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# MIDDLE SCHOOL COURSE SELECTION GUIDE

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**2026-2027**



# NORTHWEST

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## INDEPENDENT SCHOOL DISTRICT

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### DISCRIMINATION DISCLAIMER

Northwest Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

Northwest I.S.D. does not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the American with Disabilities ACT (AD) interested persons should contact the school.

The Northwest I.S.D. will take steps to assure that a lack of English language skills will not be a barrier to admission and participation IN all educational programs.

## SCHOOL ADMINISTRATION



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**C.W. Worthington Middle School**

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**Truett Wilson Middle School**

**Principal** | Tim Berube



**Barksdale Middle School**

**Principal** | Patricia Lutkenhaus

# PROFILE OF A GRADUATE

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As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be future ready: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

## Ready for College

To prepare to be **future ready**, a student who graduates from NISD will:

- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

## Ready for the Global Workplace

To prepare to be **future ready**, a student who graduates from NISD will:

- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibly to a changing global community.

## Ready for Personal Success

To prepare to be **future ready**, a student who graduates from NISD will:

- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well- balanced lifestyle.
- Show initiative and responsibility through positive actions to express self- motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

# ABOUT NISD

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## Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities. Learning is influenced by environment.

## Vision

Northwest ISD empowers learners and leaders to positively impact the world.

## Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

## Strategic Goals

1. Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.
2. Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.
3. Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.



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# GENERAL INFORMATION

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This guide assists Northwest ISD students in making course selections and planning their academic futures while in middle school. A variety of counseling services is offered at all NISD schools. Counselors work with students, parents, and teachers to select appropriate courses that are challenging and meet grade level requirements.

Some courses listed in this guide may not actually be offered due to low enrollment. Because of scheduling conflicts and classes closing, a student may not be able to register for every course he/ she plans to take during a semester. For this reason, the student should have some alternate courses selected in case the first choice is not available.

## Advanced Academics

Students are encouraged to take challenging Advanced Academics courses, such as middle school Honors courses and Advanced Placement, Dual Credit and OnRamps courses later in high school. Teachers for these courses are trained in advanced methodology and curriculum. Advanced Academics courses are offered in English, mathematics, science, social studies and other selected areas. Additional information regarding Advanced Academic courses may be obtained by consulting the College & Career Readiness website, found at <https://www.nisdtx.org/departments/academics/college-career-military-readiness>

Information regarding the district weighted grade point system may be obtained at: <http://pol.tasb.org/Policy/Code/391?filter=EIC>

## Advanced Placement (AP) Courses (High School)

AP courses are offered in high school and follow college-level curricula to prepare students for AP examinations given in May. Students in Advanced Placement courses are expected to take an Advanced Placement examination in each course taken. College credit(s) may be earned based on successful completion of the course and an acceptable score on the exam based on each individual college's criteria. There is a fee associated with taking the exam.

## Honors Courses

Academic courses that lead to Advanced Placement, Dual Credit and OnRamps courses are referred to as Honors courses. Honors courses can be taken in grades 6 – 12. Emphasis is given to the skills and strategies students need to succeed in advanced high school courses and in post- secondary education.

## Gifted and Talented

Secondary students who are identified as gifted and talented are served through our Honors (H), Advanced Placement (AP), and Gifted and Talented (GT) courses. In order for students to continue to be served, they must be enrolled in at least one of the Honors, Advanced Placement, Dual Credit or OnRamps courses NISD offers.

## Grade Point Average and Class Rank

Northwest ISD determines both an unweighted grade point average (GPA) on a 4.0 scale and a weighted GPA on a 7.0 scale. The un-weighted GPA is considered the student's GPA and is reported as such. The weighted GPA is only used in the determination of class rank. The college admissions process generally allows for students to indicate if the GPA and class ranking are weighted.

## Grade Point Average (GPA) Calculation

The District shall include in the calculation of grade point average grades earned in all courses, including grades earned in middle school courses for high school credit. The grade point average calculation shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses; academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses (i.e. courses taken through Texas Tech or the University of Texas). The grade point average is calculated on an unweighted 4.0 scale with grades assigned points as follows:

90-100 = 4.0    80-89 = 3.0    70-79 = 2.0    below 70 = 0

## Class Rank Calculation

For students who enter grade 9 in the 2011-12 school year or thereafter, the District shall include in the calculation of class rank only grades earned for high school credit in the following subjects and for electives under these subject areas: English, Mathematics, Science, Social Studies, Economics and Languages other than English. Grades earned in these courses during middle school shall be included in class rank calculation.

The calculation of a student's grade point average (GPA) for class rank shall exclude grades earned in or by a course for which a pass/fail grade is assigned; credit by examination, with or without prior instruction; local credit courses; academic courses substituted for physical education; summer school courses taken for remediation; and distance learning in the form of traditional correspondence courses. See [High School Academic Planning Guide for Class Rank](#)

## Texas Virtual School Network

Students attending Northwest ISD have the option to enroll in a course(s) offered through the state virtual school network under Chapter 30A. See your counselor for courses offered, the enrollment process, and associated course fees.

## Transfer Students

Students entering from another state, country or state accredited private school where grades are awarded in letter form rather than numerical form shall have them interpreted for ranking and other purposes as shown on the chart in the grading guidelines unless the school from which the student transferred provides documentation of the numerical equivalent for each letter grade awarded. When a student transfers grades for properly documented courses, the district shall assign weight to those grades based on the categories and grade weight system used by the District if the same courses are offered to the same class of students in the District.

In order for the transferred course to be accepted as an advanced level course for class ranking purposes, the course must be clearly identified as such on the transcript or confirmed as the equivalent of an advanced-level course by the sending school to the high school counselor.

## **Transfer Credit**

The District shall validate courses of transfer students from non-accredited, public, private, home or parochial schools by testing or other evidence that all TEKS are met. Placement for incoming students will be determined using district approved assessments. Arrangements for these exams are scheduled by the student after they are enrolled in a NISD school. The grade a student earns is the grade used to award credit. The minimum exam score is 70 for credit.

## **Schedule Changes**

Any student-initiated schedule changes must be completed before the end of the school year for the following year. The Principal or designee must approve other schedule changes within the first 10 days of each semester and only in the case of improper academic placement in a course.

## **Schedule Change Guidelines**

Only schedules that meet the following criteria may be considered for changes:

- A change is needed to balance class sizes.
- Students scheduled in a course for which they already passed.
- Student is enrolled in a course for which the student does not have the prerequisite.
- Student has an incomplete schedule.
- Students enrolled/not enrolled in an application/audition course for which they were approved.
- Student has failed a course and needs to repeat the course.
- Change is needed as a result of a passed course earned in summer school.

## **Exit Guidelines for Honors Courses**

1. A student may submit a request for a level change during the following times:
  - a. August 1st through 4:00 PM on Friday, August 7th.
  - b. Exit Window will open after the first 3 weeks IPR and close at the end of the 6th week of school.
  - c. The last five days of the first semester through the first week of the spring semester.
2. To exit an Honors course, parent contact must occur and the student must confer with the counselor and principal or principal's designee.
3. A student that exits out of a Honors course will retain this grade in the new course. If a student exits with a grade below 70 in the original course, this may impact their UIL eligibility.
4. Exiting an Honors course prior to the end of a semester will result in loss of weighted credit for high school courses.

