

# Middle School Course Selection Guide

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Little Elm Independent School District

2022-2023 School Year



## **District Vision**

The VISION of the Little Elm ISD Community is to be "THE Destination District."

## **District Mission**

The MISSION of Little Elm ISD is to **Engage, Equip, and Empower** each student to realize their full potential.

## **As Lobos we VALUE...**

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

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## **Nondiscrimination Policy**

It is the policy of Little Elm ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as

amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Little Elm ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Ross Roberts, at 300 Lobo Lane, Little Elm, Texas, 75068, 972-947-9340, and/or the Section 504 Coordinator, Asheley Brown, at 300 Lobo Lane, Little Elm, Texas, 75068, 972-947-9340.

## Introduction

This Academic Course Guide has been developed to provide important information for students and their parents. It will assist in making informed decisions concerning programs and course choices throughout middle school. Students are encouraged to consult with parents, counselors, teachers, administrators, and adults in the workforce prior to course planning. Students are expected to enroll in a full class load. The course guide also offers graduation plans, graduation requirements, and academic program information. Electronic copies of this course guide may be accessed at [www.littleelmsd.net](http://www.littleelmsd.net) or through each campus website.

## Course Availability

Some courses listed in this guide may not be offered every semester, every year, or at every campus. A student may not be able to enroll in every class he/she planned to take during a semester. For this reason, the student should talk with a counselor about alternate courses during the planning process. If a student fails to select alternate course choices, they will be placed in classes based upon needed credits for graduation, established Program of Study, and 3-year plan choices.

## Important Terminology

**Compacted Math** - accelerated math program wherein qualifying 5th grade students complete 6th grade math online prior to their 6th grade year. Successful completion puts students on track for the advanced math pathway.

**Advanced Science** - must be concurrently enrolled in Advanced Math or Compacted Math to qualify

**Honors Courses**- designed locally, cover the same standards or TEKS as on-level courses but taught in such a way as to prepare students for more rigorous high school coursework, specifically Advanced Placement (AP). Honors sections are open to all students who love to read and write, want to build critical thinking and problem solving skills, and want to be prepared for a successful transition to high school. (previously referred to as PreAP)

**Advanced Placement (AP)**- designed by the CollegeBoard, AP courses are open to all high school students ready for college level work; *AP courses are not currently offered at the middle school level.*

## **Opportunities for Acceleration**

In Little Elm ISD, we believe each student deserves rigorous and challenging coursework in an engaging and supportive environment. In addition to providing opportunities in every classroom for students to practice critical thinking and problem solving skills.

Both Walker Middle School and Strike Middle School offer Advanced Science and Compacted Math as accelerated tracks for students who meet certain criteria. These programs provide many short and long-term benefits to students but also require the successful completion of grade level work at an accelerated pace.

## **Gifted/Talented Program**

Gifted and Talented services are available for students who are identified through LEISD's GT screening and assessment process and are provided by qualified instructors. Students identified as Gifted are clustered together in one or more advanced or accelerated class periods to provide opportunities to collaborate with other identified students. LEISD adheres to the guidelines set forth in the Texas State Plan for the Education of Gifted/Talented Students. This plan can be found at [tea.texas.gov](http://tea.texas.gov) under Academics.

## **Credit by Examination**

The District will provide the option for a student in grades 6- 8 to earn credit by examination. A student who has received no prior instruction in the course must achieve the minimum standard set by the state on a criterion-referenced examination for acceleration for the applicable course. A student who has NOT received prior instruction in the course must achieve a score of 80 percent or above on the examination in order to receive credit for that course. If such credit is given, the District will enter the examination score on the student's transcript.

## **Limited English Proficiency**

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical. Students receive content and language instruction interdependently throughout the program.

## **Physical Education Requirement**

Middle School students are required to complete four semesters of Physical Education for a total of 2 credits. Students may satisfy the physical education requirement in several ways. 1. Middle School PE (6,7,8) 2. Pre Athletics (6) 3. Athletics- Students who are scheduled in an athletic period will receive their PE credit. 4. External/Off Campus PE- Students who are interested in external/off campus PE must meet specific criteria. Please contact the alpha/grade level counselor.

## Core Content Areas: At-A-Glance

The following visual is intended to give students and parents an overview of the core content areas and courses offered at the Middle School level and how the pathway extends to grade 9. Each area is further explained in the Course Description section of this guide.

