

2024-2025

# RED OAK MIDDLE SCHOOL COURSE CATALOG

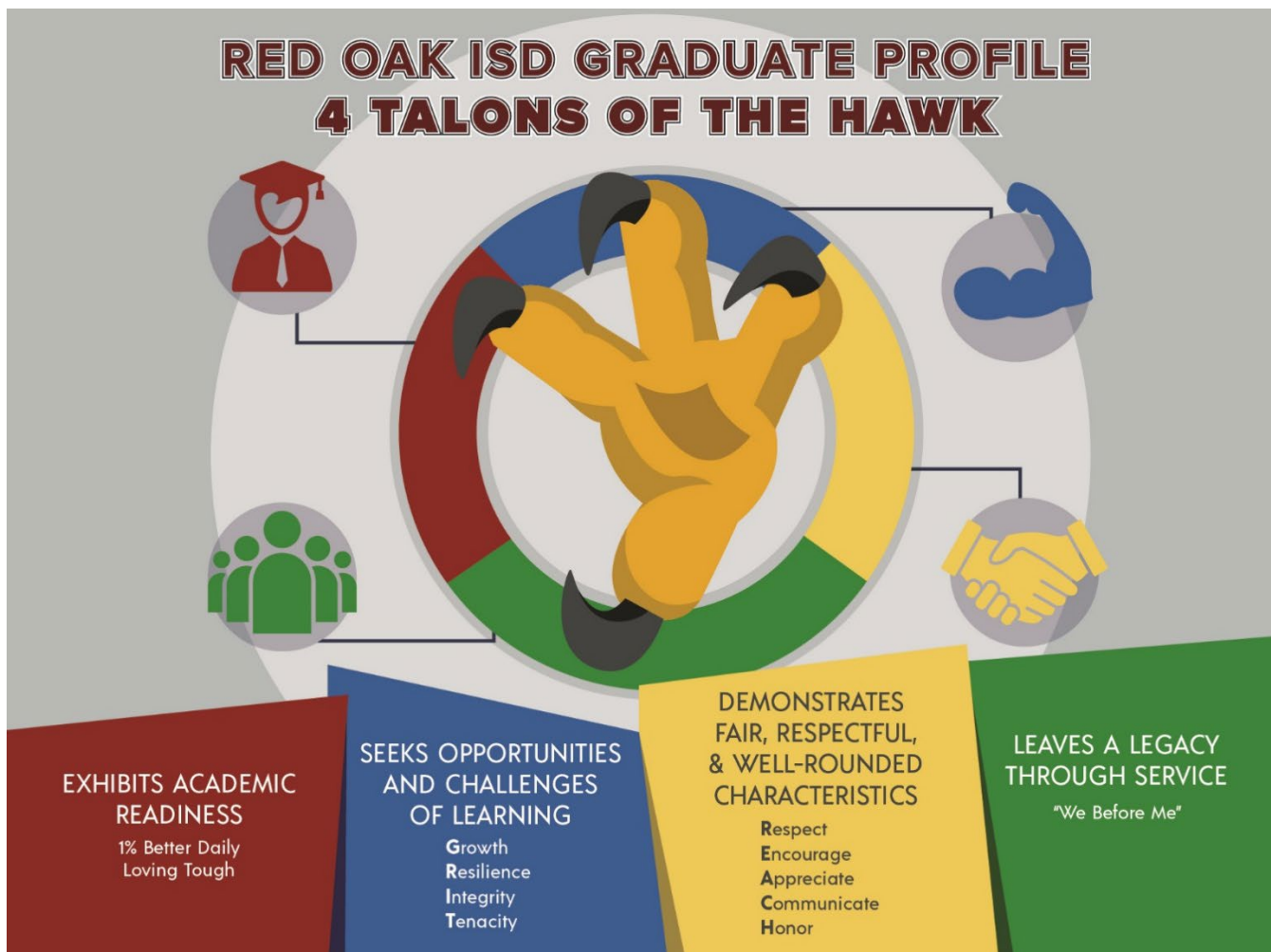


## USING THE 2024-2025 6<sup>th</sup> - 8<sup>th</sup> GRADE ROISD COURSE GUIDE

In this guide, you will help 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 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.



Information contained in this course guide, including available course offerings, 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 recommended; a student is not locked into a sequence once it is started. For example, a student may take regular ELAR in 6<sup>th</sup> grade and then ELAR Honors 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.