## Registration

- Parent and student informational meetings will be held prior to registration.
- Students will be guided through the course selection during registration.
- Students who do not submit a registration form will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan.

## State Assessment

The STARR test, State of Texas Assessment of Academic Readiness evaluates student learning based on the state-required curriculum—the Texas Essential Knowledge and Skills (TEKS). Students are tested in the areas of 6th grade Math and Reading, 7th grade Math and Reading, 8th grade Math, Reading, Science, and Social Studies. By law, Texas students must pass the EOC tests in Algebra I, Biology, English I, English II and US History in order to receive their high school diploma.

## Credit by Examination

NISD offers opportunities for currently enrolled students to participate in acceleration examinations at different times during the school year and the summer months. Students may register for acceleration examinations to advance one complete grade level; advance math beyond their enrolled grade level or multiple courses in which the student has received no prior instruction. Students also have the opportunity to recover any courses that may have lost credit. The criteria for credit and grade placement are based on legal and local district policies. Please discuss credit-by-exam opportunities with your student's teacher or guidance counselor, as acceleration may not be appropriate for all students. (See [NISD Credit by Exam](#))

## Credit by Exam with Prior Instruction

Credit by examination for students in grades 6 - 12 who have lost credit is available in courses approved by the board of trustees. Students must have had prior formal instruction to be eligible for CBE. Students must score a grade of 70 or above to receive satisfactory completion/credit. The cost for this testing is the student's responsibility. CBE shall not be used to gain eligibility for participation in extracurricular activities. Students should contact their counselor for additional information. Exams are administered outside of the school day. Pre-registration and parental approval is required.

## Credit by Examination without Prior Instruction

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The exams are given the third week in June and the third week in July. The passing score required to earn credit on an exam is 80%. The student (or parent) must register with the campus counselor no later than 60 days prior to the scheduled testing date. See the District Web site at [www.nisdtx.org](http://www.nisdtx.org) for Acceleration by Examination information located under the parent drop down menu. **Credit by Exam is only administered to students who are enrolled and attending the Northwest ISD. Credit received through Credit by Exam does not affect class ranking.**

## **Correspondence Courses**

Prior to enrollment in correspondence courses, students shall make a written request to the principal or designee for approval to enroll in the course. Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment.

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Tech University or another public institution of higher education approved by the Texas Commissioner of Education.
2. The correspondence course includes the state-required essential knowledge and skills for such a course.

# ASSESSMENT AND GRADING OF STUDENTS

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## Grading Guidelines Secondary Schools

[See NISD Grading Guidelines](#)

### Compliance Statement

Northwest ISD does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Acts of 1973, as amended; and Title II of the American with Disabilities Act. Northwest ISD does not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the American with Disabilities Act (ADA) interested persons should contact the school.

# DEFINITIONS

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## **ARD Committee**

Admission, Review and Dismissal Committee

## **Credit**

Unit assigned to a high school course of study. A student must earn twenty- six (26) credits to graduate. Some two semester courses receive 1 credit while one semester courses receive one-half credit. Some Career and Technology courses can receive up to three.

## **Elective**

A course that a student chooses to take, although it is not specifically required.

## **End-of-Course (EOC) Exam**

This is the state accountability test given in the spring for the following high school courses: Algebra I, Biology, English I and English II, US History.

## **Honors Courses**

Honors courses are higher level, more in-depth classes within a subject area. Successful completion of an Honors level course prepares students for enrollment into high school AP (Advanced Placement), Dual Credit and OnRamps level courses.

## **MAP (Measure of Academic Progress) Testing**

MAP is a nationally normed, adaptive achievement test for students in second- through ninth-grade administered in September, December and April. MAP is a national test that compares students to one another to see how each student learns, as we know every student learns in his or her own way.

## **Prerequisite**

A requirement that must be met in order to take a specific course.

## **Required Course**

A specific course that a student must take and pass to be promoted to the next grade and ultimately to graduate from high school.

## **Semester**

An eighteen-week segment of the thirty-six week school year.

## **STAAR**

State of Texas Assessment of Academic Readiness. The state accountability exams given for courses other than high school courses are considered STAAR while the 5 high school courses tests for accountability purposes are EOC's.

## **Texas Essential Knowledge and Skills (TEKS)**

The statewide curriculum mandated by the State Board of Education.

# GRADUATION REQUIREMENTS

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Graduation requirements can be viewed at [Northwest ISD High School Academic Planning Guide](#).

## GUIDE TO ENDORSEMENTS

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To address college and career readiness and postsecondary planning, students will be required to plan their program of study to include courses that are connected by an endorsement area. Five endorsements are available:

- Arts and Humanities
- Science, Technology, Engineering and Mathematics (STEM)
- Public Service
- Business and Industry
- Multidisciplinary

An initial endorsement will be chosen in 8th grade and confirmed in 9th grade. For more information on endorsements, see the Northwest ISD Endorsement Guide in the [Northwest ISD High School Academic Planning Guide](#).

# MIDDLE SCHOOL COURSE SELECTION OVERVIEW

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Middle school students will follow an eight (8) period day schedule. The lists below outline the basic schedule by grade level.

## Grade 6 Required Core Classes

- Language Arts
- Mathematics (Double Block)
- Science
- Contemporary World Cultures & Geography
- Physical Education (2 semesters required)
- Fine Art (Band, Choir, or Orchestra required)

## Grade 6 Electives

Up to 1 elective

## Grade 7 Required Core Classes

- Language Arts (Double Block)
- Mathematics
- Science
- Texas History
- Physical Education (2 additional semesters required during 7th or 8th grade)

## Grade 7 Electives

Up to 2 electives

## Grade 8 Required Core Classes

- Language Arts
- Mathematics
- Science
- United States History

## Grade 8 Electives

Required L.E.A.P course

Up to 3 electives

## **Grade 8 Required Elective: Professional Communications within L.E.A.P - Leadership, Employability and Professional Skills**

**(1.0 CTE elective and 0.5 Speech for a total of 1.5 high school credits)**

All students in grade 8 are required to participate in Professional Communications within College and Career Readiness electives. These required electives will include the L.E.A.P - Leadership, Employability and Professional Skills TEKS students will need in order to better prepare for the demands of high school graduation requirements, NISD Career academies, endorsements and to develop their high school personal Graduation Plans (PGP).

## **Core Academic Courses**

The middle school academic courses provide strong curricula that prepare students for success in future courses in middle school and high school. These courses offer appropriately-paced instruction that covers the Texas Essential Knowledge and Skills. Students are held to high expectations and must exhibit self-discipline and time management skills as important components of the courses.

## **Physical Education Requirement**

Students are required to have four semesters of physical education during their three years at middle school. Students will complete 2 semesters of PE during 6th grade and the final 2 semesters will be completed either in 7th or 8th grade PE or Athletics.

## **Honors Courses**

Honors courses are core academic courses that are aligned with the skills needed to be successful in Advanced Placement, Dual Credit and OnRamps courses offered at the high school level. Honors courses are designed to challenge motivated students to understand academically rigorous material and are open to all students willing to accept that challenge. Both Honors and Academic courses teach the Texas Essential Knowledge and Skills (TEKS). Typically, successful Honors students are self-motivated, maintain A's and high B's in all subject areas, master all TEKS objectives, and are successful in simultaneously managing multiple tasks.