Content Area/ Program	Grade 6	Grade 7	Grade 8	Grade 9
English Language Arts	6th Grade English	7th Grade English or 7th Grade English Honors	8th Grade English or 8th Grade English Honors	English I OR English I Honors
Social Studies	World Cultures	Texas History or Texas History Honors	United States History to 1877 or United States History to 1877 Honors	World Geography OR AP Human Geography
Mathematics	6th Grade Math	7th Grade Math	8th Grade Math	Algebra I
Mathematics Advanced	6th Grade Math Advanced	7th Grade Math Advanced	Algebra I Honors (High School Credit)	Geometry Honors (High School Credit)
Mathematics Compacted	6th Compacted Math	Algebra I Honors (High School Credit)	Geometry Honors (High School Credit)	OnRamps Algebra II or Algebra II Honors
Science	6th Grade Science	7th Grade Science	8th Grade Science	Biology OR Biology Honors
Advanced Science	6th Grade Advanced Science	7th Grade Advanced Science	Physics (High School Credit)	Biology OR Biology Honors

Students who are in advanced programs may have the opportunity to enroll in high school level courses while in middle school. If a student enrolls in a high school level course, they are starting their high school grade point average (GPA) and high school transcript. Both of these will remain on their education record until graduation. Please discuss this and other major educational decisions with family, teachers, and counselors to make sure you are challenging yourself in meaningful ways.

## High School Course Offerings at Middle School

<b>World Languages</b>	<ul style="list-style-type: none"> <li>Spanish I (6th grade Dual Language or 8th grader)</li> <li>Heritage Spanish I (if available)</li> <li>Spanish II (Dual Language Students Only)</li> <li>Heritage Spanish II</li> <li>Spanish III (Dual Language Students Only)</li> <li>Heritage Spanish III</li> <li>Spanish IV (Dual Language Students Only)</li> </ul>
<b>Math</b>	Algebra I Honors; Geometry Honors
<b>Science</b>	Physics
<b>Career Technical Education</b>	Gateway to Technology (Engineering)

## Middle School 3 Year Plan Requirements

All students who entered the 6<sup>th</sup> grade in 2020-21 school year or after will be required to follow a 3-year plan to prepare them for High School. As part of their 3 year plan, middle school students in the state of Texas must complete 4 semesters of physical education, 1 year Fine Arts, and one semester of Investigating Careers during their 7th or 8th grade year.

<b>English - 3 Credits</b>	<b>Social Studies - 3 Credits</b>
English 6	World Cultures
English 7	Texas History
English 8	U.S. History
<b>Math - 3 Credits</b>	<b>Science - 3 Credits</b>
6th Math	Science 6
7th Math	Science 7
8th Math <i>OnLevel, Advanced, Compacted options available; see pages 2 &amp; 3 for pathways</i>	Science 8 <i>OnLevel, Advances options available; see page 3 for pathways</i>
<b>Physical Education - 2 Credits</b>	<b>Fine Arts - 1 Credit</b>
1.0 Credit	1.0 Credit

1.0 Credit	
<b>Investigating Careers - 0.5 Credit</b>	
0.5 Credit	

All students will have the opportunity to schedule courses for the following school year with their counselors. Courses required by local and state guidelines will be scheduled first and additional courses will be offered to fill your student’s remaining periods should there be open spots. All students are required to have a full seven-period schedule. Electives are available to fill schedules based on availability and need.

## Course Descriptions

Students in grades 6 through 8 grades must select an English, Math, Science, and Social Studies course each year.

### English Language Arts and Reading

Literacy is defined as the ability to read, write, listen, speak, and think. In LEISD, the English Language Arts courses focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, reflective writing, and inquiry and research. Integrating listening, speaking, reading, writing, and thinking allows students to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. We offer On-Level and Honors selections in 7th and 8th grade. Please see the chart below for the sequence of English Language Arts courses.

Tracks	6th Grade Year	7th Grade Year	8th Grade Year
On Level	6th Grade	7th Grade	8th Grade.
Honors	--	7th Grade Honors	8th Grade Honors

### English Language Arts and Reading (Grade 6)

#### Full Year

In sixth grade, students will continue to apply knowledge and skills with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands. Students will continue to develop and sustain foundational language skills, improve their ability to comprehend and respond to increasingly complex text, study multiple genres including traditional, contemporary, classical, and diverse texts, analyze author’s purpose and craft, compose in multiple genres using the writing process, and engage in inquiry and research.

## **English Language Arts and Reading (Grade 7)**

### **Full Year**

In seventh grade, students will continue to apply knowledge and skills with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands. Students will continue to develop and sustain foundational language skills, improve their ability to comprehend and respond to increasingly complex text, study multiple genres including traditional, contemporary, classical, and diverse texts, analyze author's purpose and craft, compose in multiple genres using the writing process, and engage in inquiry and research.

