



# Middle School Academic Planning Guide 2024-2025

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### **Vision Statement**

Inspiring excellence today to change the world tomorrow.

### **Mission Statement**

The mission of Midlothian ISD is to educate students by empowering them to maximize their potential.

### **Belief Statements**

- We believe that safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- We believe a high-quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- We believe that effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

### **Cultural Tenets**

We Are Family ~ Unlimited Potential ~ Excellence Through Purpose  
Honor Relationships ~ Celebrate the Power of Diversity ~ Midlothian Strong

### **Visionary Leader Profile**

Serves First ~ Fosters Innovation ~ Communicates Effectively  
Exhibits Integrity ~ Empowers Others

### **Learner Profile**

Servant Leader ~ Digital Citizen ~ Cultural Leader ~ Innovative Designer ~ Knowledge  
Constructor ~ Critical Thinker ~ Creative Communicator ~ Global Collaborator ~ Peer Supporter  
~Empowered Learner ~ Reflective Self-Evaluator ~ Purposeful Explorer

# **MIDLOTHIAN INDEPENDENT SCHOOL DISTRICT**

100 Walter Stephenson Rd., Midlothian, TX 76065, (469) 856-5000

[www.misd.gs](http://www.misd.gs)

## **BOARD OF TRUSTEES**

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## CAMPUS LEADERSHIP



### **Earl and Martha Lou Dieterich Middle School**

Cassandra Ricks  
Sherise Webster  
Joseph Kelly  
Tonya Colman  
Mendi Melton

Principal  
Assistant Principal  
Assistant Principal  
Counselor  
Counselor



### **Frank Seale Middle School**

Alanna Lewallen  
Megan Pearson  
Cesar Quintero  
Jacqueline Alexander  
Ashley Bartlett

Principal  
Assistant Principal  
Assistant Principal  
Counselor  
Counselor



### **Walnut Grove Middle School**

Carly Woolery  
David Fontenot  
Natalie Dennington  
Ally Houchin  
Emily Rogers

Principal  
Assistant Principal  
Assistant Principal  
Counselor  
Counselor

### **Assurance of Nondiscrimination**

It is the policy of the Midlothian Independent School district to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no persons shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personal action, or be denied any benefits of participation in any programs on the grounds of race, religion, color, national origin, sex, handicapped disadvantages, limited English proficient, age or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration).

# Midlothian ISD Middle School Academic Planning Guide

This Academic Planning Guide is designed to assist students, parents, and counselors in making important decisions about a student's school years. The guide includes preparatory information concerning future planning and personal graduation plans, and the academic requirements for graduation. For more information on other requirements for graduation please refer to the MISD Academic Planning Guide. Please note this document, and the procedures found within, are subject to change from year to year. Presented on the following pages are the possible graduation programs for students at Midlothian ISD schools.

Course descriptions are listed with accompanying information about prerequisites and grade level placement. It is strongly encouraged that parents, students, and counselors partner together to give careful attention to course sequences and how those align with the selected graduation plan.

## High School Information for Middle School Parents/Students. A Time for Decision Making

Planning for your high school program takes careful and detailed planning starting in middle school. Although many courses will be determined by the graduation plan selected, students will have other choices to make during the next few years of school. The courses selected should be guided largely by the student's plans for the future.

Some guiding questions for academic planning conversations could include:

- Will you continue your education in college or in a trade or vocational school?
- Do you want to learn a career skill in order to enter the full-time work force immediately after school?
- Are you interested in a technical field?
- Are you thinking of entering a profession that requires many years of specialized education?

## Graduation Information

### Personal Graduation Plan

Students will begin planning their future during their eighth grade year. During this year, counselors will work with students on selecting a Personal Graduation Plan (PGP) that outlines their 4 years of high school coursework. This PGP is flexible and can possibly be adjusted early in the student's high school career. Each year after their eighth grade year, counselors will continue to meet with students to discuss any changes in future plans, ensure that students are still on track, and update their Personal Graduation Plan. (See Appendix A for a copy of the PGP.)

Some students are sure of their future plans from the day they enter high school; others are not. It is also common for young people to change their minds about which career to choose. For this reason, it is important to plan for a challenging program. By maintaining a challenging educational program, a student has more options if he/she changes career plans later.

Through the work of the MISD Learner Profile, MISD students will be prepared to leave high school with the skills necessary to compete in a global marketplace.

### Foundation High School Program plus Endorsement

The State of Texas has developed the Foundation High School Program (FHSP) as the "default curriculum." It is an expectation that all Midlothian ISD high school students will complete the Foundation High School Program plus one or more endorsements to earn a diploma. Through the coursework, a

student needs to earn 26 state credits following the courses required in the FHSP + endorsement. Exceptions to this expectation should be determined through an extensive decision making process that includes the student, the student's parent or guardian, teachers, school administrators, and a guidance counselor.

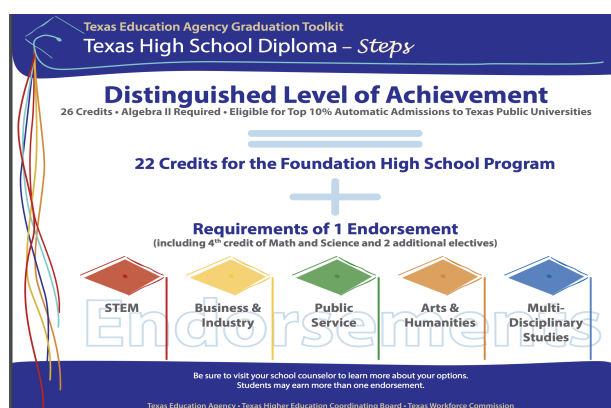
## Distinguished Level of Achievement

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II. The Distinguished Level of Achievement includes 26 graduation credits. A student must earn this designation to be eligible for Top 10% Automatic Admission to a Texas public university.

## Endorsements

Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement in the ninth grade. A high school guidance counselor will help students select appropriate endorsements during 8th grade as a part of their Personal Graduation Plan (PGP) in order to be purposeful with their course selections for all four years of high school.

For more information related to endorsements, visit the Texas Education Agency (TEA) website and the [high school graduation toolkit](#).



## Performance Acknowledgements

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE®, the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

## EOC Student Assessment Requirements for Graduation

To receive a Texas high school diploma, a student must complete all the necessary coursework for graduation (see above) and must also demonstrate proficiency on the End of Course (EOC) exams in the following subject areas: Algebra I, English I, English II, US History, and Biology. Students are expected to obtain at least a minimum passing score in each subject area to meet graduation requirements.

# Using the Academic Planning Guide

- The Middle School Academic Planning Guide provides course information for required courses and electives.
- Courses have been organized by grade level.
- Elective course selections are not guaranteed, as each course offered is dependent upon meeting the limit for number of students per section and/or the master schedule for that school year.
- Each course description provides the course title and subject area, grade level taught, any prerequisites for the course, the course number and state code, and a brief summary of the course
- . If you have questions about the abbreviations or terms included for each course, please refer to the information below.

## EXPLANATION OF ABBREVIATIONS/TERMS

ELAR: English Language Arts Reading

MS: Middle School

HS: High School, as referred to for high school credit course

PREREQUISITE: Requirement needed prior to taking the course

LENGTH: YR (year long course), SM (semester course)

COURSE: Number used to identify the course for scheduling

PEIMS: State code used to identify the course

HONORS: Advanced level course

# Course Requirements for Middle School

## 6th GRADE

Students are required to enroll in one course in each of the following content areas:

English Language Arts Reading (ELAR), Math, World Cultures: Social Studies, Science, TechnologyApplications/Leadership, Physical Education or Pre-Athletics, and a Fine Arts course of their choosing

Note: In place of an elective, students may be enrolled in an intervention class based on academic need.

## 7th GRADE

Students will enroll in one course in each of the following content areas:

English Language Arts Reading (ELAR), Math, Texas History: Social Studies, Science, Physical Education or Athletics

Students will select elective courses to fill the remainder of the school day. Note: In place of an elective, students may be enrolled in an intervention class based on academic need.

## 8th GRADE

Students will enroll in one course in each of the following content areas:

English Language Arts Reading (ELAR), Math, US History: Social Studies, Science,

Students will select elective courses to fill the remainder of the school day. Note: In place of an elective, students may be enrolled in an intervention class based on academic need.



## PHYSICAL EDUCATION REQUIREMENTS

Students in grades 6–8 must participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during the 6th–8th grade levels as part of the district's physical education curriculum. Students may enroll in physical education courses or physical education substitution courses such as pre-athletics, athletics, dance or an appropriate private or commercially sponsored physical activity programs conducted off campus to satisfy this requirement.

For off-campus PE substitutions, students must submit an application for approval prior to the start of the semester in which the student wishes to participate. Specific criteria related to administrative approval, grade reporting requirements, transportation, awarding credit, and other important information is contained in the application. Applications can be requested from the campus counselor. The following program requirements must be met:

1. Off-Campus physical activity programs will be approved on an individual basis for those students who are recommended by qualified instructors.
2. Only students in grades six (6) through twelve (12) will be eligible for consideration for the program.

The district will offer two categories of participation:

1. Level 1: (Olympic-level participation and/or competition) These programs involve a minimum of fifteen (15) hours per week of highly intense, professionally supervised training. Students qualifying at this level may be dismissed from one hour per day for such participation. ***Students dismissed may not miss any class other than physical education.***
2. Level 2: (Private/Commercial Level) These programs are to be of high quality, well-supervised by (Superintendent certified) appropriately trained instructors, and will consist of a minimum of five (5) hours per week. ***Students certified to participate at this level may not be dismissed from any part of the regular school day.***

The student must participate a minimum of 100 minutes during the five (5) day-week (Monday through Friday); plus, an additional day that may fall on either the weekend or during the week. All such participation must be under the direct supervision of the instructor.