## **English as a Second Language (ESL)**

Students whose first language is not English may be included in ESL classes where the emphasis is to develop listening, speaking, reading, and writing skills in English. The Language Proficiency Assessment Committee, or LPAC, will make course recommendations for students in ESL.

## **GT Program**

Students who have been identified as Gifted and Talented (GT) through the NISD identification process are served through the GT Program's classes in language arts and math. Students will be individually scheduled for the GT courses in which they meet district qualifications.

## Special Education

Northwest Independent School District Middle Schools offer a continuum of services for students identified as Special Education through the Admission, Review, and Dismissal (ARD) process in accordance with state and federal law.

## High School Credit Courses offered to students in Grades 6-8

Note: High School Courses offered in grades 6-8 will follow the Grading Guidelines for High School. This guidance specifically relates to retakes and class rank. (See [Secondary Grading Guidelines](#))

- Algebra I Honors (High School Math Credit)
- Art I (High School Fine Art Credit)
- Digital Art and Animation (High School Fine Art Credit)
- Digital Communications in the 21st Century (High School CTE Credit)
- Fundamentals of Computer Science (High School CTE Credit)
- Geometry Honors (High School Math Credit)
- Personal Development and Relationships (High School CTE Credit)
- L.E.A.P. - Leadership, Employability, and Professional Skills (High School CTE Credit)
- Lifetime Nutrition & Wellness (High School CTE Credit)
- Medical Terminology (High School CTE Credit)
- Principles of Applied Engineering (High School CTE Credit)
- Principles of Human Services (High School CTE Credit)
- Professional Communications (High School Speech Credit)
- Robotics I (High School CTE Credit)
- Spanish I Honors (High School Foreign Language Credit)



# LANGUAGE ARTS

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**Possible career objectives for students with Language Arts training:** Actor, Advertising Copywriter, Business Administrator, Court Reporter, Editor, Film, Radio and TV, Columnist, Teacher, Industry/Business Writer, Critic, Blogger, and Politician.

## **61313 | Grade 6 Language Arts**

Designed to teach the basic communication processes of listening, speaking, reading, and writing that are essential for full participation in society.

Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. The program also promotes an enjoyment and appreciation of literature.

## **61210 | Grade 6 Language Arts Honors**

Differentiated course to meet the needs of the district's advanced language arts students through complexity, depth and pacing. This course uses communication processes of listening, speaking, reading, and writing to promote the enjoyment of literature. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps course in high school through sustained habits necessary for success in these advanced courses.

## **61112 | Grade 6 GT Language Arts Honors**

Designed to meet the needs of gifted students by combining Honors strategies with enhanced depth, complexity and pacing of the Language Arts curriculum. Thinking skills, exploratory learning, and leadership are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

## **61320/61321 | Grade 6 Sheltered English**

**(ESL)** Offered to the limited-English speaking students with TELPAS reading level 1 or 2 and three years or less in US schools in order to develop proficiency in English and proceed into regular courses. This course is based on the standards for 6th grade English Language Arts and is designed to teach the basic communication processes of listening, speaking, reading, and writing that are essential for full participation in society. Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. The program also promotes an enjoyment and appreciation of literature. This course may be substituted for English Language Arts & Reading, grade 6.

## **61313R | Grade 6 Applied Language Arts**

This course modifies grade 6 Language Arts content to meet the individual learning requirements of students as determined by the ARD committee. Applied Language Arts is designed to teach the basic communication processes of listening, speaking, reading, and writing that are essential for full participation in society. Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. The program also promotes an enjoyment and appreciation of literature. Placement in this course is determined by the ARD committee.

### **71313 | Grade 7 Language Arts**

Provides the student with knowledge of the structure and patterns of language. Usage skills develop the student's ability to speak and write effectively. Instruction in written communication focuses on the development of well-planned, coherent compositions written for a variety of audiences and purposes. Reading skills include vocabulary development, comprehension, organization, and study skills. Research skills are introduced.

### **71210 | Grade 7 Language Arts Honors**

Designed for highly motivated students with above grade level proficiency in language arts. Communication skills are reinforced as the student improves proficiency in sentence structure and learns the components of a well-developed paragraph through a process approach to writing. A more advanced higher level of literary analysis and study skills is emphasized in the study of literature. Grammar, spelling, vocabulary instruction, and research skills are emphasized. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses.

### **71112 | Grade 7 GT Language Arts Honors**

Designed to meet the needs of gifted students by combining Honors strategies with enhanced depth, complexity and pacing of the Language Arts curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

### **31320 | Grade 7 Sheltered English**

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands of developing and sustaining foundational English language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic proficiency in oral expression and comprehension, authentic reading, and reflective writing in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. This course may be substituted for English Language Arts and Reading, Grade 7.

### **71313R | Grade 7 Applied Language Arts**

This course modifies grade 7 Language Arts content to meet the individual learning requirements of students as determined by the ARD committee. Applied Language Arts provides the student with knowledge of the structure and patterns of language. Usage skills develop the student's ability to speak and write effectively. Instruction in written communication focuses on the development of well-planned, coherent compositions written for a variety of audiences and purposes. Reading skills include vocabulary development, comprehension, organization, and study skills. Research skills are introduced. Placement in this course is determined by the ARD committee.

### **81313 | Grade 8 Language Arts**

Provides written communication skills as the major focus for eighth grade language arts students, including practice with narrative, descriptive, persuasive, and informative compositions using a process approach to writing. Reading and literary skills emphasized in eighth grade address critical and analytical thinking. Oral communication and study skills are applied through appropriate activities. Research skills are strengthened through varied activities.

### **81210 | Grade 8 Language Arts Honors**

Designed to meet the needs of advanced students in language arts, this course focuses on integrated reading, writing, speaking, and listening that will allow in-depth study of the total communication process. Emphasis is placed on using interpretive reading skills for stimulating thinking and developing ideas for writing multi-level descriptive, narrative, persuasive, and informational compositions. Grammar, spelling and vocabulary are taught through application. Research skills are strengthened through varied activities. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses.

### **81112 | Grade 8 GT Language Arts Honors**

Designed to meet the needs of gifted students by combining Honors strategies with enhanced depth, complexity, and pacing of the Language Arts curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

### **41320 | Grade 8 Sheltered English**

This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through seven integrated strands of developing and sustaining foundational English language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic proficiency in oral expression and comprehension, authentic reading, and reflective writing in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. This course may be substituted for English Language Arts and Reading, Grade 8.

### **81313R | Grade 8 Applied Language Arts**

This course modifies 8th grade Language Arts content to meet the individual learning requirements of students as determined by the ARD committee. Applied Language Arts provides written communication skills as the major focus for eighth grade language arts students, including practice with narrative, descriptive, persuasive, and informative compositions using a process approach to writing. Reading and literary skills emphasized in eighth grade address critical and analytical thinking. Oral communication and study skills are applied through appropriate activities. Research skills are strengthened through varied activities. Placement in this course is determined by the ARD committee.