## **English Language Arts and Reading Honors (Grade 7)**

### **Full Year**

Honors courses engage students in learning all the essential knowledge and skills of English Language Arts and Reading (Grade 7) while providing greater depth. Honors courses require an increased volume of reading and writing as students are challenged with increasingly complex text and additional analytical writing expectations. Students will develop higher-order thinking skills, knowledge, and behaviors necessary to succeed in advanced courses at the high school level.

## **English Language Arts and Reading (Grade 8)**

### **Full Year**

In eighth grade, students will continue to apply knowledge and skills with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands. Students will continue to develop and sustain foundational language skills, improve their ability to comprehend and respond to increasingly complex text, study multiple genres including traditional, contemporary, classical, and diverse texts, analyze author's purpose and craft, compose in multiple genres using the writing process, and engage in inquiry and research.

## **English Language Arts and Reading Honors (Grade 8)**

### **Full Year**

Honors courses engage students in learning all the essential knowledge and skills of English Language Arts and Reading (Grade 8) while providing greater depth. Honors courses require an increased volume of reading and writing as students are challenged with increasingly complex text and additional analytical writing expectations. Students will develop higher-order thinking skills, knowledge, and behaviors necessary to succeed in advanced courses at the high school level.

## **English Language Arts and Reading (Enrichment, Elective)**

### **Full Year Grades 6-8**

Prerequisite: Students who have not demonstrated reading proficiency.

Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Middle school

students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

## Mathematics

In Little Elm ISD, there are three different math pathways: Grade Level, Advanced, and Compacted Math. The pathways begin in grade 6 and accelerate at different paces to meet the needs of each student. The acceleration of mathematics provides additional opportunities for students to receive credit for AP/Dual Credit math courses in high school and fulfill endorsement requirements.

Spring/Summer Prior to 6th	6th	7th	8th
	Fall/Spring	Fall/Spring	Fall/Spring
<b>On-Level</b>			
n/a	6th Math	7th Math	8th Math
<b>Advanced</b>			
n/a	6th Math Advanced (6th & 7th grade TEKS)	7th Math Advanced (7th & 8th grade TEKS)	Algebra 1 Honors (High School Credit)
<b>Compacted Math</b>			
6th Math	6th Compacted Math (7th & 8th grade TEKS)	Algebra 1 Honors (High School Credit)	Geometry Honors (High School Credit)

### Math (Grade 6)

#### Full Year

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

## **Advanced Math (Grade 6)**

### **Full Year**

Prerequisites: Must achieve “Meets” or “Masters” on 5th grade STAAR

The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Advanced Math 6 is an accelerated program that covers all TEKS required for 6th grade math and roughly 50% of the 7th grade math TEKS.

## **Compacted Math (Grade 6)**

### **Full Year**

*Prerequisites: By Committee/Invitation*

Grade 6 Compacted Math is an accelerated program that covers all required 6th grade math TEKS during the summer preceding their 6th grade year. Throughout the school year, the program covers 100% of the math TEKS for both 7th and 8th grade. The primary focal areas in Compacted Math are proportionality, expressions, equations, relationships, foundations of functions, and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

## **Math (Grade 7)**

### **Full Year**

The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations.

## **Advanced Math (Grade 7)**

### **Full Year**

*Prerequisites: Advanced Math Grade 6 and must achieve “Meets” or “Masters” on 6th grade STAAR*

This course includes the remaining 50% 7th grade math TEKS not covered in Advanced 6th grade math and all of the TEKS for grade 8 math. The primary focal areas in grade 8 are proportionality, expressions, equations, relationships, foundations of functions, and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

## **Math (Grade 8)**

### **Full Year**

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations.

## **Algebra I Honors**

### **(1 high school credit) Full Year**

Prerequisite: Compacted Math Grade 6 or Advanced Math Grade 7 and must achieve “Meets” or “Masters” on 8th grade STAAR

In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will

study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

## Geometry Honors

### (1 high school credit) Full Year

Prerequisite: Algebra I Honors

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand.

## Science

Science, as defined by the National Academy of Science, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models. Students will use the foundational skills and knowledge of science they developed in elementary to dive deeper into various areas of science content. Middle school science is interdisciplinary and helps students to make cross-curricular connections.

Track	6th Grade	7th Grade	8th Grade
On Level	6th Grade Science	7th Grade Science	8th Grade Science
Advanced	Advanced 6th Grade Science	Advanced 7th Grade Science	Physics

## Science (Grade 6)

### Full Year

This course is interdisciplinary in nature; however, much of the content focus is on physical science such as matter, force, and energy. The content includes: elements and compounds including determining differences based on observations, physical properties, and chemical reactions; discussion of ethical and social issues in using Earth's natural energy resources; the relationship between force and motion, calculations and measurements of force and motion; Earth as part of the solar system, the organization of the solar system, the role of gravity, and space exploration; taxonomic classifications of organisms and interdependence between organisms and their environments and ecosystems. This lab-centered course will allow students to discover the relevance of science through collaboration, problem-solving, and real-world application.