## Grading Guidelines

The [grading guidelines](#) reflect EIA (Local) Policy. EIC (Local) explains that the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of skills and that a sufficient number of grades are taken to support the grade average assigned.

Academic Weighting of Average	50% Major 50% Minor
Honors/Advanced Weighting of Average	60% Major 40% Minor
High School Courses Taken in Middle School	50% Major 50% Minor

There is not an overall grade point average (GPA) for middle school courses. Middle school courses are not applied to a student's high school GPA unless they are designated as a high school course. Additionally, Honors courses in middle school do not have weighted points added. However, grades earned will be used to determine eligibility for UIL participation and National Junior Honors Society.

**Please see the section labeled "High School Courses in Middle School" for further information regarding grade point averages for high school credit courses taken in middle school.**

# Advanced Academics and Advanced Courses

Midlothian ISD offers many advanced courses to middle school students. Participation in advanced academic coursework sets a foundation for college and career readiness. Advanced courses are intended to develop students' literacy depth and complexity, critical thinking and problem-solving skills, and analysis of content so they have the tools to apply skills in real world settings. These courses are designed to challenge students through rigorous instruction and complex learning tasks in order to prepare them for success in future advanced classes in high school, such as Advanced Placement (AP) and Dual Credit. Taking advanced level courses in middle school is not a requirement for enrollment in advanced level courses in high school.

## HONORS COURSES

Advanced level courses in middle school are labeled as "Honors" courses for ELAR, Science, and Social Studies. Honors level courses are taught at a different level of difficulty compared to the on level course. Honors course selections are not "all or nothing." Students may take one Honors course or may take Honors for all of their core classes. Students in Honors courses will be challenged in a variety of ways, which may include:

- introduction to the content at a faster pace,
- depth and complexity in which the content is taught,
- inquiry based learning, and
- critical thinking and analysis to solve problems

Any student may enroll in a course designated as "Honors". To determine if taking Honors courses is appropriate for your student, input from a previous teacher of that subject area or a counselor is recommended. Below are traits and skills often seen from a student who is prepared for Honors courses. The student:

- Expresses an interest in the subject
- Works to develop and maintain good study skills and habits
- Manages time effectively and plans ahead in preparation for assignments
- Participates in class and asks for assistance when needed

## GIFTED AND TALENTED

Students identified as Gifted and Talented are served in both on level and advanced level courses through differentiated instruction. It is highly encouraged for Gifted and Talented students to enroll in advanced level Honors courses. Since Honors courses emphasize more depth and complexity, creative problem solving, and critical thinking, it is an optimal learning environment that fosters leadership and maximizes opportunities for independent thinking. In addition to Honors courses, students also have multiple opportunities to earn high school credit while enrolled in middle school. You can find more information about these courses in the section labeled; *High School Credit Courses in Middle School*.

## ADVANCED MATH

Students have the opportunity to accelerate in the subject area of mathematics. Beginning in 6th grade, students may take 6th Advanced Math, which includes all of the 6th grade state standards and half of the 7th grade state standards with students taking the 6th grade STAAR assessment. Taking Advanced Math in the 6th grade allows students to take Advanced Math in the 7th grade, which is the rest of 7th grade state standards and all of 8th grade state standards with taking the 8th grade STAAR assessment. During the student's 8th grade year, they will take Algebra I. Algebra I is a High School credit course and the EOC is a requirement for high school graduation. Students who do not meet a grade of 70 or higher in both semesters of HS Algebra I will not receive credit for the course. Additionally, attendance requirements for credit apply to HS Algebra I. Please see the section *High School Credit Courses in Middle School* for more information.

In 6th and 7th grades, students will have the expectation of working at a faster pace through the curriculum. In 6th grade Advanced Math, students are taught all of 6th grade math TEKS and half of 7th grade math TEKS. In 7th grade Advanced Math, students are taught the remainder of 7th grade TEKS and all of 8th grade TEKS. 7th Advanced Math students will take the 8th grade STAAR Mathematics test. In 8th grade, students will take High School Algebra I and will take the STAAR End of Course (EOC) Exam for Algebra I. Algebra I is a High School credit course and the EOC is a requirement for high school graduation. Students who do not meet a grade of 70 or higher in both semesters of HS Algebra I will not receive credit for the course. Additionally, attendance requirements for credit apply to HS Algebra I. Please see the section High School Credit Courses in Middle School for more information.

# High School Credit Courses in Middle School

At MISD we offer several courses in the 8th grade that are high school credit courses. High school credit courses enhance student confidence during their time in middle school and set them up for success in high school. Completed high school credit courses in middle school increase student opportunity to enroll in high-interest or advanced courses throughout high school. Careful consideration for enrollment in high school courses in middle school is highly encouraged. Students receive state credit from high school courses, and credit awarded is dependent upon grades earned and attendance. Credits apply to the students personal graduation plan, which is generally 26 credits. All grades earned and credits from high school courses are reflected on the student's Academic Achievement Record or transcript. Continue reading the next few sections to learn more about high school credit courses and specific requirements related.

## ATTENDANCE REQUIREMENTS

The Minimum Attendance for Class Credit Law (section 25.092) states, "A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered." A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class.

## GRADING GUIDELINES FOR HIGH SCHOOL COURSES

These guidelines reflect EIA (Local) Policy. EIC (Local) explains that the Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of skills and that a sufficient number of grades are taken to support the grade average assigned. Dual Credit courses in high school will follow Navarro College's grading guidelines.

Academic Weighting of Average	50% Major 50% Minor
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## HIGH SCHOOL GRADE POINT AVERAGE AND TRANSCRIPTS

The High School Grade Point Average (GPA) is a summary of a student's grades across all high school credit courses. All state high school credit courses are included in the student's overall 4-point GPA calculation, whether they earn a passing or failing grade.

However, there are certain courses that are calculated in weighted GPA calculation for class rank purposes. To view the full policy regarding courses included in weighted GPA calculation for class rank, visit the MISD website board policy online and search EIC (Local). Information can also be found in the

MISD High School Academic Planning Guide. All courses taken for high school credit will be reflected on the student's Academic Achievement Record (transcript) with a code that indicates it was taken in middle school. Listed below are the courses offered in the 8th grade that are high school credit courses\*

HS Algebra I- reflected in GPA	HS Spanish
HS mclNC Digital Comm	HS Robotics I
Principles of Agriculture, Food, and Natural Resources	HS PE Lifetime Fitness and Wellness
HS Principles of Arts, Audio/Video, Technology, and Communication	

\* All courses in the table above are included in the student's overall 4-point GPA calculation.

\*\* HS Algebra is included in weighted GPA calculation for class rank.

## **Chapter 74 Courses for Weighted GPA §74.12.2-4**

### **ALGEBRA I STAAR END OF COURSE (EOC) EXAM**

Students taking Algebra I will be administered the STAAR End-of-Course (EOC) Algebra I exam in the spring semester. This test is a rigorous high school assessment. Successful performance on the Algebra I EOC is a requirement for high school graduation. If a student fails to meet the EOC passing standard, the student will receive accelerated instruction and retake the EOC the following year at each opportunity to retest until the state passing standard is met. The Algebra I EOC score is not calculated into a student's semester grade or GPA.

# **Assessments**

### **STAAR (STATE ASSESSMENTS OF ACADEMIC READINESS)**

State testing consists of assessments in the academic core areas: Mathematics, Science, Social Studies, and Reading Language Arts. To find out more information on STAAR and resources related, please visit the Texas Education Agency's website [STAAR Resources](#).

#### **6th Grade STAAR Requirements**

Math and Reading Language Arts

#### **7th Grade STAAR Requirements**

Math and Reading Language Arts

#### **8th Grade STAAR Requirements**

Math or \*Algebra I EOC, Reading Language Arts, Science, Social Studies

\* Algebra 1 EOC - Students enrolled in High School Algebra I must meet standard on the End of Course (EOC) exam, which is also a required element for high school graduation.

### **PSAT 8/9 (PRELIMINARY SCHOLASTIC APTITUDE TEST)**

The PSAT 8/9 is a three-hour examination similar to the SAT. It is given to all 8th graders during the Spring semester. Advantages of taking this test are familiarity with the format of the SAT and performance reports that will help inform future test preparation. To learn more about the PSAT 8/9 and college readiness, visit College Board's PSAT 8/9 resource page at [PSAT 8/9](#).

### **MAP Growth Universal Screener**

MISD's primary purpose for assessing with Measure of Academic Progress (MAP) Growth is to determine each student's instructional level, identifying each student's strengths and challenges, as well as to provide a measurement tool to track student's growth. As a universal screening tool, it will assist in identifying students who are at risk of not meeting grade level standards, as well as those that are

beyond grade level standards. This assessment will not determine mastery of all skills instructed for a particular grade level.

*MAP Growth* is a computer-adaptive test that uses a "RIT" scale to accurately measure what students know, regardless of their grade level, as well as identifying what they are ready to learn next. It creates a personalized assessment experience that accurately measures performance and growth through the school year and over multiple years. The MAP Growth assessment will be given three times per year: beginning of the year, middle of the year and end of the year.