**NOTE:** Students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) grade 8 mathematics and reading tests to be promoted to ninth grade.

### **61332/71332/81332 | Literacy Lab for Grades 6-8**

This course is designed to develop and support students that have not yet mastered the state Reading assessment from the previous year. High leverage reading and thinking strategies will be implemented to strengthen the reading skills of the student. This course is designed to meet the needs of general education populations and special populations and is for elective credit only. This course does not substitute for English/ Language Arts credit.

**Pre-Requisite:** Non-mastery of the previous years' state reading assessment serves as an indicator with counselor or administrator approval.

### **Reading Elective 6th-8th - Language Science**

**61331 | Reading Elective 6th - Language Science (state ID 03273410)**

**71331 | Reading Elective 7th - Language Science (state ID 03273420)**

**81331 | Reading Elective 8th - Language Science (state ID 03273430)**

Students identified with dyslexia receive instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Placement in a Language Science class is dependent on the decision and placement of the campus 504 Committee or ARD Committee. Parental permission is required for participation.

**NOTE:** A required Reading course may take the place of an elective for students scoring "Not Met" on the previous year's STAAR test. This is a requirement under HB4545.

### **Applied Reading Elective 6th-8th - Language Science**

**61331R | Applied Reading Elective 6th - Language Science (state ID 03273410)**

**71331R | Applied Reading Elective 7th - Language Science (state ID 03273420)**

**81331R | Applied Reading Elective 8th - Language Science (state ID 03273430)**

Students identified with dyslexia receive instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Parental permission is required for participation.

**NOTE:** A required Reading course may take the place of an elective for students scoring "Not Met" on the previous year's STAAR test. This is a requirement under HB4545.

### **Applied Literacy**

**61332R | Applied Literacy Elective 6th**

**71332R | Applied Literacy Elective 7th 8**

**1332R | Applied Literacy Elective 8th**

This course is tailored to support students receiving special education services who require intensive, individualized interventions in phonemic awareness, phonics, and guided reading. High-impact reading and critical thinking strategies will be employed to enhance and strengthen the student's reading skills. Placement in this course is an ARD decision and is concurrent with the grade level Language Arts class.

### **Language Lab**

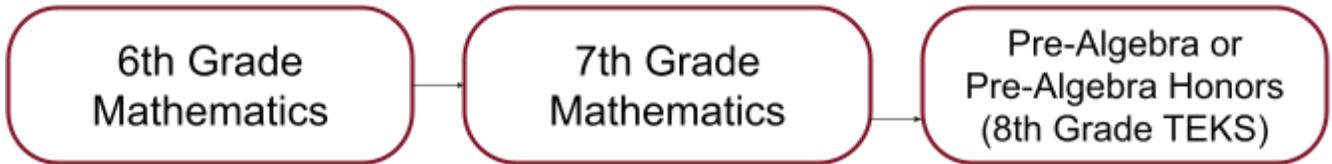
**0003 | Language Lab Elective 6th-8th**

Language Lab is designed for emergent bilingual students who are developing English proficiency, specifically those with a TELPAS Reading level of 1 or 2 and three years or fewer in U.S. schools. The course focuses on building students' linguistic abilities in the four language domains: listening, speaking, reading, and writing. Language Lab emphasizes the development of academic vocabulary, communication skills, and literacy through instruction aligned with English Language Arts standards. Students engage in critical thinking, comprehension strategies, and structured language practice to enhance both academic and social language use. This elective does not substitute for English/Language Arts credit.

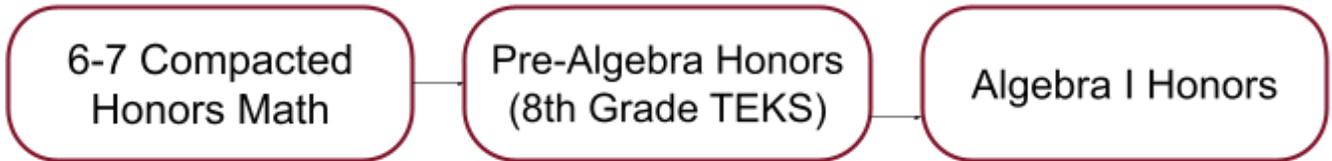
# MATHEMATICS

**Possible career objectives for students with adequate mathematics training:** Accounting, Actuary, Architect, Banker, Business, Computer Science, Data Processor, Engineer, Financial Analyst, Physicist, Pre-medicine, Science/Social Science Research, Government Agencies, Statistician, Systems Analyst, Teacher, Salesperson, and Investment.

## Standard Mathematics Pathway for Grade 6-8



## Accelerated Mathematics Pathway for Grade 6-8

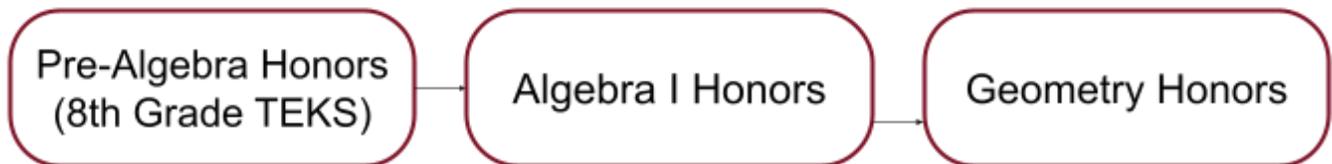


**Prerequisite:**  
Successful mastery of 5th Grade Math.

**Prerequisite:**  
Successful mastery of 6-7 Compacted Honors Math or passing 6th and 7th Grade CBE or coursework requirements.

**Prerequisite:**  
Successful mastery of Pre-Algebra Honors.

## Double-Accelerated Mathematics Pathway for Grade 6-8



**Prerequisite:**  
Successful mastery of 6-7 Compacted Honors Math or passing 6th and 7th Grade CBE or coursework requirements.

**Prerequisite:**  
Successful mastery Pre-Algebra Honors.

**Prerequisite:**  
Successful mastery of Algebra I Honors.

### **62313 | Grade 6 Mathematics**

Focal points in mathematics at Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy. Number and operations will continue to build on prior grades learning with an additional focus on positive fractions and decimal operation, and fluency in integers operations, including negative integers. Proportionality is a new strand at 6th grade to begin developing an understanding of ratios, rates, and percent.

Expressions, equations, and relationship is the largest strands in sixth grade. Students begin writing, modeling, and solving expressions, equations, and inequalities given multiple representations of real-world situations including geometric concepts.

Concepts for measurement and data include numerical or graphical representations analyzed to solve problems. Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.

The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use of problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

### **62210 | 6-7 Compacted Honors Mathematics**

This course is designed to prepare students for entry into Algebra 1 Honors in the 8th grade. All sixth and 75% of seventh grade Texas Essential Knowledge and Skills are compacted to prepare the students for Pre-Algebra Honors. See the sixth and seventh grade course descriptions for concept details. Students should expect an additional time requirement and be willing to work independently outside the school day. Students should also have a sincere interest in enrolling in advanced math courses in high school including AP Pre-Calculus and AP Calculus. **6-7 Compacted Honors Mathematics students will sit for the 6th Grade STAAR.**

### **6030 | 6-7 Compacted Honors GT Mathematics**

Designed to meet the needs of gifted students by combining Honors strategies with enhanced depth, complexity, and pacing of the Mathematics curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

**6-7 Compacted Honors GT Mathematics students will sit for the 7th Grade STAAR.**

### **62313R | Grade 6 Applied Mathematics**

This course modifies grade 6 mathematics content to meet the individual learning requirements of students as determined by the ARD committee.