## **Advanced 6th Grade Science (Grade 6)**

### **Full Year**

**Required: Must take concurrently with 6th-grade Compacted Math or Advanced 6th Grade Math**

Advanced 6th Grade Science is a program that covers 6th and 7th grade science TEKS integrated together based on the topics. The focus is primarily on physical and life science. This lab-centered course covers the following topics: Elements and compounds, including determining differences based on observations, physical properties, and chemical reactions; Ethical/social issues of earth's natural energy resources; the relationship between force and motion, calculations and measurements of force and motion; Earth as a part of the solar system, the organization of the solar system, the role of gravity, and space exploration; Taxonomic classifications of organisms (broad overview); Interdependence between organisms and their environments and ecosystems. Advanced science courses will allow students to take a high school course during their eighth-grade year, so they must be concurrently enrolled in Advanced or Compacted 6th grade math.

## **Science (Grade 7)**

### **Full Year**

This course is interdisciplinary in nature; with a focus on life science with an integration of chemistry, physics and the environment. The 7th grade content includes conservation of matter and energy of living systems, force, motion and energy in living systems and the environment, the characteristics of earth (in relation to the solar system) that allow life to exist, the relationships between living organisms and their environment, structures in living systems, especially internal structures and functions, plant and animal cells, especially the internal structures that obtain energy, get rid of wastes, grow, and reproduce in different ways. This lab-centered course will allow students to discover the relevance of science through collaboration, problem-solving, and real-world application.

## **Advanced 7th Grade Science (grade 7)**

### **Full Year**

**Prerequisites: Advanced 6th Grade Science**

Required: Concurrent enrollment with Advanced 7th Grade Math or Algebra I

The Advanced 7th Grade Science program covers the remaining 7th-grade and 6th grade science TEKS not covered in Advanced 6th-grade science and 100% of the 8th-grade science TEKS by topics. The focus is primarily on physical and life science. The topics in this course include: Conservation of matter and energy of in living systems, Force, motion, and energy in living systems and the environment, the characteristics of earth (in relation to the solar system) that allow life to exist, the relationships between living organisms and their environment, structures in living systems, especially internal structures and functions, plant and animal cells, especially the internal structures that obtain energy, get rid of wastes, grow, and reproduce in different ways, how natural events and human activities can alter earth's systems, the universe, forces, and motion, chemical and physical properties of matter; Earth as a part of the solar system, the organization of the solar system, the role of gravity, and space exploration, genetics and cycles such as the lunar cycle. This lab-centered course will allow students to discover the relevance of science through collaboration, problem-solving, and real-world application. The TEKS are grouped in specific content units covered in this class. Students will be taking the 8th STAAR test at the end of this course. Advanced science courses will allow students to take a high school course during their eighth-grade year.

## **Science (Grade 8)**

### **Full Year**

This course is interdisciplinary in nature; however, much of the content focus is on physical science such as matter, force, and energy. The content includes elements and compounds, including determining differences based on observations, physical properties, and chemical reactions, discussion of ethical and social issues in using earth’s natural energy resources, the relationship between force and motion, calculations and measurements of force and motion, Earth as part of the solar system, the organization of the solar system, the role of gravity, and space exploration, taxonomic classification of organisms and interdependence between organisms and their environments and systems. This lab-centered course will allow students to discover the relevance of science through collaboration, problem-solving, and real-world application.

**Physics (Grade 8)**

**(1 high school credit) Full Year**

**Prerequisite: Advanced 7th Grade Science, Passed 8th Grade STAAR test, and completion or concurrent enrollment in Algebra I**

Physics students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills

**Social Studies**

Middle School students will build a foundation of skills needed for the continued study of people, places, societies, and how these things interact and impact each other over time. Key concepts, big ideas, and essential skills are embedded into each course to prepare students for the rigors of high school.

6th Grade options	7th Grade options	8th Grade options
World Cultures	Texas History Or Texas History Honors	U.S. History to 1877 Or U.S. History to 1877 Honors

**World Cultures (Grade 6)**

**Full Year**

Students will study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students

explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

## Texas History or Texas History Honors (Grade 7)

### Full Year

Students will study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state.

## United States History to 1877 or United States History to 1877 Honors (Grade 8)

### Full Year

Students will study the history of the United States from the early colonial period through Reconstruction. Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students will use primary and secondary sources to acquire information about the United States. A variety of rich primary and secondary source materials such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images will be used throughout the course.