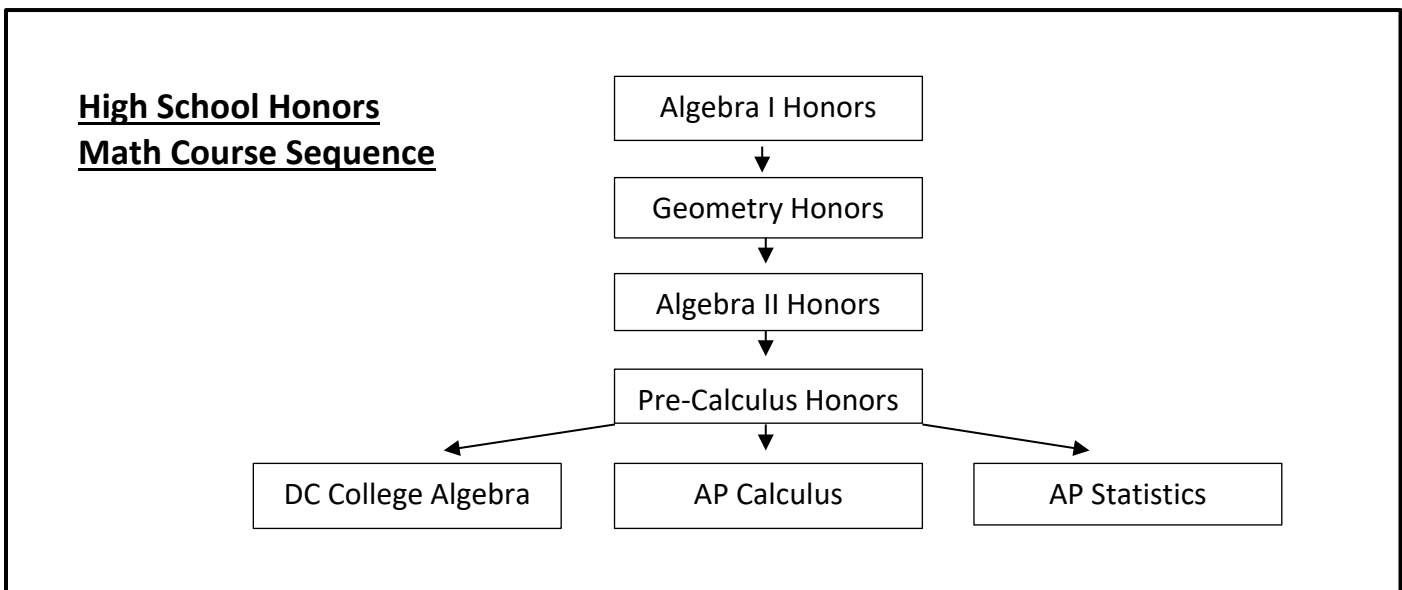
### English Language Arts & Reading Course Sequence Options

<b>6<sup>th</sup> Grade</b>	6 <sup>th</sup> Grade ELAR	6 <sup>th</sup> Grade ELAR Honors
<b>7<sup>th</sup> Grade</b>	↓ 7 <sup>th</sup> Grade ELAR	↓ 7 <sup>th</sup> Grade ELAR Honors
<b>8<sup>th</sup> Grade</b>	↓ 8 <sup>th</sup> Grade ELAR	↓ 8 <sup>th</sup> Grade ELAR Honors

### Math Course Sequence Options

*Honors 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 for students to enroll in Algebra I Honors in 8<sup>th</sup> grade. This course sequence is very difficult and prior math grades and STAAR scores are important to consider.*

<b>6<sup>th</sup> Grade</b>	6 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Math Honors	6 <sup>th</sup> Grade Math Honors
<b>7<sup>th</sup> Grade</b>	↓ 7 <sup>th</sup> Grade Math	↓ 7 <sup>th</sup> Grade Math Honors	↓ 7 <sup>th</sup> Grade Math Honors
<b>8<sup>th</sup> Grade</b>	↓ 8 <sup>th</sup> Grade Math	↓ 8 <sup>th</sup> Grade Math Honors	↓ Algebra I Honors High School Credit



## Social Studies Course Sequence Options

<b>6<sup>th</sup> Grade</b>	6 <sup>th</sup> Grade World Cultures	6 <sup>th</sup> Grade World Cultures Honors
<b>7<sup>th</sup> Grade</b>	7 <sup>th</sup> Grade Texas History	7 <sup>th</sup> Grade Texas History Honors
<b>8<sup>th</sup> Grade</b>	8 <sup>th</sup> Grade U.S. History	8 <sup>th</sup> Grade U.S. History Honors