Focal points in mathematics at Grade 6 are number and operations; proportionality; expressions, equations, and relationships; measurement and data; and personal financial literacy. Number and operations will continue to build on prior grades learning with an additional focus on positive fractions and decimal operation, and fluency in integers operations, including negative integers.

Proportionality is a new strand at 6th grade to begin developing an understanding of ratios, rates, and percent. Expressions, equations, and relationship is the largest strands in sixth grade. Students begin writing, modeling, and solving expressions, equations, and inequalities given multiple representations of real-world situations including geometric concepts. Concepts for measurement and data include numerical or graphical representations analyze to solve problems. Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use of problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. **Placement in this course is determined by the ARD committee.**

### **72313 | Grade 7 Mathematics**

Focal points in mathematics at grade seven are number and operations; proportionality; expressions, equations, and relationship; measurement and data; and personal financial literacy. Number and operations will continue to build on prior grades learning with an additional focus on operation fluency with positive and negative fractions and decimals. Proportionality topics continue from 6th grade math with additional emphasis on geometric ratios and proportional relationships in probability and statistics.

Expressions, equations, and relationship concepts include representing linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form  $y=mx+b$ ; and representing and solving geometric problems; using one-variable equations and inequalities. Measurement and data will use statistical representations to analyze data.

Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use of problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

### **72313R | Grade 7 Applied Mathematics**

This course modifies grade 7 mathematics content to meet the individual learning requirements of students as determined by the ARD committee.

Focal points in mathematics at grade seven are number and operations; proportionality; expressions, equations, and relationship; measurement and data; and personal financial literacy. Number and operations will continue to build on prior grades learning with an additional focus on operation fluency with positive and negative fractions and decimals.

Proportionality topics continue from 6th grade math with additional emphasis on geometric ratios and proportional relationships in probability and statistics. Expressions, equations, and relationship concepts includes representing linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form  $y=mx+b$ ; and representing and solving geometric problems; using one-variable equations and inequalities. Measurement and data will use statistical representations to analyze data. Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use of problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, 24 explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. **Placement in this course is determined by the ARD committee.**

### **82313 | Pre-Algebra**

Focal points in mathematics in grade eight are number and operations; proportionality; expressions, equations, and relationship; two-dimensional shapes; measurement and data; and personal financial literacy.

Number and operations will continue to build on prior grades learning with an additional focus on sets of real numbers and scientific notation.

Proportionality topics continue to emphasize geometric ratios with a deeper emphasis on proportional and non- proportional relationships involving slope and developing the foundational concepts of functions. Geometric concepts continue to develop in expressions, equations, and relationships through the use of one-variable equations and inequalities in problem situations.

The foundational concepts of linear equations in the form  $y=mx+b$  continues to develop and include the concept of simultaneous linear equations. Two-dimensional shapes will develop transformational geometry concepts, measurement and data will use statistical procedures to describe data. Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. This course is followed with Algebra I or Pre-AP Algebra 1 in the ninth grade.

## 82210 | Pre-Algebra Honors

**Prerequisite:** Successful completion of 6th and 7th Grade coursework

Students who wish to enroll in Pre-Algebra Honors prior to 8th grade and did not complete 6-7 Compacted Honors Mathematics must take and meet the minimum requirements of prior grades coursework. This course is designed to prepare students for entry into Honors Algebra I. All of grade 8 Texas Essential Knowledge and Skills are instructed to prepare students for Algebra I and Honors Algebra 1. See the eighth-grade course description for concept details. Students must possess an advanced facility with numbers and have a sincere interest in enrolling in AP Pre-Calculus and AP Calculus or another advanced math course as a senior in high school.

**NOTE:** Pre-Algebra Honors students will sit for the 8th Grade STAAR.

## 8030| Pre-Algebra Honors GT

**Prerequisite:** 6-7 Compacted Advanced Mathematics

Designed to meet the needs of gifted students by combining Pre-AP strategies with enhanced depth, complexity, and pacing of the Mathematics curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps course in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee.

**NOTE:** Advanced Pre-Algebra GT students will sit for the Grade 8 STAAR exam.

## 82313R | Applied Pre-Algebra

This course modifies grade 8 mathematics content to meet the individual learning requirements of students as determined by the ARD committee. Focal points in mathematics in grade eight are number and operations; proportionality; expressions, equations, and relationship; two-dimensional shapes; measurement and data; and personal financial literacy. Number and operations will continue to build on prior grades learning with an additional focus on sets of real numbers and scientific notation. Proportionality topics continue to emphasize geometric ratios with a deeper emphasis on proportional and non-proportional relationships involving slope and developing the foundational concepts of functions. Geometric concepts continue to develop in expressions, equations, and relationships through the use of one variable equations and inequalities in problem situations. The foundational concepts of linear equations in the form  $y=mx+b$  continue to develop and include the concept of simultaneous linear equations. Two-dimensional shapes will develop transformational geometry concepts, measurement and data will use statistical procedures to describe data. Personal financial literacy will develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The mathematical process standards describe ways in which students are expected to engage in all math content. Process standards expectations include use of problem solving strategies, select appropriate tools, and effectively communicate mathematical ideas, reasoning, and their implications using multiple representations; analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. This course is followed with Algebra I or Algebra 1 Honors in the ninth grade. **Placement in this course is determined by the ARD committee.** **NOTE:** Under the SSI grade advancement requirements, students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) grade 8 mathematics and reading tests to be promoted to ninth grade.

### **M.01041HM | Algebra I Honors (High School Algebra I Credit)**

**Credits:** 1

**Weighted GPA:** Level 3

**Semesters:** 2

**Prerequisite:** Pre-Algebra

In Algebra I Honors, students will build on the knowledge and skills from mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. The Honors Algebra I course includes the same course of study designed for Algebra I. In addition, students will develop advanced problem solving and symbol manipulation skills. Honors students will be expected to take course concepts to advanced levels of development, understanding, and justification. Honors assignments and assessments will be designed to model AP exam formatting. **This course will require a STAAR End of Course Exam. Students successfully completing Algebra I Honors prior to entering grade 9 are strongly encouraged to complete four additional years of math in grades 9-12.**

### **M.01041GHM | Algebra I Honors GT**

**Credits:** 1

**Weighted GPA:** Level 3

**Semesters:** 2

**Prerequisite:** Pre-Algebra

Designed to meet the needs of gifted students by combining Pre-AP strategies with enhanced depth, complexity, and pacing of the Mathematics curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps course in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee. **This course will require a STAAR End of Course Exam. Students successfully completing Algebra I Honors GT prior to entering grade 9 are strongly encouraged to complete four additional years of math in grades 9-12.**



### **M.01121HM | Geometry Honors (High School Geometry Credit)**

**Credits:** 1

**Weighted GPA:** Level 3

**Semesters:** 2

**Prerequisite:** Algebra I or Algebra I Honors

This course is designed for advanced level students who have met the following criteria: successfully completed Algebra I or Algebra I Honors; or have earned credit by exam (CBE) for Algebra I. These criteria are designed to identify students who are prepared for entry into Pre-AP courses at the high school level and meet the needs of the district's gifted and talented mathematics students. In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. Students will use deductive reasoning to justify, prove and apply theorems about geometric figures.