## World Languages - Elective

### World Languages - Spanish Pathways

6th grade	7th grade	8th grade
<b>Traditional</b>		
--	--	Spanish I
<b>Heritage</b>		
<b>Spanish I or Heritage I</b> Students who completed a K-5 dual immersion program and did not earn Spanish I credit may request a placement test in the second semester of previous school year	<b>Heritage II</b> Avant Placement testing to determine enrollment.	<b>Heritage III</b> For students who successfully completed Heritage II.

<b>Dual Language</b>		
<b>Spanish II or Heritage II</b> For students who successfully completed a K-5 dual immersion program and pass the Spanish I credit by exam.	<b>Spanish III Honors or Heritage III</b> For students who successfully completed Spanish II or Heritage II.	<b>Spanish IV</b> For students who successfully completed Spanish II and Spanish III.

## Spanish I

### **(1 high school credit) Full Year**

Introductory class intended to address four basic skills of the Spanish language: 1) listening, 2) speaking, 3) reading, and 4) writing. Emphasis placed on vocabulary acquisition, beginning grammar structure, and composition. Students will memorize and practice vocabulary through short readings, games, oral dialogue, listening comprehension activities and short written narrative. Students will also explore the varied cultures of the Spanish-speaking world and its impact on our own. The course is best suited for students who have little or no previous Spanish.

## Spanish Heritage I

### **(1 high school Honors credit; see counselor for course availability) Full Year**

Only available at the middle school level

**Prerequisite:** Successful completion of dual language K-5 and placement exam

Only offered to students that were in Dual Language in LEISD. This course is designed as a continuation of the elementary dual language program. Successful completion of this program allows students to advance through high school credit requirements at a faster pace, allowing flexibility in their high school years to take additional electives or core classes, as necessary. The course will promote improved grammar and general communication, focus on improving reading and writing skills, and explore culture. Enrollment is limited to sixth grade students with previous dual language proficiency.

## Spanish II

### **(1 high school credit) Full Year**

**Prerequisite:** Successful completion of dual language K-5 and Spanish I Credit

Only offered to students that were in Dual Language at Hackberry Elementary or Oak Point Elementary demonstrating

sufficient mastery of the language through a proficiency exam. This course is designed as a continuation of the elementary dual language program. Successful completion of this program allows students to advance through high school credit requirements at a faster pace, allowing flexibility in their high school years to take additional electives or core classes, as necessary. The course will promote improved grammar and general communication, focus on improving reading and writing skills, and explore culture. Enrollment is limited to sixth grade students with previous dual language proficiency.

## Spanish Heritage II

### **(1 high school Honors credit) Full Year**

**Prerequisite:** Successful completion of dual language K-5 and placement test or to 7th & 8th graders with a successful score on the placement test

This course is designed to be a continuation of Spanish language programs in which native Spanish speakers can continue to obtain their high school foreign language credits at an early stage in their education. Successful completion of this program allows students more flexibility in their high school years to take additional electives or core classes, as necessary. The course will focus on improving reading and writing skills, analyze Spanish literature and enhance grammar and general communication. Enrollment is open to 6th grade students who finished the K-5 dual language program in the district and demonstrate a sufficient proficiency in the Spanish language to succeed in this course.

### **Spanish III**

**(1 high school credit) Full Year**

**Prerequisite:** Successful completion Spanish II

Spanish III is recommended for those students who have achieved success but feel that they may not be entirely prepared for the rigors of the Spanish Heritage III Honors class. This class also begins an introductory study of Spanish language, literature, and culture in depth. Advanced grammar concepts are introduced and studied guided by the Real Academia. Students will be required to demonstrate their proficiency through essays, readings, research projects, and classroom conversations in addition to scheduled exams. Both students and teachers are expected to use their speaking skills as much as possible in the classroom.

### **Spanish Heritage III**

**(1 high school Honors credit) Full Year**

**Prerequisites:** Placement test OR successful completion of Spanish Heritage II required

This course is a continuation of a program in which native Spanish speakers begin to obtain their high school language credits at an early stage in their education. The course will focus on improving reading and writing skills, Spanish literature and enhanced grammar and general communication. Successful completion of this program allows students more flexibility in their high school years to take additional electives or core classes, as necessary. Enrollment is open to 7th and 8th grade students who demonstrate sufficient proficiency in the Spanish language to succeed in this course.

### **Spanish IV**

**(1 high school credit)**

*Please reference the chart above for applicable grade levels for each course.*

**Prerequisite:** Spanish III or Spanish III Honors

This class begins an advanced study of Spanish language, literature, and culture in depth. Advanced grammar concepts are explored and studied guided by the Real Academia. Students will be required to demonstrate their proficiency through essays, readings, research projects, and classroom conversations in addition to scheduled exams. Both students and teachers are expected to use their speaking skills as much as possible in the classroom.