### **TSIA (TEXAS SUCCESS ASSESSMENT INITIATIVE)**

The TSIA2 is part of the Texas Success Initiative program designed to help colleges or universities determine if a student is ready for college-level coursework in the areas of reading, writing, and mathematics. Students wishing to take dual credit courses beginning in the 9th grade will need to successfully meet the score requirements for dual credit enrollment. To learn more about TSIA2, visit the Texas Higher Coordinating Board [website](#).

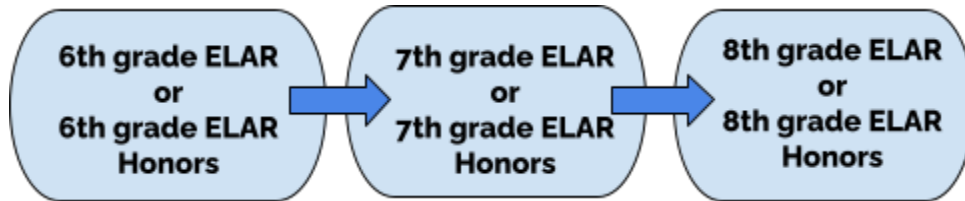
### **Credit by Exam (CBE) For Original Credit**

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction for the purpose of academic acceleration. Students are required to complete an application and will have to test during a specific testing window. The CBE results will be included in the student's weighted GPA if the course is listed in the Ch. 74 chart in this document. CBE tests are given during specific testing windows. When a student seeks to gain credit by exam without prior instruction in the course, a student must make an 80 or higher on each exam. Please refer to the [MISD Acceleration Regulations](#) for more information and application for acceleration.

# Academic Course Offerings

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## English Course Sequence



Students who are seeking more challenging options in English should consider honors courses. Students are required to take ELAR every year while in middle school. They may choose between on-level courses or Honors courses.

### ELAR 6

**Course:** MS1000 | PEIMS: 03200510

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** ELAR 7 or ELAR 7 Honors

**Level Down:** None

**Credits:** 1-Middle School

**State Requirement:** Yes- 6th grade ELAR course for middle school

The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research.

### ELAR 6 HONORS

**Course:** MS1001 | PEIMS: 03200510

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** ELAR 7 or ELAR 7 Honors

**Level Down:** ELAR 6

**Credits:** 1- Middle School

**State Requirement:** Yes- substitute for 6th grade ELAR course for middle school

The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. Through rigorous instruction and engaging learning

opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, research, analytical writing, and language skills. This course will prepare students for the rigor of future Advanced Placement and Dual Credit.

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### **ELAR 7**

**Course:** MS1002 | PEIMS: 03200520      **Grade Placement:** 7      **Length of course:** Year

**Prerequisite:** None

**What's Next:** ELAR 8 or ELAR 8 Honors

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- 7th grade ELAR course for middle school

Students will read, write, listen, speak, and think through an English Language Arts class. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

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### **ELAR 7 HONORS**

**Course:** MS1003 | PEIMS: 03200520      **Grade Placement:** 7      **Length of course:** Year

**Prerequisite:** None

**What's Next:** ELAR 8 or ELAR 8 Honors

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- substitutes for 7th grade ELAR course for middle school

The course will focus on authentic reading and reflective writing as students develop the knowledge and skills with increasing complexity. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. Through rigorous instruction and engaging learning opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, analytical writing, and language skills. This course will prepare students for the rigor of future Advanced Placement and Dual Credit.

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### **ELAR 8**

**Course:** MS1004 | PEIMS: 03200530      **Grade Placement:** 8      **Length of course:** Year

**Prerequisite:** None

**What's Next:** English I or PAP English I

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- 8th grade ELAR course for middle school

Students will read, write, listen, speak, and think through an English Language Arts class. Students will explore the interconnected nature of English Language Arts through the strands of foundational language; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity.

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### **ELAR 8 HONORS**

**Course:** MS1005 | PEIMS: 03200530      **Grade Placement:** 8      **Length of course:** Year

**Prerequisite:** None

**What's Next:** English I or PAP English I

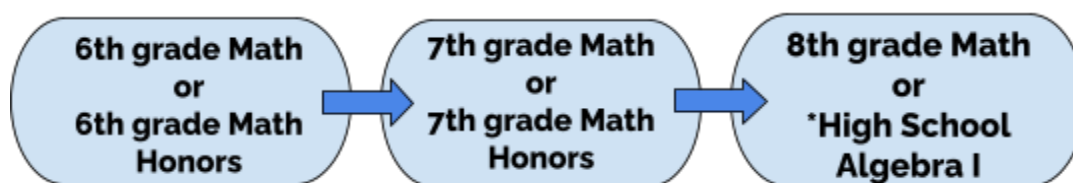
**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- substitutes for 8th grade ELAR course for middle school

The course will focus on academic expression, authentic reading, and reflective writing as students develop the knowledge and skills with increasing complexity. The class is an increase in academic level that covers the same objectives as eighth grade ELAR in more depth and complexity. Through rigorous instruction and engaging learning opportunities, students will focus on those skills that are most essential to their future academic coursework, including close reading, analytical writing, and language skills. Course will prepare students for the rigor of future Advanced Placement and Dual Credit

# Mathematics Course Sequence



Students who are seeking more challenging options in Math should consider honors courses. Students are required to take Math every year while in middle school. They may choose between on-level courses or Honors courses.

Students wanting to take Algebra I will have to show mastery of 7th grade Honors Math (including the 8th grade state standards) before they can enroll in Algebra I per Texas Education Code Chapter 111 Texas Essential Knowledge and Skills for Mathematics Subchapter C § 111.39 (a), see information about prerequisites. If a student does not show mastery they may have the option to take a bridge class over the summer in an attempt to qualify for Algebra I. If the student does not show mastery they will be placed in an 8th grade math course. Both Advanced Math 6 and Honors Math 7 are prerequisites for Algebra I.

## MATH 6

**Course:** MS1050 | **PEIMS:** 02820000 **Grade Placement:** 6 **Length of course:** Year

**Prerequisite:** None

**What's Next:** Math 7

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- 6th grade ELAR course for middle school

Sixth grade math involves number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data. The students use rational numbers, proportional relationships, algebraic relationships, expressions, equations, inequalities, geometry, and coordinate geometry to represent and solve problems.

## MATH 6 ADVANCED

**Course:** MS1051 | **PEIMS:** 02820000 **Grade Placement:** 6 **Length of course:** Year

**Prerequisite:** None

**What's Next:** Math 7 or Math 7 Advanced

**Level Down:** Math 6

**Credits:** 1- Middle School

**State Requirement:** Yes-substitutes for 6th grade math course for middle school

Advanced Mathematics is for students who are highly motivated and interested in math. The pacing and level of instruction will be advanced and accelerated in order for students to develop logical, creative, and independent thinking and problem solving skills. Students will learn 6th grade Math TEKS and half of 7th grade Math TEKS. This course will prepare students for the rigor of future Advanced Placement, and Dual Credit courses. Topics include number and operations, proportionality, expressions, equations, algebraic relationships, and measurement and data.



## **MATH 7**

**Course:** MS1052 | **PEIMS:** 03103000    **Grade Placement:** 7    **Length of course:** Year  
**Prerequisite:** None    **What's Next:** Math 8  
**Level Down:** None    **Credits:** 1- Middle School  
**State Requirement:** Yes-7th grade math course for middle school

Seventh grade math involves addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals as well as percent and geometry for everyday use. The course also includes work on exponents, place value, integers, sets, number theory, prime numbers, graphing, measurement and problem solving.

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## **MATH 7 ADVANCED**

**Course:** MS1053 | **PEIMS:** 03103000    **Grade Placement:** 7    **Length of course:** Year  
**Prerequisite:** Math 6 Advanced    **What's Next:** HS Algebra I  
**Level Down:** Math 7    **Credits:** 1- Middle School  
**State Requirement:** Yes-substitutes for 7th grade math course for middle school

Advanced Mathematics is for students who are highly motivated and interested in math. The pacing and level of instruction will be advanced and accelerated in order for students to develop logical, creative, and independent thinking and problem solving skills. Students will learn half of 7th grade Math TEKS and all of 8th grade Math TEKS. Students will take the **8th grade Math STAAR Assessment**. This course will prepare students for Algebra I.

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## **MATH 8**

**Course:** MS1054 | **PEIMS:** 03103100    **Grade Placement:** 8    **Length of course:** Year  
**Prerequisite:** None    **What's Next:** Algebra I  
**Level Down:** None    **Credits:** 1- Middle School  
**State Requirement:** Yes-8th grade math course for middle school

The eighth grade math course will cover topics involving problem solving in the real world, number and numeration concepts, operations and computation, geometry and measurement, probability and statistics, graphing, relations and functions and financial literacy are topics that will be included.