## Science Course Sequence Options

<b>6<sup>th</sup> Grade</b>	6 <sup>th</sup> Grade Physical Science	6 <sup>th</sup> Grade Physical Science Honors
<b>7<sup>th</sup> Grade</b>	7 <sup>th</sup> Grade Life Science	7 <sup>th</sup> Grade Life Science Honors
<b>8<sup>th</sup> Grade</b>	8 <sup>th</sup> Grade Earth Science	8 <sup>th</sup> Grade Earth Science Honors

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

## ADVANCED ACADEMICS

### GIFTED & TALENTED PROGRAM

Middle school students identified as GT may be served through Honors class sections of core academic subjects. Honors and GT students may frequently be in the same class section. 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.

### HONORS COURSES

#### What are Honors courses?

Honors classes are very challenging and rigorous courses designed to prepare students for future advanced coursework such as Dual Credit or AP courses (but are not a requirement for enrolling in AP courses). Honors courses frequently incorporate learning objectives from a higher grade level. Honors course selections are not “all or nothing.” Students may take from one to all of their core classes as Honors.

## Are Honors courses right for my student?

A student successful in Honors 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 Honors courses?

Since Honors courses help prepare students for future AP and/or Dual Credit 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 students meet the following guidelines.

### Honors Course Enrollment Guidelines:

Honors English Language Arts and Reading (ELAR):

- STAAR scores that show Meets grade level standard in Reading
- A final grade in the last ELAR course of 90 or higher (if Honors, 80 or higher)

Honors Math:

- STAAR scores that show Meets grade level standard in Mathematics
- A final grade in the last math course of 90 or higher (if Honors, 80 or higher)

Honors Science:

- STAAR scores that show Meets grade level standard in Mathematics
- A final grade in the last science course taken of 90 or higher (if Honors, 80 or higher)

Honors Social Studies:

- STAAR scores that show Meets grade level standard in Reading
- A final grade in the last social studies course taken of 90 or higher (if Honors, 80 or higher)

### Once enrolled in an Honors course, can a student get a schedule change?

Once enrolled in an Honors 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.

## HIGH SCHOOL COURSEWORK TAKEN BEFORE ENTERING HIGH SCHOOL

ROISD provides multiple opportunities for students to take high school-level coursework before 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 in middle school 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. High school courses taken before the 9<sup>th</sup> grade do begin to accumulate Grade Points toward 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.

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. 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 many 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

- [www.collegefortexans.com](http://www.collegefortexans.com) - Everything a Texan needs to know about preparing for, applying for, and paying for college or technical school
- [www.texasgearup.com](http://www.texasgearup.com) - Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) has information for students and parents by grade level.
- [www.collegenet.com](http://www.collegenet.com) - An internet college search and admission process provider; includes scholarship information
- [www.collegeview.com](http://www.collegeview.com) - Explore careers, colleges, and financial aid
- <http://nces.ed.gov/collegenavigator/> - Aids in the college search by containing very detailed information
- [www.mynextmove.org](http://www.mynextmove.org) - Career search tools
- [www.collegeboard.com](http://www.collegeboard.com) - This has a lot of useful information and is also where you can sign up to take the SAT
- [www.act.org](http://www.act.org) - This has a lot of useful information and is also where you sign up to take the ACT Career Exploration Information
- [www.careeronestop.org](http://www.careeronestop.org) - Allows investigation of careers with detailed information
- [www.mappingyourfuture.org](http://www.mappingyourfuture.org) - Planning a career, selecting a school, and paying for school
- [www.mappingyourfuture.org/espanol](http://www.mappingyourfuture.org/espanol) - Same as above in Spanish
- [www.careersandcolleges.com](http://www.careersandcolleges.com) - General information for college-bound students
- [www.utexas.edu/world/univ/state](http://www.utexas.edu/world/univ/state) - Complete listing of all universities
- [www.theprincetonreview.com](http://www.theprincetonreview.com) - General college information • [www.aacc.nche.edu](http://www.aacc.nche.edu) - American Association of Community Colleges
- [www.applytexas.org/adappc/gen/c\\_start.WBX](http://www.applytexas.org/adappc/gen/c_start.WBX) - Common application for Texas colleges and universities Financial Aid and Scholarships
- [www.fafsa.ed.gov](http://www.fafsa.ed.gov) - 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.
- [www.everychanceeverytexan.org](http://www.everychanceeverytexan.org) - Information including The Minnie Stevens Piper Foundation compendium of Texas Colleges and Financial Aid Calendar (under "Texas Schools Info")
- [www.aie.org](http://www.aie.org) - Adventures in Education (AIE) is a site for college and career planning with monthly calendars
- [www.fastweb.com](http://www.fastweb.com) - A scholarship and grant search site
- [www.gocollege.com](http://www.gocollege.com) - General information for college scholarships
- [www.college-scholarships.com](http://www.college-scholarships.com) - Free college scholarship and financial aid searches, SAT and ACT test preparation tips, and a listing of colleges
- [www.texascollegeandcareer.org](http://www.texascollegeandcareer.org) - Planning a career, selecting a school, scholarships, SAT and ACT practice tests
- [www.edudaris.com](http://www.edudaris.com) - 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