## **Multi-grade Level Elective Opportunities**

### **Hope Squad**

**Full Year Grades 6-8**

**Prerequisite:** Peer nomination and interview process

Hope Squad students identified by their classmates as trustworthy individuals to serve as the eyes and ears of your school. Working with advisors, students are trained to watch for at-risk peers, provide

friendship, identify warning signs, and seek help from adults to support struggling peers.(May not be offered at all campuses).

## **Beginning Art**

### **Full Year**

In Beginning Art, the students will refine their skills through the Elements of Art and Principles of Design. Artists will have hours of studio time to create their own artwork inspired by what they see, know, feel and imagine. Lessons will include the study of famous artists and art history as well as Art from different world cultures. They will also explore a variety of art media. Beginning Art will offer discussion, observation, and production helping the artists to develop critical thinking skills as well as creativity.

## **Intermediate Art**

### **Full Year**

**Prerequisite:** Beginning Art

A rigorous study of the Elements of Art and the Principles of Design is tempered by a physical exploration of a variety of mediums. Students try drawing, painting, printmaking, wire sculpture, clay sculpture, digital image manipulation, and animation. This challenging intermediate art course is immensely fun for those willing to do the work. Supply Fee: \$15

## **Advanced Art**

**(not high school credit) Full Year**

**Prerequisites:** Intermediate Art

A rigorous study of the Elements of Art and the Principles of Design is tempered by a physical exploration of a variety of mediums. Students try drawing, painting, printmaking, wire sculpture, clay sculpture, digital image manipulation, and animation. Nominal supply fees may apply.

## **Beginning Theatre Arts**

### **Full Year**

Beginning Theatre Arts introduces students to a range of performance and technical aspects of theatre. Students will participate in individual and group exercises as well as improvised and memorized performances. Students will develop basic theatrical knowledge as well as practice reading and scripting plays. Theatre Arts students will develop an enjoyment of creative expression.

## **Intermediate Theatre Arts**

### **Full Year**

**Prerequisite:** Beginning Theatre Arts

Middle School Theatre Arts 2 builds upon the skills learned in Middle School Theatre Arts 1. Students will continue to strengthen their acting skills in a variety of theatrical experiences, including reading and writing plays, as well as memorized and improvisational performance.

## **Advanced Theatre Arts**

### **Full Year**

**Prerequisite:** Beginning and Intermediate Theatre Arts

Theatre Arts 3 further deepens the skills learned in Theater Arts 2 by adding opportunities for students to model and lead through playwriting, and direction.

## **Beginning Middle School Technology Applications**

### **Semester**

Students will learn basic productivity and media tools as a means of digital communication, following ethical acquisition of information, copyright principles, fair use guidelines, creative commons, and digital citizenship in general.

## **Intermediate Middle School Technology Applications**

### **Semester**

**Prerequisite:** Middle School Technology Applications 6 (beginning)

Students will develop deeper a richer understanding of web design, using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), jQuery, Twitter Bootstrap, Responsive Design, and other tools to create original work that can be displayed on various digital devices.

## **Advanced Middle School Technology Applications 8**

### **Semester**

**Prerequisite:** Middle School Technology Applications 6 (beginning) and 7 (intermediate)

Students will develop a deeper and richer understanding of Front End Web Development, using Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), jQuery and JavaScript, Twitter Bootstrap, Responsive Design, and other tools to create original work that can be displayed in various digital devices, as ways for communication following rules of digital citizenship, technology concepts, and effective research practices.

## **6th Grade Electives**

### **Physical Education**

#### **Semester or Full Year**

Physical Education provides students with opportunities to develop skills and sportsmanship through a variety of fitness activities. Students are required to dress out and participate every day. Physical Education requires appropriate clothing to consist of athletic shorts, shirt, and athletic shoes. Uniforms may be purchased for a fee from the P.E. department.

### **Pre-Athletics**

#### **Full Year**

The pre-athletics program will provide students with a preview of upcoming UIL sports, and it will prepare them for the expectations associated with all facets of LEISD athletics that they will encounter upon their acceptance to the 7th grade athletic program. Every aspect of our athletic program will be introduced in a beginner's fashion and in a non-competitive setting. The pre-athletic class will also focus on developing the whole child as we will also teach values that include: sportsmanship, responsibility, leadership, participation within rules, performing under pressure, physical well-being and teamwork. The pre-athletics program is an integral part of the total school educational program. Uniform is required and can be purchased through the pre-athletics department.

### **Beginning Band**

#### **Full Year**

Middle Schools offer instruction in instrument classes. Students are required to participate in two evening performances, one in the first semester and the other in the spring. A registration/activity fee

per year is required for all students. These fees pay for the book, band shirt, binder, extra music, and the spring contest trip. Students using school issued instruments pay an additional instrument usage fee.