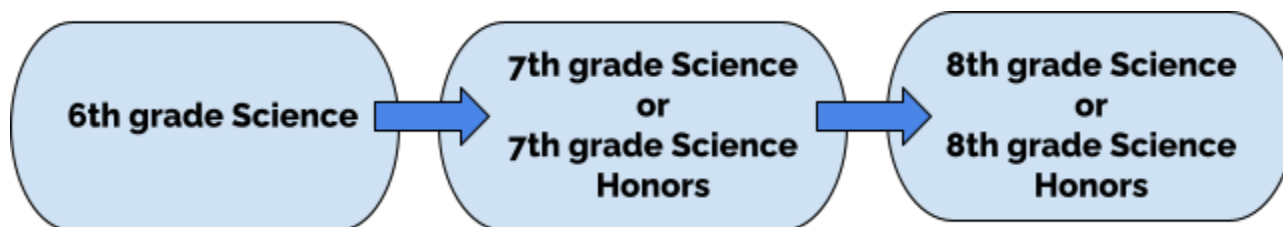
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## **♦ HS ALGEBRA 1**

**Course:** MS1056 | **PEIMS:** 03100500    **Grade Placement:** 8    **Length of course:** Year  
**Prerequisite:** Math 7 Advanced    **What's Next:** Geometry  
**Level Down:** Math 8    **Credits:** 1- High School  
**Weighted GPA:** Yes    **Weight:** 1.0  
**State Requirement:** Yes- High School state requirement and substitutes for 8th middle school math, includes End of Course State Test

Algebra is a course in which students develop algebraic thinking and symbolic reasoning skills. Students study relationships among quantities, with an emphasis on linear, quadratic, and exponential functions. Students will learn to use a variety of representations (concrete, numerical, algorithmic, and graphical) to represent meaningful mathematical situations. A strong foundation in eighth grade math is essential to success in Algebra I. **Students will take the Algebra STAAR End of Course (EOC) exam. Meeting state standards on the Algebra EOC is a high school graduation requirement. Algebra I is a High School Level Course and semester grades will be on the student's High School Transcript.**

# Science Course Sequence



Students who are seeking more challenging options in Science their 7th or 8th grade years should consider honors courses. Students are required to take Science every year while in middle school. They may choose between on-level courses or Honors courses.

## SCIENCE 6

**Course:** MS1070 | **PEIMS:** 02830000    **Grade Placement:** 6    **Length of course:** Year

**Prerequisite:** None

**What's Next:** Science 7 or Science 7 Honors

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes-6th grade science course for middle school

Sixth grade science focuses on providing students foundational instruction in life, Earth, and physical science topics that will prepare them for future science courses. Students will learn about cells, the classification of organisms, physical properties of materials, the study of elements and energy conversions. The layers of the Earth will be explored along with investigating various components of the universe and methods of space exploration. These concepts will be explored through hands-on experiences and experiments through labs.

## SCIENCE 7

**Course:** MS1071 | **PEIMS:** 03060700

**Grade Placement:** 7    **Length of course:** Year

**Prerequisite:** None

**What's Next:** Science 8 or Science 8 Honors

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes-7th grade science course for middle school

Seventh grade science focuses on living systems and how they interact with the non-living factors in the environment. Students will learn organic compounds and how they are recycled due to chemical changes in living systems. Force, motion, and energy are observed in living systems and the environment in several ways such as, interactions between muscular and skeletal systems, the direction and growth of seedlings, turgor pressure, and geotropism. Students will investigate earth and space phenomena observed in a variety of settings. These concepts will be explored through hands-on experiences and experiments through labs.

## SCIENCE 7 HONORS

**Course:** MS1072 | **PEIMS:** 03060700

**Grade Placement:** 7    **Length of course:** Year

**Prerequisite:** None

**What's Next:** Science 8 or Science 8 Honors

**Level Down:** Science 7

**Credits:** 1- Middle School

**State Requirement:** Yes-substitutes for 7th grade science course for middle school

Honors Science is for students who are highly motivated and interested in science. The class covers the same objectives as seventh grade science in more depth and complexity. Students will be expected to complete more

self-directed independent projects than in a regular seventh grade science class. This course will prepare students for the rigor of future Advanced Placement and Dual Credit courses.

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### **SCIENCE 8**

**Course:** MS1073 | PEIMS: 03060800

**Grade Placement:** 8

**Length of course:** Year

**Prerequisite:** None

**What's Next:** Biology I

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- 8th grade science course for middle school

Eighth grade science will primarily focus on earth and space science. Students will recognize that matter is composed of atoms. Students will experiment with the relationship between forces and motion through the study of Newton's three laws and how these forces relate to geologic processes and astronomical phenomena. Students will identify the role of natural events in altering Earth systems. Interactions between organisms in ecosystems, including producer/consumer, predator/prey, and parasite/host relationships, are investigated in aquatic and terrestrial systems. These concepts will be explored through hands-on experiences and experiments through labs.

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### **SCIENCE 8 HONORS**

**Course:** MS1074 | PEIMS: 03060800

**Grade Placement:** 8

**Length of course:** Year

**Prerequisite:** None

**What's Next:** Biology I

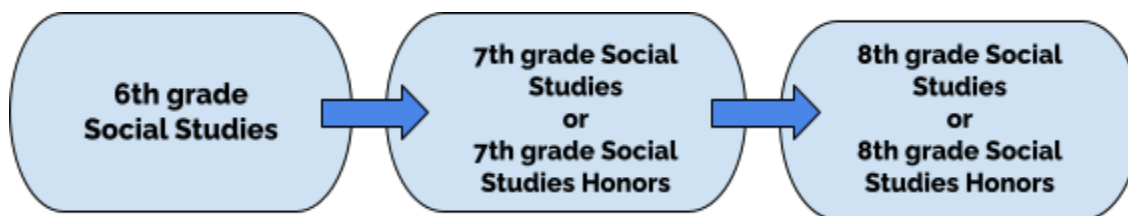
**Level Down:** Science 8

**Credits:** 1- Middle School

**State Requirement:** Yes-substitutes for 8th grade science course for middle school

Honors Science is for students who are highly motivated and interested in science. The class covers the same objectives as eighth grade science in more depth and complexity. Students will be expected to complete more self-directed independent projects than in a regular eighth grade science class. Students will be expected to participate in the school Science Fair. This course will prepare students for the rigor of future Advanced Placement and Dual Credit classes. These concepts will be explored through hands-on experiences and experiments through labs.

## **Social Studies Course Sequence**



Students who are seeking more challenging options in Science their 7th or 8th grade years should consider honors courses. Students are required to take Science every year while in middle school. They may choose between on-level courses or Honors courses.

## **SOCIAL STUDIES 6**

**Course: MS1100 | PEIMS: 02870000**

**Grade Placement: 6                      Length of course: Year                      Prerequisite: None**

**What's Next: Social Studies 7 or Social Studies 7 Honors**

**Level Down: None                      Credits: 1- Middle School**

**State Requirement: Yes-6th grade social studies course for middle school**

The World Cultures and Geography course provides opportunities for students to study people, places, and societies of the contemporary world. Students will gain a deeper understanding of the many regions around the world and compare institutions common to all societies such as government, education, and religious institutions. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies

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## **SOCIAL STUDIES 7**

**Course: MS1101 | PEIMS: 03343000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: None**

**What's Next: Social Studies 8 or Social Studies 8 Honors**

**Level Down: None                      Credits: 1- Middle School**

**State Requirement: Yes-7th grade social studies course for middle school**

The design of this class provides opportunities for students to study the heritage and legacy of Texas from early days to present. Major events, people, issues, and conflicts provide a framework for analyzing the development of Texas culture. This course design explores two fundamental understandings of Texas history: scientific discoveries and how technological innovations have had an important impact on the political, economic, and social development of Texas; and the economy of Texas is interdependent with that of the United States and that of other nations of the world.

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## **SOCIAL STUDIES 7 HONORS**

**Course: MS1102 | PEIMS: 03343000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: None**

**What's Next: Social Studies**

**Level Down: Science 7                      Credits: 1- Middle School**

**State Requirement: Yes-substitutes for 7th grade social studies course for middle school**

Honors Social Studies is designed for students who are highly motivated and interested in social studies. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in Texas history and geography. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue topics in more detail.

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## **SOCIAL STUDIES 8**

**Course: MS1103 | PEIMS: 03343100**

**Grade Placement: 8                      Length of course: Year                      Prerequisite: None**

**What's Next: World Geography or Advanced Placement Human Geography**

**Level Down: None                      Credits: 1- Middle School**

**State Requirement: Yes- 8th grade social studies course for middle school**

U.S. History introduces the first half of our national history, heritage, and legacy. The span of this course includes the earliest beginnings of our nation, the steps forward of the early republic, and the significant issues and events through the Civil War and Reconstruction. Early American history emphasizes the development and structure of the Constitution, as well as the relationship of the Bill of Rights to the nature of citizenship in the democracy of the United States. This course design explores two fundamental understandings of early American history: several important reasons contributed to the growth of representative government in the United States; and citizens of the United States have both rights and responsibilities.

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## **SOCIAL STUDIES 8 HONORS**

**Course:** MS1104 | PEIMS: 03343100

**Grade Placement:** 8

**Length of course:** Year

**Prerequisite:** None

**What's Next:** World Geography or Advanced Placement Human Geography

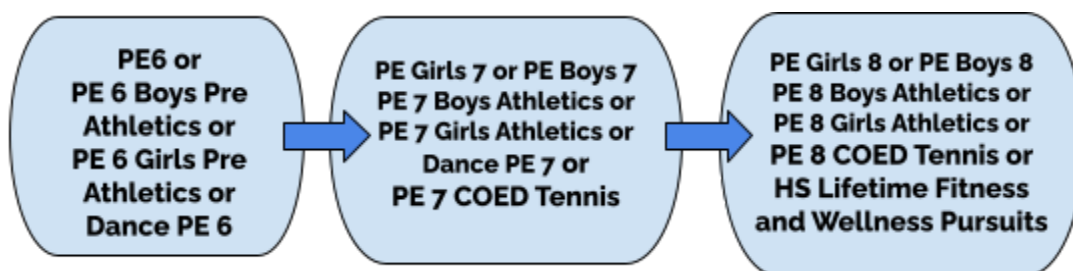
**Level Down:** Social Studies 8

**Credits:** 1- Middle School

**State Requirement:** Yes- substitutes for 8th grade social studies course for middle school

Honors social studies is designed for students who are highly motivated and interested in social studies. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in United States history. The basic content is the same as that of the eighth grade Social Studies, but this course provides the student with the opportunity to pursue topics in more detail. The student will research and develop products that encourage deeper understanding of United States history.