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 ELAR Honors</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade ELAR</li> <li>7<sup>th</sup> Grade ELAR Honors</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade ELAR</li> <li>8<sup>th</sup> Grade ELAR Honors</li> </ul>
Math	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Math</li> <li>6<sup>th</sup> Grade Math Honors</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Mathematics</li> <li>7<sup>th</sup> Mathematics Honors</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Mathematics</li> <li>8<sup>th</sup> Mathematics Honors</li> <li>Algebra I – Honors* †</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade World Cultures</li> <li>6<sup>th</sup> Grade World Cultures Honors</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Texas History</li> <li>7<sup>th</sup> Grade Texas History Honors</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade U.S. History</li> <li>8<sup>th</sup> Grade U.S. History Honors</li> </ul>
Science	<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Physical Science</li> <li>6<sup>th</sup> Grade Physical Science Honors</li> </ul>	<ul style="list-style-type: none"> <li>7<sup>th</sup> Grade Life Science</li> <li>7<sup>th</sup> Grade Life Science Honors</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> Grade Earth Science</li> <li>8<sup>th</sup> Grade Earth Science Honors</li> </ul>
Required Courses	<ul style="list-style-type: none"> <li>Physical Education, or Pre-Athletics</li> <li>Leadworthy (1 semester)</li> <li>Health (1semester)</li> </ul>	<ul style="list-style-type: none"> <li>Health (1 semester)</li> <li>College and Career Readiness (1 semester)</li> </ul> <p><i>Note: This course may be replaced with AIM Math or AIM Reading per administrative approval.</i></p>	<ul style="list-style-type: none"> <li>Physical Education, or Athletics- Boys (Football, Basketball, &amp; Track/Field*), or</li> <li>Athletics- Girls (Volleyball, Basketball, &amp; Track/Field*), or</li> <li>Tennis or</li> <li>Cheerleading* or Drill Team* or</li> <li>Dance I †</li> </ul>
Electives  <i>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>Introduction to Art</li> <li>Band: Beginning Band</li> <li>Choir</li> <li>Health</li> <li>Leadworthy</li> <li>Theatre Arts</li> <li>Language Science*</li> <li>Physical Education</li> <li>Pre-Athletics</li> </ul>	<ul style="list-style-type: none"> <li>App Creators (PLTW) – 1 sem.</li> <li>Art – Drawing</li> <li>Art - Painting</li> <li>Athletics- Boys (Football, Basketball, &amp; Track/Field *)</li> <li>Athletics- Girls (Volleyball, Basketball, &amp; Track/Field *)</li> <li>Athletics- Tennis</li> <li>Band</li> <li>Cheerleading *</li> <li>Choir</li> <li>Civil Air Patrol</li> <li>Computer Science for Innovators and Makers (PLTW) - 1 sem.</li> <li>Dance</li> <li>Design &amp; Modeling Robotics (PLTW) – 1 sem.</li> <li>Graphic Design –1 sem.</li> <li>Introduction to Journalism</li> <li>Language Science*</li> <li>Outdoor Education – 1 sem.</li> <li>Photography I – 1 sem.</li> <li>Photography II – 1 sem.</li> <li>Physical Education</li> <li>Professional Communication- 1 sem. * †</li> <li>Spanish I* †</li> <li>Technology Applications 7 – 1 sem.</li> <li>Theater Arts</li> <li>Yearbook *</li> </ul>	<ul style="list-style-type: none"> <li>App Creators (PLTW) – 1 sem.</li> <li>Art Honors</li> <li>Art – Drawing</li> <li>Art – Painting</li> <li>Athletics- Boys (Football, Basketball, &amp; Track/Field *)</li> <li>Athletics- Girls (Volleyball, Basketball, &amp; Track/Field *)</li> <li>Athletics- Tennis</li> <li>Band</li> <li>Choir</li> <li>Civil Air Patrol</li> <li>Computer Science for Innovators and Makers (PLTW) - 1 sem.</li> <li>Dance</li> <li>Design &amp; Modeling Robotics (PLTW) – 1 sem.</li> <li>Graphic Design –1 sem.</li> <li>Introduction to Journalism</li> <li>Language Science*</li> <li>Outdoor Education – 1 sem.</li> <li>Photography I – 1 sem.</li> <li>Photography II – 1 sem.</li> <li>Principles of Arts/AV Tech †</li> <li>Principles of Human Services †</li> <li>Professional Communication-1 sem.* †</li> <li>Principles of Business Marketing and Finance</li> <li>Spanish I* †</li> <li>Spanish II* †</li> <li>Spanish III* †</li> <li>Technology Applications 8 – 1 sem.</li> <li>Theater</li> <li>Yearbook *</li> </ul>
<p>* 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. <b>Some Spanish classes will have specific prerequisites and guidelines. Check with your counselors for details and understanding of these courses.</b></p>			