## **Beginning Choir**

### **Full Year**

Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including UIL. Performance at concerts and scheduled events will be expected.

## **Introduction to Engineering**

### **Semester**

This one-semester local credit course is designed to give 6th grade students the opportunity to explore engineering concepts and the design process through a variety of exciting design challenges. This course is an excellent way to prepare for the high school credit Gateway classes offered in 7th and 8th grades. Students will learn how professional engineers document their work by keeping a detailed engineering notebook.

## **7<sup>th</sup> Grade Electives**

### **Physical Education**

#### **Semester or Full Year**

Physical Education provides students with opportunities to develop skills and sportsmanship through a variety of fitness activities. Students are required to dress out and participate every day. Physical Education requires appropriate clothing to consist of athletic shorts, shirt, and athletic shoes. Uniforms may be purchased for a fee from the P.E. department.

### **Athletics – Girls**

#### **Full Year**

**Prerequisite:** Pre-Athletics and/or tryout

Girls Athletics includes Volleyball, Football, Cross Country, Basketball, Track, Tennis, and Soccer. Athletes are encouraged to try out for all sports and participate in two sports to be placed in the athletic period. Physicals and online athletic forms are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a fee to purchase shorts, shirts and warmups worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Enrollment is by tryout only and permission of the coaching staff.

### **Athletics – Boys**

#### **Full Year**

**Prerequisite:** Pre-Athletics and/or tryout

Boys Athletics includes Football, Cross Country, Basketball, Track, Tennis and Soccer. Athletes are encouraged to try out for all sports and participate in two sports to be placed in the athletic period. Physicals and online athletic forms are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a fee to purchase short, shirts and warmups worn during

each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Enrollment by tryout only and permission of the coaching staff.

## **Band**

### **Full Year**

Director Placement will Apply

Options for placement include: Concert, Symphonic, and Honor

Band classes may focus on fundamental and remedial playing skills, concert/contest, or accelerated instruction. Bands may perform public concerts and contests. There will be some morning and after school practices in preparation for performances. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration or equipment fees may apply.

## **Choir**

### **Full Year**

Placement based on audition will Apply

Options for placement include: Lobo (Tenor-Bass or Soprano Alto), or Bel Canto

Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including UIL. Expectations for choir students significantly increase at the Junior High Level. Performance at concerts and scheduled events will be expected when a timely notice has been provided. Registration fees may apply.

## **Intro to Technical Theatre**

### **(7th or 8th grade) Semester**

**Prerequisite:** Beginning Theatre

This course introduces the learner to the backstage careers and activities in theatrical production. Students will work individually and in groups to design, create, and present a variety of technical elements. Students will develop basic theatrical knowledge, scene study technique, and effective critique. This course develops students' tool knowledge and freedom of creative expression.

## **Investigating Careers**

### **Semester**

#### **CTE Local Requirement**

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. In this course students will learn about their interests and begin to develop their 4-year plan for high school.

## **Partners in Art**

### **Full Year**

**Prerequisite:** Interview Required

This is a fine arts course in which students with special needs are partnered with other students. These

partners will explore two-dimensional and three-dimensional media through arts and crafts projects. They will be actively involved with creating art in an inclusive environment. Students will gain insight into students with special needs while the special needs students learn a basic understanding of art. (May not be offered at all campuses.)

## **Partners in PE**

### **Full Year**

**Prerequisite:** Interview Required

The purpose of Partners in PE. is to provide our adaptive physical education students with peer tutors/coaches. This program provides opportunities for Partners in PE. to serve as mentors/role models for students with special needs, as well as to bond with students whom they might not otherwise have opportunities to become friends with. (May not be offered at all campuses.)

## **Gateway to Technology I (Engineering) - Design and Modeling / Automation and Robotics**

.5 high school credit

Grades 7 and 8 (1 semester only)

Students will use the engineering design process while learning about concepts related to design and automation. Skills and activities include 3D computer modeling and printing, building and testing prototypes and studying automation through a series of builds and programming tasks. Students will keep a detailed engineering notebook while working and learning at a rigorous pace.

## **Gateway to Technology III (Engineering) - Energy and Environment / Flight and Space**

.5 high school credit

Grades 7 and 8 (1 semester only)

Students will use the engineering design process while learning about concepts related to energy and flight. Students will learn about Newton's Laws of Motion, Bernoulli's Principle and the Law of Conservation of Energy through a series of building and design projects. Students will keep a detailed engineering notebook and work/learn at a rigorous pace.

## **8<sup>th</sup> Grade Electives**

### **Physical Education, PE**

**(Required unless already fulfilled through PE, Athletics, Partners in PE.)**

Physical Education provides students with opportunities to develop skills and sportsmanship through a variety of fitness activities. Students are required to dress out and participate every day. P.E. requires appropriate clothing to consist of athletic shorts, shirt, and athletic shoes. Uniforms may be purchased for a fee from the P.E. department.