# **Physical Education**



Students are required to participate in 2 years of middle school physical education. If a student completes their 2 year requirement, then they are eligible for a High School Physical Education Credit that will be reflected on their High School transcript. Per the Texas Education Agency, this credit may only be earned through HS Lifetime Fitness and Wellness Pursuits (PE).

## **PE 6**

**Course:** MS1305 | PEIMS: 02850000

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** PE 7

**Level Down:** None

**Credits:** 1- Middle School

**State Requirement:** Yes- middle school students are required to have 2 credits of PE

This course is a basic physical education class in which students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Students will participate in fitness training, physical games and sports, and will learn coordination and overall physical health and well being. Students must dress out in appropriate athletic attire each day.

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## **PE 6 BOYS PRE ATHLETICS**

**Course:** MS1306 | PEIMS: 02850000

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** PE7 or PE Boys 7 Athletics

**Level Down:** PE 6

**Credits:** 1- Middle School

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

This course is designed as a prep course for students who plan on participating in athletics in the seventh grade. Skill development for team sports is the primary focus, including a focus on football and basketball. Terminology and systems of play relative to the middle school/high school feeder pattern will also be introduced. Additional practice outside of the school day is not required. Students must dress out in appropriate athletic attire each day.

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#### **PE 6 GIRLS PRE ATHLETICS**

**Course: MS1307 | PEIMS: 02850000**

**Grade Placement: 6                      Length of course: Year                      Prerequisite: None**

**What's Next: PE7 or PE Girls 7 Athletics**

**Level Down: PE 6                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

This course is designed as a prep course for students who plan on participating in athletics in the seventh grade. Skill development for team sports is the primary focus including a focus on volleyball and basketball. Terminology and systems of play relative to the middle school/high school feeder pattern will also be introduced. Additional practice outside of the school day is not required. Students must dress out in appropriate athletic attire each day.

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#### **DANCE PE 6**

**Course: MS1300 | PEIMS: 02850000**

**Grade Placement: 6                      Length of course: Year                      Prerequisite: None**

**What's Next: PE7 or Dance PE 7**

**Level Down: PE 6                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course, students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. \* **Fees and required attire associated**

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#### **PE 7 BOYS**

**Course: MS1311 | PEIMS: 03823000**

**Grade Placement: 7                      Length of course: Year**

**What's Next: PE 8 or HS Lifetime Fitness and Wellness**

**Level Down: None                      Credits: 1- Middle School**

**State Requirement: Yes- middle school students are required to have 2 credits of PE**

#### **PE 7 GIRLS**

**Course: MS1313 | PEIMS: 03823000**

**Prerequisite: None**

This course is a basic physical education class in which students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Students will participate in fitness training, physical games and sports, and will learn coordination and overall physical health and well being. Students must dress out in appropriate athletic attire each day.

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#### **PE 7 BOYS ATHLETICS**

**Course: MS1308 | PEIMS: 03823000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: PE 6 Boys PreAthletics**

**What's Next: PE8 or PE Boys 8 Athletics                      or High School Lifetime and Wellness Pursuits**

**Level Down: PE 7                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course student athletes compete in UIL team competitions such as Football, Basketball, Cross Country, Track and Field, Soccer, Wrestling, and Golf. Students must have a current physical on file each year, must try out for at least two sports, and participate in one or more sports in the fall semester for satisfactory completion of the course. It is recommended that students try out for all sports. Participants must pass all courses in order to be eligible to participate in competition.

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#### **PE 7 GIRLS ATHLETICS**

**Course: MS1310 | PEIMS: 03823000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: PE 6 Girls PreAthletics**

**What's Next: PE8 or PE Girls 8 Athletics                      or High School Lifetime and Wellness Pursuits**

**Level Down: PE 7                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course, student athletes compete in UIL team competitions such as Volleyball, Basketball, Cross Country, Track and Field, Soccer, Wrestling, and Golf. Students must have a current physical on file each year, must try out for at least two sports, and participate in one or more sports in the fall semester for satisfactory completion of the course. It is recommended that students try out for all sports. Participants must pass all courses in order to be eligible to participate in competition.

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#### **PE 7 COED TENNIS**

**Course: MS1309 | PEIMS: 03823000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: None**

**What's Next: PE8 or PE 8 CoEd Tennis or High School Lifetime and Wellness Pursuits**

**Level Down: PE 7                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course, students are taught the basics of tennis with conditioning exercises to prepare students to play high school tennis for competition. Students must have a completed physical on file each year. Tennis equipment may be required.

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#### **DANCE PE 8**

**Course: MS1317 | PEIMS: 03823000**

**Grade Placement: 7                      Length of course: Year                      Prerequisite: None**

**What's Next: HS PE or Dance or Drill Team**

**Level Down: PE 7                      Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course, students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. **\*Fees and required attire associated.**

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#### **PE 8 BOYS**

**Course: MS1311 | PEIMS: 03823000**

**Grade Placement: 8**

**Length of course: Year**

**What's Next: HS Lifetime Fitness and Wellness Pursuits or Athletics at High School Level**

**Level Down: None**

**Credits: 1- Middle School**

#### **PE 8 GIRLS**

**Course: MS1313 | PEIMS: 03823000**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: None**

**What's Next: HS Lifetime Fitness and Wellness Pursuits or Athletics at High School Level**

**Level Down: None**

**Credits: 1- Middle School**

**State Requirement: Yes- middle school students are required to have 2 credits of PE, if the student has already met their 2 required MS credits then they are eligible to enroll in HS Lifetime Fitness and Wellness Pursuits for HS PE credit**

This course is a basic physical education class in which students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. Students will participate in fitness training, physical games and sports, and will learn coordination and overall physical health and well being. Students must dress out in appropriate athletic attire each day.

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#### **PE 8 BOYS ATHLETICS**

**Course: MS1314 | PEIMS: 03823000**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: PE 7 Boys PreAthletics**

**What's Next: High School Athletics**

**Level Down: PE 8 or HS Lifetime Fitness and Wellness Pursuits Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE, this course counts as an elective for students who have already met their requirements, it may NOT count as a high school credit per the Texas Education Agency**

In this course student athletes compete in UIL team competitions such as Football, Basketball, Cross Country, Track and Field, Soccer, Wrestling, and Golf. Students must have a current physical on file each year, must try out for at least two sports, and participate in one or more sports in the fall semester for satisfactory completion of the course. It is recommended that students try out for all sports. Participants must pass all courses in order to be eligible to participate in competition.

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#### **PE 8 GIRLS ATHLETICS**

**Course: MS1316 | PEIMS: 03823000**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: PE 7 Girls PreAthletics**

**What's Next: High School Athletics**

**Level Down: PE 8 or HS Lifetime Fitness and Wellness Pursuits Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE, this course counts as an elective for students who have already met their requirements, it may NOT count as a high school credit per the Texas Education Agency**

In this course, student athletes compete in UIL team competitions such as Volleyball, Basketball, Cross Country, Track and Field, Soccer, Wrestling, and Golf. Students must have a current physical on file each year, must try out for at least two sports, and participate in one or more sports in the fall semester for satisfactory completion of the course. It is recommended that students try out for all sports. Participants must pass all courses in order to be eligible to participate in competition.

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#### **PE 8 COED TENNIS**

**Course: MS1309 | PEIMS: 03823000**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: None**

**What's Next: High School Athletics**

**Level Down: PE 8 or HS Lifetime Fitness and Wellness Pursuits Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE, this course counts as an elective for students who have already met their requirements, it may NOT count as a high school credit per the Texas Education Agency**

In this course, students are taught the basics of tennis with conditioning exercises to prepare students to play high school tennis for competition. Students must have a completed physical on file each year. Tennis equipment may be required.

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## **DANCE PE 8**

**Course: MS1317 | PEIMS: 03823000**

**Grade Placement: 7**

**Length of course: Year**

**Prerequisite: None**

**What's Next: Dance PE 8**

**Level Down: PE 7**

**Credits: 1- Middle School**

**State Requirement: Yes- substitutes for PE requirement, middle school students are required to have 2 credits of PE**

In this course, students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. **\*Fees and required attire associated.**

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## **♦ HS LIFETIME FITNESS AND WELLNESS PURSUITS**

**Course: MS1303 | PEIMS: PES00051**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: 2 years of Middle School PE or PE Substitution**

**What's Next: No further Athletic Requirements**

**Level Down: None**

**Credits: 1- High School**

**State Requirement: Yes- all High School Students are required to have 1 HS PE credit which maybe earned multiple ways, See your counselor for further information about courses that substitute for HS PE credits.**

This course is a study of physical fitness to increase understanding of the relationship between physical fitness activities and health issues, consumer issues, safety practices and assessment of individual fitness levels. Activities will help improve and maintain physical fitness levels and a program will be designed to meet individual needs and interests.

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# Fine Arts

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## Band Courses

### **BAND MS 1**

**Course:** MS1203 | PEIMS: 03154130

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** Band MS2

**Level Down:** None

**Credits:** 1- Middle School

MS Band 1 is a full year class offering instruction on woodwind, brass, and percussion instruments with a focus on the skills necessary for long-term student success. MS Band 1 is designed to be the introductory course to a 3-year course sequence. No music or instrument experience is needed to be a part of this class. Instruction will cover the fundamentals of proper posture and playing position, development of characteristic tone quality and training in music literacy. It is highly recommended that students wishing to be in band during middle school enroll in this course during their 6th grade year. These groups will perform in the Fall, Winter, and Spring Band Concerts, as well as participate in Band Competitions and Solo Contest.

