8

High school credit: 1 | High School GPA Level: I

Course length: 1 year

Prerequisite: Grade of 85 or higher in the prior year of English Language Arts, or a native Spanish speaker.

This course is an introduction to the Spanish language. Emphasis is placed on acquiring basic listening, writing, reading, and speaking skills.

Students become actively involved in the appreciation of the culture, customs, and geography of Hispanic countries. Basic grammar, present, regular preterit, and substitute future tenses are studied.

## **Theatre Arts I**

Grade levels: 7-8

Course length: 1 year

The objective of this course is to provide the student with a general overview of all the different areas in theater and to create an appreciation for live theater. Course units include voice and diction, improvisation, pantomime, acting, theater history, stage make-up, and technical theater.

## **Theatre Arts II**

Grade levels: 7-8

Course length: 1 year

Prerequisite: Theatre Arts I

The objective of this course is to provide the student with a general overview of all the different areas in theater and to create an appreciation for live theater. Course units include voice and diction, improvisation, pantomime, acting, theater history, stage make-up, and technical theater.

## **Theatre Arts Production**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Theatre Arts I and departmental selection via audition

This course continues the study of theatre established in Theatre Arts. It is designed to further investigate the area of acting. Instructional units include classical styles, children's theatre, play writing, stylized make-up and theater awareness. Emphasis will be placed on acting and directing; all projects will be performance-oriented. Specified sections will require that students audition successfully to be a part of One Act Play, which requires time outside of the school day to remain enrolled.

## **Yearbook**

Grade level: 7 or 8

Course length: 1 year

Prerequisite: Departmental selection process via application

Students communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, students will apply journalistic ethics and standards.

Assignments are individual and require lengthy attention from the student.