### **Athletics – Girls**

#### **Full Year**

**Prerequisite:** 7th-Athletics or tryout

Girls Athletics includes Volleyball, Football, Cross Country, Basketball, Track, Tennis, and Soccer. Athletes are encouraged to try out for all sports and participate in two sports to be placed in the athletic period. Physicals and online athletic forms are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a fee to purchase shorts, shirts and

warmups worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Enrollment is by tryout only and permission of the coaching staff.

## **Athletics – Boys**

### **Full Year**

**Prerequisite:** 7th Athletics or tryout

Boys Athletics includes Football, Cross Country, Basketball, Track, Tennis and Soccer. Athletes are encouraged to try out for all sports and participate in two sports to be placed in the athletic period. Physicals and online athletic forms are required prior to participation. Athletes are required to dress out and participate every day. Athletics requires a fee to purchase short, shirts and warmups worn during each practice. Practices outside of regular school hours are required. Students are required to maintain passing grades and above average behavior to participate in athletics. Enrollment by tryout only and permission of the coaching staff.

## **Partners in P.E.**

### **Full Year**

**Prerequisite:** Interview Required

The purpose of Partners in PE. is to provide our adaptive physical education students with peer tutors/coaches. This program provides opportunities for Partners in PE. to serve as mentors/role models for students with special needs, as well as to bond with students whom they might not otherwise have opportunities to become friends with.

## **Partners in Art**

### **Full Year**

**Prerequisite:** Interview Required

This is a fine arts course in which students with special needs are partnered with other students. These partners will explore two-dimensional and three-dimensional media through arts and crafts projects. They will be actively involved with creating art in an inclusive environment. Students will gain insight into students with special needs while the special needs students learn a basic understanding of art. (May not be offered at all campuses.)

## **Band**

### **Full Year**

Director Placement will Apply

Options for placement include: Concert, Symphonic, and Honor

Band classes may focus on fundamental and remedial playing skills, concert/contest, or accelerated instruction. Bands may perform public concerts and contests. There will be some morning and after school practices in preparation for performances. Students new to our district should be ready to show their highest level of musicianship achieved for band placement. A strict code of conduct will be enforced. Registration or equipment fees may apply.

## **Choir**

### **Full Year**

Placement based on audition will Apply

Options for placement include: Lobo (Tenor-Bass or Soprano Alto), or Bel Canto

Students will learn to develop vocal range, intonation and resonance. Students will learn to read music. Throughout the school year, students will perform at concerts and sing at vocal contests including UIL. Expectations for choir students significantly increase at the Junior High Level. Performance at concerts and scheduled events will be expected when a timely notice has been provided. Registration fees may apply.

## **Investigating Careers**

### **Semester**

### **CTE Local Requirement**

The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment. In this course students will learn about their interests and begin to develop their 4-year plan for high school.

## **Sculpture**

### **Semester**

**Prerequisite:** 1 Beginning or Intermediate Art

This course will explore 3-dimensional art. Students will create projects using a variety of media, including clay, paper-maché, and mixed media and will learn the difference between “relief” and “sculpture in the round.” Projects will include the study of sculpture through time. Fees may apply.

## **Student Aide**

### **Semester**

**Prerequisite:** Screening Process Counselor Approval Only

Students will assist with campus needs as assigned.

## **Gateway to Technology (Engineering) I - Design and Modeling / Automation and Robotics**

.5 high school credit

Grades 7 or 8 (1 semester only)

Students will use the engineering design process while learning about concepts related to design and automation. Skills and activities include 3D computer modeling and printing, building and testing prototypes and studying automation through a series of builds and programming tasks. Students will keep a detailed engineering notebook while working and learning at a rigorous pace.

## **Gateway to Technology III (Engineering) - Energy and Environment / Flight and Space**

.5 high school credit

Grades 7 and 8 (1 semester only)

Students will use the engineering design process while learning about concepts related to energy and flight. Students will learn about Newton’s Laws of Motion, Bernoulli’s Principle and the Law of Conservation of Energy through a series of building and design projects. Students will keep a detailed engineering notebook and work/learn at a rigorous pace.

## **Gateway to Technology (Engineering) IV - Medical Detectives / Green Architecture**

.5 high school credit  
Grade 8 (1 semester only)

Students will use the engineering design process while learning about concepts related to medical topics and green architecture. Students will explore the process of diagnosing and treating a variety of diseases as well as how to design and build homes using green standards and basic architectural principles. Students will keep a detailed engineering notebook and work/learn at a rigorous pace.