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### **BAND MS 2**

**Course:** MS1204 | PEIMS: 03154230

**Grade Placement:** 7 or 8

**Length of course:** Year

**Prerequisite:** Beginner Band or Audition

**What's Next:** Band MS23

**Level Down:** None

**Credits:** 1- Middle School

The intermediate band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a moderate degree of performance ability. The work of the first year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

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### **BAND MS 3**

**Course:** MS1205 | PEIMS: 03154330

**Grade Placement:** 8

**Length of course:** Year

**Prerequisite:** Beginner Band, Intermediate Band or Audition

**What's Next:** HS Band I

**Level Down:** None

**Credits:** 1- Middle School

The advanced band is primarily a performance organization for students with at least one year of band experience. Members of this organization should have developed a high degree of performance ability. The work of the previous year is continued with a greater emphasis placed upon growing musical awareness and continued development of musicianship, control, and technical facility. Members of this class are expected to participate in all full band activities. Placement in this band would be determined by audition.

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# Choir Courses

## CHOIR MS 1

**Course:** MS1206 | PEIMS: 03154131

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** Choir MS 2

**Level Down:** None

**Credits:** 1- Middle School

Students in beginning choir will be introduced to proper singing techniques, basic music theory, sight reading, and performance skills. No music or instrument experience is required. MS Choir 1 is designed to be the introductory course to a 3-year course sequence. It is highly recommended that students wishing to be in choir during middle school enroll in this course during their 6th grade year.

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## CHOIR MS 2

**Course:** MS1207 | PEIMS: 03154231

**Grade Placement:** 7-8

**Length of course:** Year

**Prerequisite:** Audition may be required

**What's Next:** Choir MS 3

**Level Down:** None

**Credits:** 1- Middle School

Students in choir 2 will improve upon proper singing techniques, learn intermediate music theory, sight reading, and performance skills. Previous choir experience is preferred, but not required. MS Choir 2 is designed to be the intermediate course to a 3-year course sequence. Students in MS Choir 2 will be required to perform publicly at least once per semester, and may be required to attend UIL Concert & Sight-Reading Contest at director's discretion.

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## CHOIR MS 3

**Course:** MS1208 | PEIMS: 03154331

**Grade Placement:** 7-8

**Length of course:** Year

**Prerequisite:** Audition may be required

**What's Next:** HS Choir I

**Level Down:** None

**Credits:** 1- Middle School

Students in choir 3 will master proper singing techniques, learn advanced music theory, sight reading, and performance skills. Previous choir experience is preferred, but not required. MS Choir 3 is designed to be the final course in a 3-year course sequence. Students in MS Choir 3 will be required to perform publicly at least once per semester, and may be required to attend UIL Concert & Sight-Reading Contest at director's discretion.

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# Dance Courses

## DANCE 6

**Course:** MS1209 | PEIMS: 82400DAN

**Grade Placement:** 6

**Length of course:** Year

**Prerequisite:** None

**What's Next:** Dance 7

**Level Down:** None

**Credits:** 1- Middle School

In this course, students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. **\*Fees and required attire associated**

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### **DANCE TEAM 7**

**Course: MS1211 | PEIMS: 82950DAN**

**Grade Placement: 7**

**Length of course: Year**

**Prerequisite: Audition may be required**

**What's Next: Dance 8**

**Level Down: None**

**Credits: 1- Middle School**

Students learn about the importance of being healthy and moving expressively, efficiently and safely through kinesthetic awareness. Students develop responsibility, self-discipline and learn how to effectively work within a team. Evaluating and analyzing dance allows students to develop artistic creative processes through choreography projects. Students selected through the tryout process will participate in required activities outside of school which may include summer camps, performances at sporting events and other events such as competitions and showcases. **\*Fees and required attire associated**

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### **DANCE TEAM 8**

**Course: MS1210 | PEIMS: 83400DAN**

**Grade Placement: 7-8**

**Length of course: Year**

**Prerequisite: Audition may be required**

**What's Next: HS Dance I or Drill Team tryouts**

**Level Down: None**

**Credits: 1- Middle School**

Students learn about the importance of being healthy and moving expressively, efficiently and safely through kinesthetic awareness. Students develop responsibility, self-discipline and learn how to effectively work within a team. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic creative processes through choreography projects. Students selected through the tryout process will participate in required activities outside of school which may include summer camps, performances at sporting events and other events such as competitions and showcases. **\*Fees and required attire associated** *Students selected for squad leader are responsible for payment for summer camp.*

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## **Theatre Arts Courses**

### **THEATRE ARTS MS 1**

**Course: MS1212 | PEIMS: 03154140**

**Grade Placement: 6**

**Length of course: Semester**

**Prerequisite: None**

**What's Next: Theatre 2 or Audition for Theatre Courses**

**Level Down: None**

**Credits: 1- Middle School**

This introductory course will allow learners to develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner and develop the ability to appreciate and evaluate live theatre.

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### **THEATRE ARTS MS 2**

**Course: MS1213 | PEIMS: 03154240**

**Grade Placement: 7**

**Length of course: Semester**

**Prerequisite: None**

**What's Next: Theatre 2 or Audition for Theatre Courses**

**Level Down: None**

**Credits: 1- Middle School**

This course is designed to develop students' theatrical skills by teaching expression through theatre performance. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Topics include theatre heritage and traditions, interpreting, character development using the voice and body expressively, technical elements of theatre, theatre design, and directing and production concepts and skills, all designed to instill an appreciation of live theatre.

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**THEATRE MS2: ONE ACT PLAY I****Course: MS1418 | PEIMS: 03154240****Grade Placement: 7-8****Prerequisite: Audition/Selection Process****Level Down: None****Length of course: Year****What's Next: Theatre 3 or Audition for Theatre Courses****Credits: 1- Middle School**

An auditioned course designed for the committed theatre student interested in continuing theatre participation at the High School level. Students will primarily participate in the UIL One Act Play contest during the school year as well as several other major performance opportunities. Students learn about and participate in all aspects of a full theatrical production.

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**THEATRE MS2: PROD DESIGN I****Course: MS1419 | PEIMS: 03154240****Grade Placement: 6****Prerequisite: Audition/Selection Process****Level Down: None****Length of course: Year****What's Next: Theatre 3 or Audition for Theatre Courses****Credits: 1- Middle School**

Theatre Production Design is a selective, year-long, advanced level elective for students interested in all aspects of theatre behind the scenes. This includes props, costumes, set design, stage make-up, lighting, sound, and non-acting careers in the theatre.

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**THEATRE ARTS MS 3****Course: MS1214 | PEIMS: 03154340****Grade Placement: 8****What's Next: HS Theatre I****Length of course: Semester****Level Down: None****Prerequisite: None****Credits: 1- Middle School**

This eighth grade theatre course is intended to further refine the skills developed in previous Theatre courses. The class is focused on students exhibiting exceptional talents in the field of theatre. Students will use improvisation and pantomime, and will learn to further express thoughts and feelings using effective voice and diction. The students will apply elements of drama to interpret characters using the voice and body expressively. They will learn and apply theatre production skills in the areas of sets, sound, costuming, makeup and publicity. The students will delve deeper into theatre history, exploring major time periods of theatrical development.

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**THEATRE MS3: ONE ACT PLAY II****Course: MS1420 | PEIMS: 03154240****Grade Placement: 8****Prerequisite: Audition/Selection Process****Level Down: None****Length of course: Year****What's Next: HS Theatre I****Credits: 1- Middle School**

An auditioned course designed for the committed theatre student interested in continuing theatre participation at the High School level. Students will primarily participate in the UIL One Act Play contest during the school year as well as several other major performance opportunities. Students learn about and participate in all aspects of a full theatrical production.

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**THEATRE MS3: PROD DESIGN II****Course: MS1421 | PEIMS: 03154340****Grade Placement: 8****Prerequisite: Audition/Selection Process****Level Down: None****Length of course: Year****What's Next: HS Theatre I****Credits: 1- Middle School**

Theatre Production Design is a selective, year-long, advanced level elective for students interested in all aspects of theatre behind the scenes. This includes props, costumes, set design, stage make-up, lighting, sound, and non-acting careers in the theatre.

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# Art Courses

## ART MS 1

**Course:** MS1200 | PEIMS: 03154110

**Grade Placement:** 6

**Length of course:** Semester

**Prerequisite:** None

**What's Next:** Art MS 2 or Advanced Art MS 2

**Level Down:** None

**Credits:** 1- Middle School

This semester-long course is a learner-centered art course. Students will create art and explore materials, techniques, artists, and art historical periods and styles that will boost critical thinking habits, improve collaborative participation, grow creativity, and develop communication skills. Students will explore the art world through the Studio Habits of Mind and in the setting of Teaching Artistic Behavior. Additional art supplies may be needed.

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## ART MS 2

**Course:** MS1201 | PEIMS: 03154210

**Grade Placement:** 7-8

**Length of course:** Semester

**Prerequisite:** None

**What's Next:** Art MS 3

**Level Down:** None

**Credits:** 1- Middle School

This semester-long course is a learner-centered art course. Students will create art and explore materials, techniques, artists, and art historical periods and styles that will boost critical thinking habits, improve collaborative participation, grow creativity, and develop communication skills. Students will explore the art world through the Studio Habits of Mind and in the setting of Teaching Artistic Behavior. Additional art supplies may be needed.