# COURSE DESCRIPTIONS

## Core Academic Courses

### English Language Arts and Reading Grades 6-8

English Language Arts and Reading emphasizes 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 – Honors 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: Honors and Honors/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. Math 6 students learn mathematical operations with integers, fractions, and decimals, and learn to solve one-step equations. In Math 7 students learn mathematical operations with positive and negative rational numbers and learn to solve two-step equations. In Math 8 students deepen their understanding of rational and irrational numbers and learn to solve multi-step equations with variables on both sides.

### Mathematics – Honors

#### Grades: 6-8

Some middle school students may be prepared to study mathematics at an accelerated rate. Certain criteria will need to be met in order for students to enroll in the course for Math 6 Honors. Red Oak's Honors mathematics courses in middle school provide students with both acceleration and enrichment. The Honors math courses in 6th and 7th grades cover three years of math content:

- Math 6 Honors includes all of the 6th grade TEKS and half of the 7th grade TEKS.
- Math 7 Honors includes the other half of the 7th grade TEKS and all of the 8th grade TEKS. (These students take the 8<sup>th</sup> Grade Math STAAR.)
- This path prepares students for Algebra I Honors in 8th grade. This Algebra I Honors course in middle school is aligned with the high school course and is part of the student's permanent high school transcript.

### Algebra I – Honors

#### Grade: 8

#### High school credit: 1

High School GPA Level: II

Prerequisite: Students must have completed Math 6 and 7 Honors to enroll in this class. Students must have earned a grade of at least 80 in the prior grade level of math Honors. In addition, students must score Level III Advanced on the prior grade level Mathematics state assessment.

Algebra I is a study of 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 before instruction in this area. During grade 8, students also review and integrate the concepts learned over grades 6-8.

## **Science – Honors Grades 6-8**

In addition to the 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 – Honors Grades 6-8**

In addition to the grade-level expectations described above, the Pre-AP course will emphasize more detail and do a 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 Electives Courses\***

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

### **Introduction to 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: Beginning 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 instrument technique, musical literacy, rehearsal skills, and group performance. Students will complete an instrument placement process managed by ROMS Band directors at the end of the preceding school year. Beginning Band students will be scheduled in like-instrument classes (Flute, Double Reeds, Clarinet, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, and Percussion). All Beginning Band students will participate in 3 formal performances and a Solo Contest outside of the school day.

### **Beginning Choir**

Grade Level: 6 (0 years experience)

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.

### **Health**

Grade level: 6

Course length: 1 semester

This is a required elective. In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. The content is divided into four strands: health information, health behaviors, influencing factors, and personal and interpersonal 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 at 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.

## Leadworthy

Grade level: 6

Course length: 1 semester

This is a required elective. Students develop critical, life-changing leadership skills including taking personal responsibility, self-expression and communication, and making good decisions when problems arise.

## 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 skills 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.

## Theatre Arts I

Grade: 6-8

Course length: 1 year

This course serves as an introductory overview of 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 Electives Courses\*

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

### 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 society. This class is an advanced technology class.

### Introduction to Art

Grade level: 7 or 8

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.

### Art: Introduction to Drawing

Grade level: 7 or 8

Course length: 1 semester

Prerequisites: Introduction to Art

This course focuses on building fundamental drawing skills using a variety of techniques and mediums.