Additionally, Geometry Honors students will develop advanced problem solving and symbol manipulation skills. Honors students will be expected to take course concepts to advanced levels of development, understanding, and justification. Honors assignments and assessments will be designed to model Advanced Placement (AP) and Dual Credit exam formatting.

**Students successfully completing Geometry Honors prior to entering grade 9 are strongly encouraged to complete four additional years of math in grades 9-12.**

### **M.01123GHM | Geometry Honors GT**

**Credits:** 1

**Weighted GPA:** Level 3

**Semesters:** 2

**Prerequisite:** Algebra I Honors

Designed to meet the needs of gifted students by combining Pre-AP strategies with enhanced depth, complexity, and pacing of the Mathematics curriculum. Thinking skills, exploratory learning, and leadership qualities are promoted. This course assists in preparing students for the challenges offered by Advanced Placement, Dual Credit and OnRamps courses in high school through sustained habits necessary for success in these advanced courses. Students must meet the criteria established by the District's Admission, Review and Exit (ARE) Committee. **This course will require a STAAR End of Course Exam. Students successfully completing Geometry Honors GT prior to entering grade 9 are strongly encouraged to complete four additional years of math in grades 9-12.**

**Middle school students taking Geometry will sit for their enrolled-grade level STAAR.**

### **62315/72315/82315 | Middle School Math Lab Grades 6-8**

This course is designed to support students in meeting individual math goals necessary for achieving success in grade level coursework and on grade level STAAR. Instruction in this course will focus on deepening prior grade level math concepts that are aligned and necessary to achieve mastery on current grade level standards. Enrollment in this course requires campus administration approval and is concurrent with the grade level math class.

**NOTE:** A required Math course may take the place of an elective for students scoring "Not Met" on the previous year's STAAR test. This is a requirement under HB4545.

# SCIENCE

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**Possible career objectives for students with adequate science training:** Biologist, Geologist, Medical Professions, Mining, Museum Curator, Public Health, Environmental Protection, Game Management, Lab Technician, Industrial Chemist, Microbiologist, Physicist, Forestry, Park Services, Research, Teacher, Agriculture, Zoo/Marine Biologist, Pharmacist, Forensic Science, Medical Technician, Engineering, and Meteorologist.

## **63311 | Grade 6 Science**

Provides students with the skills to apply science concepts to their daily life. Science instruction involves teaching students to answer questions and solve problems, to become skilled in collecting information and data, to organize it in an effective manner, draw conclusions by analyzing this data, and to become knowledgeable in the content of science.

## **63210 | Grade 6 Science Honors**

Designed to meet the needs of the district's gifted and advanced students. Student will solve problems, collect and analyze data, organize it in an effective manner, draw conclusions, apply and synthesize information. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.

## **73311 | Grade 7 Science**

Focuses on life on planet Earth. This course stresses the interrelationships and interdependence between living organisms and the physical, chemical, and earth science world. Curriculum follows a coordinated thematic approach. Learning in each of these topics will be accomplished through the presentation of complex concepts and explanations of science related phenomena and additional laboratory activities. The students are encouraged to do a science research project reinforcing the use the scientific method as a problem solving approaching daily life.

## **73210 | Grade 7 Science Honors**

Designed to meet the needs of gifted and advanced students, this course focuses on life on planet Earth. It stresses the interrelationships and interdependence between living organisms and the physical, chemical, and earth science world. The sequence of the course follows a coordinated thematic approach. Enrichment in each of the topics will be accomplished through the presentation of more complex concepts. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.

## **83311 | Grade 8 Science**

Focuses on a study of the Earth and solar system and how living systems, chemistry, and physics interact to form our exosphere. The sequence of the course follows a coordinated thematic approach. In addition to daily learning experiences related to content and laboratory-oriented activities, the students will be encouraged to do a science research project. This project is intended to increase the student's appreciation of science and reinforce the use of the scientific method as a problem-solving approach to daily life.

### **83210 | Grade 8 Science Honors**

Designed to meet the needs of gifted and advanced students. This course focuses on a study of the Earth and solar system and how living systems, chemistry, and physics interact to form our exosphere. The sequence of the course follows a coordinated thematic approach. In addition to daily learning experiences related to content and laboratory-oriented activities, the students will be required to complete a science research project. This project is intended to increase the student's appreciation of science and reinforce the use of the scientific method as a problem-solving approach in daily life. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.



# SOCIAL STUDIES

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**Possible career objectives for students with adequate social studies training:** Anthropologist, Archivist, Armed Forces, Journalist, Foreign Service, Government Service, Historian, Writer, Psychologist, Sociologist, Archaeologist, Curator, Economic Advisor, Law Enforcement, Cartographer, Intelligence, Teacher, Politician/ Political Analyst, Social Worker, and Welfare Programs.

## **64311 | Grade 6 Contemporary World Cultures and Geography**

Designed as a study of the people and places of the contemporary world, this course is built on the Social Studies strands: history, geography, economics, government, citizenship, culture, science and technology and social studies skills. The content, as appropriate for the grade level, includes an assortment of written, visual and auditory, primary and secondary sources.

## **64210 | Grade 6 Contemporary World Cultures and Geography Honors**

Designed to meet the needs of the district's gifted and advanced students, this course focuses on the study of people and places of the contemporary world. Students describe the influence of individuals and groups through the study of the content and concepts from history, geography, government, economics, citizenship, culture and technology. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.

## **74311 | Grade 7 Texas History**

This course is designed to help students develop an understanding and appreciation of the history and geography of Texas as well as the state's cultural heritage from exploration to the present.

## **74210 | Grade 7 Texas History Honors**

Designed to meet the needs of the district's gifted and advanced students. Students will develop an understanding and appreciation of the history and geography of Texas as well as the state's cultural heritage from exploration and settlement to the present. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.

## **84311 | Grade 8 US History**

This course is a detailed study of United States history from the early colonial period through Reconstruction. Students will read and interpret primary and secondary source documents, research major themes and/or develop creative projects for historical periods covered. Knowledge of the founding documents will be stressed as well as the skills and attitudes of responsible citizenship.

## **84210 | Grade 8 US History Honors**

Designed to meet the needs of the district's gifted and advanced students, this course is a study of United States History from the early Colonial period through Reconstruction. Students will be required to read and interpret primary and secondary source documents, sharpen writing and research skills and/ or to develop creative projects for historical periods covered. This course assists in preparing students for the challenges offered by the Advanced Placement and Dual Credit programs through sustained habits necessary for success.