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## ART MS 2: ADVANCED ART I

**Course:** MS1416 | PEIMS: 03154210

**Grade Placement:** 7-8

**Length of course:** Semester

**Prerequisite:** Application/Art MS 1

**What's Next:** HS Art I

**Level Down:** None

**Credits:** 1- Middle School

This yearlong course is a learner-centered art course designed for highly motivated students who wish to work to become confident in their ability to produce a body of professional-quality artwork. Students are expected to develop mastery in concept, composition, and execution of ideas. Students will develop a body of work informed by research of contemporary and master artists, media techniques, cultural exemplars, and peer dialogue. The final portfolio reflects a breadth of experiences in media, style, and theme. Additional art supplies may be needed.

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## ART MS 3

**Course:** MS1202 | PEIMS: 03154310

**Grade Placement:** 8

**Length of course:** Semester

**Prerequisite:** None

**What's Next:** HS Art I

**Level Down:** None

**Credits:** 1- Middle School

This semester-long course is a learner-centered art course. Students will create art and explore materials, techniques, artists, and art historical periods and styles that will boost critical thinking habits, improve collaborative participation, grow creativity, and develop communication skills. Students will explore the art world through the Studio Habits of Mind and in the setting of Teaching Artistic Behavior. Additional art supplies may be needed.

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## **HS ART I**

**Course: MS 5500 | PEIMS: 3500100**

**Grade Placement: 8**

**Length of course: Year**

**Prerequisite: Advanced MS Art 2**

**What's Next: HS Art II**

**Level Down: None**

**Credits: 1- Middle School**

Art I is an introduction to understanding, creating, and appreciating art. Students will learn the language of art through a course emphasis on the Elements of Art and the Principles of Design in their own work and the discussion of the work of others. A variety of arts processes, media, techniques, and visual subject matter will be explored through the creation of original art. Students will learn techniques that develop their perceptual skills. This is a studio class with limited supplies to be furnished by the students.

# **Required 6th grade Elective**

**GATEWAY/TECH APPS/LEADERSHIP 6- this course is a mixture of these subject areas. Descriptors are broken down by each area that will be taught during the course of the year.**

**Grade Placement: 6**

**Length of course: Year**

**Prerequisite: None**

**Credits: 1- Middle School**

## **TECH APP 6**

**Course: MS1415 | PEIMS: 2670060**

In this course, students will learn digital citizenship, basics of graphic design, website creation, basics of typing, understanding of multiple web applications, and online collaboration.

## **STUDENT LEADERSHIP 6**

**Course: MS1511 | PEIMS: 82900SL6**

Student Leadership is a course for students who seek opportunities to expand and deepen their group and individual leadership skills to positively impact their own lives and community. Building on collaborative skills and habits of mind, students gain knowledge and expertise in leadership skills. Students solve relevant and current school and community issues by working collaboratively and independently on high-level, real-world tasks such as project proposals, portfolios, and presentations.

**CAREER AND COLLEGE EXPLORATION 6 (GATEWAY)- Two modules will be covered in this course that lead to career technical pathways at the High school level.**

**Course: MS | PEIMS: 12700110**

## **Design and Modeling - Engineering**

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

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

This unit 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. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

# Other 6th grade Elective Option at WGMS

## **YEARBOOK 6**

**Course: MS1505 | PEIMS: 82900YBK**

**Length: YR**

**Prerequisite: Application and Selection process**

**Grade Placement: 6**

This class produces lasting memories in the form of the school's yearbook. Students will learn to take quality pictures to design, organize the pages, and collaborate with others. Students must be self-disciplined, responsible and must be able to meet deadlines.

\*ONLY WGMS

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# Elective Courses

## Career and Technical Education

### **INTRO DIGITAL MEDIA PRODUCTION 7**

**Course: MS1404 | PEIMS: 82970DIG**

**Length: SM- paired with Intro to Graphic Design**

**Prerequisite: None**

**Grade Placement: 7**

This class is a media and broadcasting class designed to provide students with a groundwork in various forms of media, including writing, video production, and public speaking. This course will have two focuses. The first is to develop the skills necessary to run a news broadcast. The second is to use editing software to create creative videos with a variety of topics, including a PSA and short film. Students will have the opportunity to present their work to the student body. This class is a prerequisite for the Intro to Digital Media Production 8 class.

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### **INTRO GRAPHIC DESIGN 7**

**Course: MS1410 | PEIMS: 82970GRA**

**Length: SM- paired with Intro to Digital Media Production**

**Prerequisite: None**

**Grade Placement: 7**

Graphic Design is all about communication mixed with art. It is all around us. From the social media we see to the toothpaste we use every day, examples of graphic design are everywhere. Students will explore the elements of graphic design and sharpen their designer's eye in this semester-long course.

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### **DIGITAL MEDIA PRODUCTION 7**

**Course: MS1402 | PEIMS: 82970DMP**

**Prerequisite: Application and Selection process**

**Grade Placement: 7**

**Length: YR**

Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

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### **INTRO ROBOTICS 7**

**Course: MS1413 | PEIMS: 82970ROB**

**Prerequisite: None**

**Length: SM- paired with Intro to Gaming and Coding**

**Grade Placement: 7**

Students will learn to create and program robots. Students work with the Lego Mindstorm creation app. Students progress to bigger and more complex robots throughout the year. By the end of the year, students will battle their classmates competing in different tasks.

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### **INTRO GAMING CODING 7**

**Course: MS1408 | PEIMS: 82970GAM**

**Length: SM- paired with Intro Robotics**

**Prerequisite: None**

**Grade Placement: 7**

Intro to Gaming and Coding is a blended class of 7th and 8th grade students. Students focus on the fundamentals of computer science, specifically game design, gameplay, and rudimentary coding skills. Lessons are created in order to develop a broad understanding of each program of study throughout the semester. Students study the elements of game design and eventually develop and program a game of the students' own. This is a prerequisite to HS Gaming Coding 8.

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### **◆ HS DIG MEDIA PROD 8**

**Course: MS1403 | PEIMS: 03580400**

**Prerequisite: Intro to Digital Media Production 7 & Application**

**Length: YR**

**HS Credit: 1.0**

**Grade Placement: 8**

Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

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### **◆ HS ROBOTICS I - 8**

**Course: MS1412 | PEIMS: 13037000**

**Length: YR**

**HS Credit: 1.0**

**Prerequisite: Intro to Robotics 7**

**Grade Placement: 8**

Students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Students progress to bigger and more complex robots throughout the year. By the end of the year, students will battle their classmates competing in different tasks.

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### **◆ HS MXINC 8 DIG COMM**

**Course: MS1401 | PEIMS: 03580610**

**Length: YR**

**HS Credit: 1.0**

**Prerequisite: None**

**Grade Placement: 8**

mxINCedu provides middle school students with the tools and mindset to bring their own business ideas to life. Along the way, they are awakened to new interests, exposed to career paths, and building critical skills. All that energy is harnessed into project-based and purposeful learning.

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### **◆ PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES**

**Course: 8000 | PEIMS: 13000200**

**Grade Placement: 9-10**

**Program of Study: Applied Agricultural Engineering**

**Length of course: Year**

**Prerequisite:** None

**What's Next:** Any other AFNR course without other prerequisites besides Principles of AFNR

**Level Down:** None

**Credits:** 1.0

**Weighted GPA:** No

**Weight:** None

**State Requirement:** No

**Course Level:** Level 1

The major purpose of the Principles of Agriculture, Food, and Natural Resources (AFNR) course is to introduce students to the world of agriculture and the pathways they may pursue within the Midlothian Agriculture program of study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience projects and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about FFA history, speech communications, leadership, wildlife management, archery, livestock, woodworking, and welding.

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#### ◆ PRINCIPLES OF ARTS, A/V TECHNOLOGY AND COMMUNICATION

**Course:** 8100 | PEIMS: 13008200

**Grade Placement:** 8

**Length of course:** Year

**Program of Study:** All AAVTC Pathways

**Prerequisite:** None

**What's Next:** Any other AAVTC pathway course not requiring prerequisites

**Level Down:** None

**Credits:** 1.0

**Weighted GPA:** No

**Weight:** None

**State Requirement:** No

**Course Level:** Level 1

In the Principles of Art, Audio/Video Technology & Communications course, students will gain experience in computer & technology applications and become proficient in oral and written communication.

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## Other Elective Options

#### CHEERLEADING 7

**Course:** MS1318 | PEIMS: 82931CHR

**Grade Placement:** 7

**Length of course:** Year

**Prerequisite:** Tryout/Selection process

**What's Next:** Cheerleading 8

**Level Down:** None

**Credits:** 1- Middle School

Middle school cheer is open to all 7th graders to try out. It is required for a parent/guardian to attend a parent meeting prior to tryouts. Following the parent meeting, tryouts will be conducted and students will be selected based on set criteria. This class requires participation at games, pep rallies, and other special events that may occur outside of the school day, including summer. **Fees and required attire associated**

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#### STUDENT COUNCIL 7

**Course:** MS1509 | PEIMS: 82990SC7

**Grade Placement:** 7

**Length of course:** Semester

**Prerequisite:** Application/Selection Process

**What's Next:** Student Council 8

**Level Down:** None

**Credits:** 1- Middle School

This course provides opportunities for students to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving

techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration, and the community.