### Art: Introduction to Painting

Grade level: 7 or 8

Course length: 1 semester

Prerequisites: Introduction to Art, Introduction to Drawing

Nurture your budding creativity in our welcoming painting class. Designed for young artists, we'll explore the wonders of painting, helping you create with joy and confidence.

### Art: Intermediate Drawing

Grade level: 8

Prerequisite: Intro to Drawing,

Course Length: 1 Semester

Description: This course focuses on expanding fundamental drawing skills using a variety of techniques and mediums.

### **Art: Intermediate Painting**

Grade level: 8

Prerequisite: Intro to Drawing,

Course Length: 1 Semester

Description: This course focuses on expanding fundamental painting skills using a variety of techniques and mediums.

### **Art Honors**

#### **High School credit: 1**

High School GPA Level: I

Grade level: 8

Course length: 1 year

Prerequisite: Intro to Art and Intro to Painting or Intro to Drawing

Description: Students will continue to explore, appreciate, and analyze the visual arts using the elements and principles of design. Students will be required to maintain a portfolio of class projects as well as independent studies throughout the year. The intent of this course is to prepare serious art students who later intend to pursue AP Studio Art in high school. Advanced students will have to submit portfolios and teacher recommendations for advanced high school placement

### **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 regularly. Medical exam/physical required. This course may serve as a substitute for Physical Education.

### **Graphic Design**

Grade level: 7 or 8

Course length: 1 semester

This course introduces students to the field of audio/visual technology and graphic design. 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: Beginning Band**

Grade level: 7 or 8 (0 years experience)

Course length: 1 year

Prerequisite: Instrument placement audition; no prior experience required.

This introductory performance group will focus on the development of instrument technique, musical literacy, rehearsal skills, and group performance. Students will complete an instrument placement process managed by ROMS Band directors at the end of the preceding school year. Beginning Band students will be scheduled in like-instrument classes (Flute, Double Reeds, Clarinet, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, and Percussion). All Beginning Band students will participate in 3 formal performances and a Solo Contest outside of the school day.

### **Band – Honors Band (Varsity Band)**

Grade level: 7 or 8 (1-2 years experience)

Course length: 1 year

Prerequisite: Audition process

The Honors 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 formal concerts, assemblies, and off-campus tours. 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, it is a requirement for members of Honors Band. All Honors Band students participate in Solo & Ensemble Contests. This class requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc.).

### **Band – Symphonic Band (Non-Varsity)**

Grade level: 7 or 8 (1-2 years experience)

Course length: 1 year

Prerequisite: Audition process

The Symphonic II Band is dedicated to the 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.).

**Band – Concert Band (Sub non-varsity)**

Grade level: 7 or 8 (1-2 years experience)

Course length: 1 year

Prerequisite: Audition process

The Concert Band is dedicated to the continued development of quality students; its focus is primarily on the development of individual instrument techniques, the maturation of rehearsal skills, and the academic success of its members. While the focus of this ensemble is primarily pedagogical, Concert Band is a competitive ensemble that participates in the UIL Concert & Sight-reading Contest. All Concert Band students participate in Solo & Ensemble Contests. This class requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc.).

**Band – Intermediate Percussion**

Grade level: 7 or 8 (1-2 years experience)

Course length: 1 year

Prerequisite: Audition process, previous percussion experience required

Intermediate Percussion students will get specialized instruction in all types of percussion performance and are the percussion section for either Symphonic Band or Concert Band. Intermediate Percussion students will participate as a part of either the Symphonic Band or Concert Band in the UIL Concert & Sight-reading Contest. Capable students are encouraged to audition for All-Region Band. All Intermediate Percussion students participate in Solo & Ensemble Contests. This class requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc.).

**Band – Advanced Percussion**

Grade level: 7 or 8 (1-2 years experience)

Course length: 1 year

Prerequisite: Audition process, previous percussion experience required

Advanced Percussion students will get specialized instruction in all types of percussion performance and are the percussion section for Honors Band. Students in this course will perform several times throughout the year including formal concerts, assemblies, and off-campus tours. Advanced Percussion students will participate as a part of the Honors Band in the UIL Concert & Sightreading Contest. Though members of all three bands are encouraged to audition for All-Region Band, it is a requirement for Advanced Percussion students. All Advanced Percussion students participate in Solo & Ensemble Contests. This class requires time outside of the school day to remain enrolled (concerts, football games, section rehearsals, etc.).