# PHYSICAL EDUCATION AND ATHLETICS

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In physical education courses students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity and access to an active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

**Physical Fitness Assessment** – Fitnessgram in the 82nd Legislative 2011, HB 400 was passed as a part of SB 8, limiting a school district’s required annual physical fitness assessment to students in grade three or higher who are enrolled in a course that satisfies the curriculum requirements for physical education, including substitutions, equivalents and waivers. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student’s age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance and a flexibility assessment. Students are encouraged to wear comfortable attire and gym shoes for the testing day. Parents may contact the individual campus for a copy of their child’s results. Composite results for Northwest ISD will be sent to the Texas Education Agency as required by law.

## **66360 | Grade 6 Physical Education (Required for all 6th Graders)**

Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

## **76360 | Grade 7 Physical Education (Required for students not in Athletics)**

### **86360 | Grade 8 Physical Education**

This class involves students in a regular fitness awareness program, including group activities and individual development. Goals include development of sportsmanship, awareness of others, team effort, and social skills. Changing into gym clothes daily is a requirement.

## **76370/76371 | Grade 7 Athletics (Girls & Boys)** **(A physical from an acceptable health resource is required to participate in this course.)**

Students in athletics must participate in competitive sports. Boys’ sports include football, basketball, cross country, soccer, tennis, track and wrestling. Girls’ sports include volleyball, basketball, cross country, soccer, track and wrestling. If a student does not make a team after a tryout period, the student will go through training in an offseason program.

**\*Students must maintain passing grades each six weeks to be eligible to participate.**

**NOTE:** Students participating in cross country, soccer, track and wrestling are not required to sign up for athletics to participate in this sport as it is offered before or after school.

### **86370/86371 | Grade 8 Athletics (Girls & Boys)**

**(A physical from an acceptable health resource is required for this course.)**

Students in athletics must participate in competitive sports. Boys' sports include football, basketball, cross country, soccer, tennis, track and wrestling. Girls' sports include volleyball, basketball, cross country, soccer, track and wrestling. If a student does not make a team after a tryout period, the student will go through training in an off-season program. If a student did not maintain eligibility or demonstrate acceptable behavior, interest, or aptitude as a seventh grader, they will not be placed in this course and will take P.E.

**\*Students must maintain passing grades each six weeks to be eligible to participate.**

**NOTE:** Students participating in cross country, soccer, track and wrestling are not required to sign up for athletics to participate in this sport as it is offered before or after school.

### **76361 | Grade 7 Tennis**

Tennis is practiced year round outside of and during the school day. The competitive season for the Fall semester starts in early September and lasts through October while the Spring competitive season starts in February and ends mid April. Students must maintain passing grades each six weeks to be eligible to participate.

**\*A physical from an acceptable health resource is required to participate in this course.**

### **86371 | Grade 8 Tennis**

Tennis is practiced year round outside of and during the school day. The competitive season for the Fall semester starts in early September and lasts through October while the Spring competitive season starts in February and ends mid April. If a student did not maintain eligibility or demonstrate acceptable behavior, interest, or aptitude as a seventh grader, they will not be placed in this course. Students must maintain passing grades each six weeks to be eligible to participate.

**\*A physical from an acceptable health resource is required to participate in this course.**



# FINE ARTS

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## Visual Arts

**Possible career objectives for students with talent in the fine arts - VISUAL:** Advertising, Animator, Interior Design, Illustrator, Ceramics, Fashion, Display Design, Environmental Designer, Set Designer, Architecture, Graphic Artist, Art Collector/Director, Art Historian/Art Teacher, Jewelry Design, Production Artist, Sculptor, Printer, Caricature Artist

### **65340 | Grade 6 Introduction to Art**

Introduces students to a variety of art mediums, themes, and artists. Students will gain an appreciation for art of different eras and cultures and practice basic art skills (painting, sketching, etc.).

### **85340 | Grade 7 & 8 Foundations of Art**

Art is a project-oriented class, which introduces students to hands-on activities utilizing line, color, design, illustrations, sketching, painting, and shading techniques.

### **04113M | Art I**

Art I is an introduction to the use of the elements and principles of design, and the different materials used for self-expression. The student will be given opportunities to design and create original works of art. This course may require an Art fee. Course

**Credits:** 1.0

**Grade Placement:** 8

**Semesters:** 2

**Prerequisite:** None

### **CT.0851M | Digital Art and Animation**

In this course, students learn the elements and principles of design, as well as concepts of visual communication. Students will survey a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They will explore career opportunities in the design, production, and presentation of digital artwork. They will respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas. This course satisfies the Fine Art requirement for graduation.

**Credits:** 1.0

**Grade Placement:** 8

**Semesters:** 2

**Prerequisite:** None

## Music

**Possible career objectives for students with talent in the fine arts- MUSIC:** Broadcasting, Conductor, Critic, Music Teacher, Publisher, Vocalist, Music Editor, Concert Promoter, Composer, Instrument Repair, Historian, Music Director, Instrumentalist, Music Arrangement, Musical Theater, Music Sales, Music Therapist, Band Member, and Band Director.

### **65310 | Grade 6 Beginning Choir**

Introduces students to choral music and sight-reading in order to prepare them for membership in the Intermediate and Advanced Choirs. The purpose is to expose students to music and the knowledge of musical concepts.

### **65312 | Grade 6 Beginning Band**

**(Double Reed, Clarinet, French Horn, Flute, Trumpet, Sax, Low Brass, Percussion)**

Students need no previous musical experience and will try out for placement by the directors on one of several instruments, including woodwinds, brass, and percussion.

### **65315 | Grade 6 Beginning Orchestra**

**(Violin, Viola, Cello, Bass)**

Students need no musical experience and will try out for placement by the director on one of the four instruments in Orchestra.

### **85311/85313/85319 | Grade 7 & 8 Band**

**Prerequisite:** Grade 7 & 8 previous band experience is required

Designed as a performance-based course, students learn advanced instrumental techniques and music reading skills on brass, woodwind or percussion instruments.

### **85312/85314/85317 | Grade 7 & 8 Orchestra**

**Prerequisite:** Grade 7 & 8 previous orchestra experience is required

Designed as a performance-based course, students learn advanced instrumental techniques and music reading skills on string instruments.

### **85320/85321/85322/85323 | Grade 7 & 8 Choir**

Designed as a performance-based course, students learn advanced vocal techniques and music reading skills.



## Theatre Arts

**Possible career objectives for students with talent in the fine arts - THEATRE/DANCE:** Actor, Costume Design, Lighting/Sound Technician, Producer, Set Designer, Theatre Manager, Choreographer, Lawyer, Critic, Broadcaster, Dancer, Playwright, Public Relations, Film/Stage Director, Teacher, Commercials, Politician, and Vocal Coach.

### **65330 | Grade 6 Introduction to Theatre Arts**

Designed as a survey course for sixth graders, students learn a broad overview of theatre concepts. Students explore and learn about acting and basic technical elements of the theatre and are provided opportunities to create individual and group theatrical selections.

### **85330/85331 | Grade 7 & 8 Theatre Arts**

This class is designed as an introduction to theater, drama, public speaking, and stage design.

### **85332 | Grade 8 Theater Arts II**

Students must be willing to perform and/or be a member of stage crew for school performances requiring time outside of school. Students are required to maintain academic eligibility in order to participate.



# GENERAL ELECTIVES

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Each campus will offer a variety of electives. Not all electives will be offered each year or on all campuses. See your counselor for information about electives offered on your campus.