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### **YEARBOOK 7**

**Course: MS1505 | PEIMS: 82900YBK**

**Grade Placement: 7**                      **Length of course: Year**

**Prerequisite: Application/Selection Process**

**What's Next: Yearbook 8**

**Level Down: None**

**Credits: 1- Middle School**

This class produces lasting memories in the form of the school's yearbook. Students will learn to take quality pictures to design and organize the pages, and to cooperate with fellow classmates. Students must be self-disciplined, responsible and must be able to meet deadlines.

\*ONLY DMS, WGMS

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### **OUTDOOR EDUCATION 7 (paired with Health 7)**

**Course: MS1503 | PEIMS: 82990OUT**

**Grade Placement: 7**                      **Length of course: Semester**

**Prerequisite: None**

**What's Next: Health 7**

**Level Down: None**

**Credits: 1- Middle School**

An innovative and exciting co-ed, local elective class. Students are taught lifelong skills and activities including: Hunter Education, Fishing, Archery, Boater Education, Orienteering, Survival Skills, First Aid/CPR, Trip Planning, Tackle Crafts, Hiking, Backpacking, Camping, Outdoor Cooking, and Wildlife Conservation. The Outdoor Education curriculum is partnered with programs such as: Outdoors Tomorrow Foundation, Dallas Ecological Foundation, Cabela's Outdoor Fund, Texas Parks and Wildlife, and National Archery in School Program. \* **Fees associated**

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### **HEALTH 7 (paired with Outdoor Education 7)**

**Course: MS1422 | PEIMS: 82932HTH**

**Grade Placement: 7**                      **Length of course: Semester**

**Prerequisite: None**

**What's Next: Outdoor Education 7**

**Level Down: None**

**Credits: 1- Middle School**

In health education, students acquire the health information and skills necessary to become healthy adults. In middle school, students learn about health behaviors that will safeguard their health as well as factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships.

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### **CHEERLEADING 8 LOCAL**

**Course: MS1319 | PEIMS: 83210CHR**

**Grade Placement: 8**                      **Length of course: Semester**

**Prerequisite: Tryout/Selection process**

**What's Next: HS Cheer tryouts**

**Level Down: None**

**Credits: 1- Middle School**

Middle school cheer is open to all 8th graders to try out. This course will be the spring course paired with fall HS Cheerleading. The spring section is a local elective credit only and does not count toward HS PE credit. It is required for a parent/guardian to attend a parent meeting prior to tryouts. Following the parent meeting, tryouts will be conducted and students will be selected based on set criteria.

This class requires participation at games, pep rallies, and other special events that may occur outside of the school day, including summer. **\*Fees and required attire associated**

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### **STUDENT COUNCIL 8**

**Course: MS1510 | PEIMS: 83800SC8**

**Grade Placement: 8** **Length of course: Year**

**Prerequisite: Application/Selection process** **What's Next: HS Student Council Elections**

**Level Down: None** **Credits: 1- Middle School**

This course provides opportunities for students to study, practice and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, leadership roles, human relation skills and understanding the need for civic responsibility. Students enrolled in the course will apply these skills in dealing with peers, school administration, and the community.

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### **YEARBOOK 8**

**Course: MS1507 | PEIMS: 83800YBK**

**Grade Placement: 8** **Length of course: Year**

**Prerequisite: Application/Selection process** **What's Next: HS Yearbook I**

**Level Down: None** **Credits: 1- Middle School**

This class produces lasting memories in the form of the school's yearbook. Students will learn to take quality pictures to design and organize the pages, and to cooperate with fellow classmates. Students must be self-disciplined, responsible and must be able to meet deadlines.

\*ONLY DMS, WGMS

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### **◆ HS SPANISH I**

**Course: 5000 | PEIMS: 3440100**

**Grade Placement: 8-11** **Length of course: Year** **Prerequisite: None**

**What's Next: Spanish II or Spanish II Honors**

**Level Down: None** **Credits: 1.0** **Weighted GPA: No** **Weight: None**

**State Requirement: 2 years of LOTE in the same language**

This introductory course enables the student to learn basic Spanish pronunciation, to acquire basic vocabulary sufficient for simple conversations, to practice basic structure patterns, and to become aware of Spanish culture.

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### **OUTDOOR EDUCATION 8 (paired with Health 8)**

**Course: MS1503 | PEIMS: 82990OUT**

**Grade Placement: 8** **Length of course: Semester** **Prerequisite: None**

**What's Next: Health 8**

**Level Down: None** **Credits: 1- Middle School**

An innovative and exciting co-ed, local elective class. Students are taught lifelong skills and activities including: Hunter Education, Fishing, Archery, Boater Education, Orienteering, Survival Skills, First Aid/CPR, Trip Planning, Tackle Crafts, Hiking, Backpacking, Camping, Outdoor Cooking, and Wildlife Conservation. The Outdoor Education curriculum is partnered with programs such as: Outdoors Tomorrow Foundation, Dallas Ecological Foundation, Cabela's Outdoor Fund, Texas Parks and Wildlife, and National Archery in School Program. **\* Fees associated**

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**HEALTH 8 (paired with Outdoor Education 8)****Course: MS1422 | PEIMS: 82932HTH****Grade Placement: 8****Length of course: Semester****Prerequisite: None****What's Next: Outdoor Education 8****Level Down: None****Credits: 1- Middle School**

In health education, students acquire the health information and skills necessary to become healthy adults. In middle school, students learn about health behaviors that will safeguard their health as well as factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships.

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**STUDENT AIDE 8****Course: MS1515 | PEIMS: 83800AIDE****Prerequisite: Application and Selection process****Length: Semester****STUDENT AIDE 8****Course: MS 1514 | PEIMS: 83800AIDE****Prerequisite: Application and Selection process****Length: Year****Grade Placement: 8**

Students are selected for this course through an application process. Students must model outstanding character, exhibit excellent organizational skills, and show initiative to tasks. Student aide's will assist in the front office with various duties, assist teachers with classroom needs, or assist the librarian by shelving and checking books in and out.

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**PEER ASSISTANCE 8****Course: MS1999****Prerequisite: Application and Selection process****Length: YR****Grade Placement: 8**

Students are selected for this course through an application process. Students must model outstanding character, exhibit excellent organizational skills, and show initiative to tasks. Students will assist coaches by serving as peer teachers with the goal of teaching exceptional learners in the PE environment.

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**LEADERSHIP 7****Course: MS1512 | PEIMS:82990SL7****Prerequisite: None****Length: YR****Grade Placement: 7****LEADERSHIP 8****Course: MS 1513 | PEIMS:83800SL8****Prerequisite: None****Length: YR****Grade Placement: 8**

Students will develop leadership skills in an interactive atmosphere. They will learn personal responsibility for their own actions, attitudes, and behaviors through role play, creative activities, and daily discussions. Students will also develop communication and public speaking skills, and they will be directly involved in community service projects. They will learn that leadership is about being your personal best and supporting others. They will also focus on the necessary academic and personal skills needed to be successful in middle school and beyond. Students will explore time management strategies, personal and academic organizational skills, and participate in motivational and team building activities. This course gives students foundational strategies to help enhance their learning in all core content areas.

# Midlothian ISD

## Personal Graduation Plan (PGP)

High School Four Year Plan with Endorsement - Midlothian ISD							
Name:		Student ID:		Date Initiated:		Cohort:	
School:		Grade:		Date(s) Amended:		Amendments:	
<p>The Four Year Plan is intended to give you and your parent(s) a guide to use as you progress through high school. You will want to review the plan each year to make sure you are taking the required courses for graduation. Your counselor will have sample Career Plans of Study for each of the endorsements that are listed on this page. You may use these as guides to help you select courses that support your career goals. Make sure that you are taking the academic courses that support your post-secondary goals.</p>				Date(s) Amended:		Amendments:	
				Date(s) Amended:		Amendments:	
				Date(s) Amended:		Amendments:	
				Date(s) Amended:		Amendments:	
				Graduation Plans 2019 and beyond			
Endorsement(s):		My Post High School Plans:			Foundation	+Endorsement(s)	Distinguished
STEM		Two Year College		Discipline	Credits	Credits	Credits
Business & Industry		Technical Training		English	4	4	
Arts & Humanities		Four Year College		Math	3	4	include Algebra II
Public Services		Military		Science	3	4	
Multidisciplinary		Employment		Social Studies	3	3-4	
My Graduation Plan Type Is:		Other		Lang. other than English	2	2	
Foundation w/Endorsement		Career Interest		Fine Arts	1	1	
Distinguished				Physical Education	1	1	
Foundation w/o Endorsement				Electives	5	6-7	
Opt-Out Date				Total Credits for Graduation	22	26	26
<p><b>Directions:</b> Students need to complete additional courses in math and science to earn an endorsement. In order to earn the additional distinguished indicator, students must complete Algebra II. Students are also encouraged to take advanced coursework in their academic and career related disciplines.</p>							
Courses	High School Credit Earned in Middle School	9th Grade	10th Grade	11th Grade	12th Grade		
1		English I	English II	English III	English IV Business English	Creative Writing	
2		Math:	Math:	Math:	Math:		
3		Science:	Science:	Science:	Science:		
4		Social Studies:	Social Studies:	U.S. History	Gov't/Eco		
5							
6							
7							
<p>I understand that this plan is flexible. I understand the benefits of graduating with an endorsement and in order to be eligible for Top 10% automatic admission to a public university in Texas, a student must graduate on the Distinguished Plan including earning credit for Algebra II.</p>							
Student Signature:		Parent Signature:		Date:			
***Community Service Hour Requirements for High School Graduation = 10 hours Total or 2.5 hours per year***							