**Band - Aide**

Grade level: 8 (2 years experience)

Course length: 1 year

Prerequisite: Director approval

Band Aides are selected from members of the Honors Band who seek to help the band program during an additional elective (enrolled concurrently with Honors Band). These students will assist directors with band classes as rehearsal assistants or with organizational tasks as needed.

**Tenor/Bass Choir**

Grades: 7-8 (0 years experience)

Prerequisite: Departmental Selection Process, Director Approval

Course Length: 1 year

The Mens' Choir is a beginning-level choir designed to introduce singers to proper singing techniques and to become more comfortable with their voices. They also learn basic music theory, sight-reading, and work on concert and performance repertoire. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

**Intermediate Tenor/Bass Choir**

Grades: 7-8 (1-2 years experience)

Prerequisite- 1 year in Choir program, Director Approval

Course Length: 1 year

The Intermediate Tenor/Bass Choir is an intermediate-level choir designed to reinforce proper singing techniques and basic theory knowledge and improve the singer's vocal abilities. Students are encouraged to participate in Solo and Ensemble and All-Region. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

**Advanced Tenor/Bass Choir**

Grades: 7-8 (1-2 years experience)

Prerequisite: 1 year in Choir program, Director Approval

Course Length: 1 year

The Advanced Tenor/Bass Choir is made up of students who have proved that their vocal abilities and rehearsal techniques are up to the task of learning more challenging music. All students are required to participate in Solo and Ensemble and All-Region. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

### **Treble Choir**

Grades: 7-8 (0 years experience)

Prerequisite: Departmental Selection Process, Director Approval

Course Length: 1 year

The Treble Choir is a beginning-level choir designed to introduce singers to proper singing techniques and to become more comfortable with their voices. They also learn basic music theory, sight-reading, and work on concert and performance repertoire. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

### **Intermediate Treble Choir**

Grades: 7-8 (1-2 years experience)

Prerequisite: 1 year in Choir program, Director Approval

Course Length: 1 year

The Intermediate Treble Choir is an intermediate-level choir designed to reinforce proper singing techniques and basic theory knowledge and improve the singer's vocal abilities. Students are encouraged to participate in Solo and Ensemble and All-Region. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

### **Advanced Treble Choir**

Grades: 7-8 (1-2 years experience)

Prerequisite: 1 year in Choir program, Director Approval

Course Length: 1 year

The Advanced Treble Choir is made up of students who have proved that their vocal abilities and rehearsal techniques are up to the task of learning more challenging music. All students are required to participate in Solo and Ensemble and All-Region. This class requires time outside of school to remain enrolled, such as rehearsals, contests, and concerts.

### **Cheerleading**

Grade level: 7 or 8

Course length: 1 year (students must participate in 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 6<sup>th</sup> or 7<sup>th</sup> grader 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.

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

Grade level: 7 or 8

Course length: 1 year

Prerequisites: None for the first year; departmental selection process for the 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 teamwork 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 is a required elective in 7<sup>th</sup> grade. *Note: This course may be replaced with AIM Math or AIM Reading per administrative approval.*

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 with chosen career paths.

### **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 I**

Grade Level: 7 or 8 (0 years experience)

Course length: 1 year

Prerequisite: No prior experience required

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 2**

Grades: 8 (1 years experience)

Prerequisite: Dance 1

Course Length: 1 year

Intermediate to Advanced-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.

### **HighSteppers (Drill Team) 1**

Grades: 7/8 (0 year experience)

Prerequisite: Departmental Selection Process, Director Approval

Course Length: 1 year

Participation in the Hawkette Highstepper Drill Team is considered an extracurricular activity. It requires marching ability, dancing skills, and required rehearsals, activities, and events outside the school day. Performances include: halftime at sporting events, parades, and other community events. Tryouts are open to any 6th or 7th-grade student and are held each spring. This course may serve as a substitute for Physical Education.

### **HighSteppers (Drill Team) 2**

Grades: 8 (1 year experience)

Prerequisite: Departmental Selection Process, Director Approval

Course Length: 1 year

Participation in the Hawkette Highstepper Drill Team is considered an extracurricular activity. It requires marching ability, dancing skills, and required rehearsals, activities, and events outside the school day. Performances include: halftime at sporting events, parades, and other community events. Tryouts are open to any 6th or 7th-grade student and are held each spring. This course may serve as a substitute for Physical Education.

### **Advanced Dance**

*High School Credit: 1*

Grades: 8 (1 year experience)

Prerequisite: Introductory Dance

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.

### **Health**

Grade level: 7

Course length: 1 semester

This is a required elective in 7<sup>th</sup> grade. In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. The content is divided into four strands: health information, health behaviors, influencing factors, and personal and interpersonal skills.

### **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 6<sup>th</sup> and 7<sup>th</sup>-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 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.

### **Language Science**

Grades: 6-8

Course length: 1 year

Prerequisite: Counselor Approval

This elective course is designed to support struggling readers to be successful at 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.

### **Outdoor Education**

Grades: 7-8

Course Length: 1 semester

Students are taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The focus is on outdoor activities such as hunter education, angler education, CPR/first aid skills, survival skills, archery, and camping.

### **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.

### **Photography II**

Grade level: 7 or 8

Course length: 1 semester

Prerequisite: Photography I

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.

### **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 based on 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 8<sup>th</sup> graders must choose either Physical Education or a substitute course if the requirement was not met in 7<sup>th</sup> grade. See course descriptions for substitution options.

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

**High School credit: 1**

High School GPA Level: I

Grade level: 8

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 Human Services**

**High School credit: 1**

High School GPA Level: I

Grade level: 8

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

### **Principles of Business Marketing and Finance**

**High School credit: 1**

High School GPA Level: I

Grade level: 8

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

### **Professional Communication**

**High School credit: .5**

High School GPA Level: I

Grade level: 7 or 8

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand their 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.

### **Spanish I**

**High School credit: 1**

High School GPA Level: I

Grade: 7 or 8

Course length: 1 year

Prerequisite: None

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.

### **Spanish II**

**High School credit: 1**

High School GPA Level: I

Grade: 8

Course length: 1 year

Prerequisite: Spanish I or native speaker with qualifying criteria

Spanish II improves the listening, speaking, and writing skills begun in Spanish I. It provides a closer look at the culture and customs of Spanish-speaking countries while continuing to study grammar. Students also study some of the most popular Spanish artists.

### **Spanish III**

**High School credit: 1**

High School GPA Level: I

Grade: 8

Course length: 1 year

Prerequisite: Spanish I, and II or completion of the elementary Bilingual program with qualifying criteria.

Spanish III refines the listening, speaking, and writing skills begun in Spanish II. Students are becoming more literate by creating a writing style through the usage of a variety of grammar,

vocabulary, and reading. Students read a variety of genres including poetry, essays, short stories, non-fiction, and fiction. Instruction is conducted in English. Class practice is conducted in Spanish. Please note: The student is responsible for summer reading and/or writing assignments.

### **Technical Theatre I**

**High school credit: 1**

High School GPA Level: 1

Grade Level: 8

Course Length: 1 year

Prerequisite: Theatre Arts I & departmental selection

Technical theatre is a class for the creative, motivated student seeking knowledge of stagecraft, lighting, sound, costumes, makeup, and theatre production. Skill focus is on safety, literary analysis, set design and construction, sound design, light design, props, makeup and costume, publicity, and house management.

### **Technology Applications**

Grade levels: 7-8

Course length: 1 semester

Students explore current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. Students use creative and computational thinking to solve problems while developing career and college readiness skills.

### **Theatre Arts I**

Grade: 6-8 (0-year experience)

Course length: 1 year

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

### **Theatre Arts II**

Grade Placement: 7-8 (1 year experience)

Credit: 1

Prerequisite: Theatre Arts I, or Intro to Theatre Arts  
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.

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### **Theatre Arts III**

Grade Placement: 8 (2 years experience)  
Credit: 1, High School Theatre Arts I Credit  
Prerequisite: Theatre Arts II, or Advanced Theatre Production

ROHS Number: 36213

Credit: 1

GPAL: 1

PEIMS TH1 03250100

The objective of this course is to provide the student with an advanced overview of all the different areas of 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.

### **Introduction to Technical Theatre**

Grade Placement: 8 (2 years experience)  
Credit: 1, High School Theatre Arts I Credit  
Prerequisite: Theatre Arts I and Theatre Arts II, Advanced Theatre Production, Application Needed

ROHS Number: 36213

Credit: 1

GPAL: 1

PEIMS TH1 03250100

Technical theatre is a class for the creative, motivated student seeking knowledge of stagecraft, lighting, sound, costumes, makeup, and theatre production. Skill focus is on safety, literary analysis, set design and construction, sound design, light design, props, makeup and costume, publicity, and house management.

### **Advanced Theatre Production**

Grade Placement: 7-8 (1 year experience)  
Credit: 1  
Prerequisite: Theatre Arts I, Yearly Audition Required

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.