## **88300 | Grade 6 Leadworthy: The Course**

This class teaches students to take responsibility, express themselves, and handle problems and decisions when they arise. The class enables individuals to build personal responsibility, and leadership skills through group activities, role play, speeches and projects.

## **79330 | Grade 7 Student Leadership and 89330 | Grade 8 Student Leadership**

Student Leadership is a class for students who are current or aspiring leaders wanting to expand their knowledge and skills in leadership. Students will receive training in leadership skills, teaming, consensus building, and cooperation. Part of the evaluation of students in this class will be based on service performed for the school and community.

**NOTE:** The course requires campus approval.

## **Reading Elective 6th-8th - Language Science**

### **61331 | Reading Elective 6th - Language Science (state ID 03273410)**

### **71331 | Reading Elective 7th - Language Science (state ID 03273420)**

### **81331 | Reading Elective 8th - Language Science (state ID 03273430)**

Students identified with dyslexia receive instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Placement in a Language Science class is dependent on the decision and placement of the ARD committee. Parental permission is required for participation.

**NOTE:** A required Reading course may take the place of an elective for students scoring “Not Met” on the previous year’s STAAR test. This is a requirement under HB4545.

## **Applied Reading Elective 6th-8th - Language Science**

### **61331R | Applied Reading Elective 6th - Language Science (state ID 03273410)**

### **71331R | Applied Reading Elective 7th - Language Science (state ID 03273420)**

### **81331R | Applied Reading Elective 8th - Language Science (state ID 03273430)**

Students identified with dyslexia receive instructional support in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Placement in a Language Science class is dependent on the decision and placement of the ARD committee. Parental permission is required for participation.

**NOTE:** A required Reading course may take the place of an elective for students scoring “Not Met” on the previous year’s STAAR test. This is a requirement under HB4545.

## **88310 | Grade 7 & 8 Journalism/Yearbook**

In addition to producing the school yearbook, students are responsible for sales, picture days, and student event photography. Two classroom teacher recommendations, including Language Arts, are required for placement.

**88320/88321/88322 | Student Aide (Office, Library or Counselor)**

An application must be completed and attached with a parent signature. Selection is based on grades, attendance, and attitude.

**69110 | Strategies for Success**

The course is designed to support students who have special education services with communication, executive functioning, and behavioral needs. The focus is on emotional regulation and social skills, with targeted instruction in organizing, processing, and effectively using information. Students will also work on developing self-awareness and self-management skills.

# WORLD LANGUAGES

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## **LO.06011HM | Spanish I Honors**

Spanish I Honors deepens and exceeds the traditional Spanish I level course by including a more in-depth and faster pace study of the Spanish language.

Students will explore the language and the culture of Spanish speaking countries by speaking, writing, listening, and reading in real-world situations. Students will use Spanish in the interpersonal, interpretive, and presentational communication modes. Students will express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Students will understand cognates, borrowed words, high-frequency words, and highly contextualized words and phrases with repetition. Students will gain an understanding of sentence-length information within highly contextualized situations and sources. Students in Spanish I Honors are expected to reach a novice mid to novice high level of language proficiency at completion of study.

**Credits:** 1.0

**Grade Placement:** 8

**Weighted GPA:** Level 3

**Semesters:** 2

**Prerequisite:** None



# CAREER AND TECHNICAL EDUCATION ELECTIVES

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## **68360 | Grade 6 Technology Apps**

Students in this course will learn about technology systems, use digital tools, solve problems using creative thinking and become responsible digital citizens. Course studies will include digital citizenship, understanding Canvas, scratch coding with Google, using Google Suite tools, Typing.com and career research. This course will help students gain professional skills like communication, collaboration, decision making, research, and portfolio building.

## **78360 | Grade 7 Technology Apps and 88360 | Grade 8 Technology Apps**

Students in this course will learn about technology systems, TechSmart curriculum with google tools, typing.com and career building activities. This course will help students gain professional skills like communication, collaboration, decision making, research, and portfolio building. This course can only be taken once in grades 7 or 8.

## **CT.0749M | Fundamentals of Computer Science**

Students in this course will design, implement and present solutions to real-world problems using computer science concepts. Coursework will include creating interactive games, animations, stories, debugging and designing algorithms using the programming language Python. Skills such as problem solving, communication, portfolio building and digital citizenship will be part of each student activity/project. This course will utilize TechSmart and PLTW Computer Science for Innovators and Makers as a curriculum framework. This course may have limited availability.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

## **CT.0851M | Digital Art and Animation**

In this course, students learn the elements and principles of design, as well as concepts of visual communication. Students will survey a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They will explore career opportunities in the design, production, and presentation of digital artwork. They will respond to the artwork of others and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas. This course satisfies the Fine Art requirement for graduation.

**Credits:** 1.0

**Grade Placement:** 8

**Semesters:** 2

**Prerequisite:** None

## **CT.0891M | Medical Terminology**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

This course will utilize the PLTW Medical Detectives curriculum. This course may have limited availability.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

**CT.4101M | Principles of Applied Engineering**

Students in this course will develop engineering skills using computer graphics, hand-sketching, 3D modeling, design and presentations. Teams will design solutions to problems using innovative thinking and creativity, including the 3D puzzle cube, foot orthosis, and therapeutic toy. Coursework will include employability skills like time-management, collaboration, portfolio building and career research. This course will utilize PLTW Design & Modeling as a curriculum framework. This course may have limited availability.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

**CT.4106M | Robotics I**

Students in this course will design, build and test robots to solve a problem. Coursework will include professional standards for employment, safety, equipment/tools and skills necessary for success in a technical career. Students will work in teams to manage a project through planning, scheduling and meeting criteria in order to develop a product. Course studies in robotics will include torque and gear ratio, robotic arm construction, testing and using knowledge of simple machines. This course will utilize PLTW Automation & Robotics as a curriculum framework. This course may have limited availability.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

**CT.10561M | Professional Communication within L.E.A.P - Leadership, Employability and Professional Skills**

In this year-long course, students will explore college and career pathways, strengthen their communication skills, define their leadership styles, and develop a foundational understanding of financial literacy. Coursework emphasizes professional communication through activities such as speeches, mock interviews, and group projects. This course is designed to equip students with transferable skills essential for success in diverse workplace settings. Students will have the opportunity to explore NISD Career and Technical Education (CTE) programs, Advanced Academics, and prepare their Personal Graduation Plan.

Required elective for all 8th graders.

**Credits:** 1.5 (1.0 HS CTE Elective & .5 HS Speech)

**Grade Placement:** 8

**Semesters:** 2

**Prerequisite:** None

**0801M | Principles of Human Services**

This course is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

**CT.05205M | Personal Development and Relationships**

Personal Development and Relationships is a semester course that examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

**Credits:** .5

**Grade Placement:** 7-8

**Semesters:** 1

**Required Prerequisite:** None

**CT.08035M | Lifetime Nutrition & Wellness**

Lifetime Nutrition and Wellness is a semester laboratory course that allows students to use principles of nutrition to make informed decisions that promote lifelong wellness. Instruction will focus on the role that nutrients have on our body, digestion and metabolism, understanding the importance of a balanced diet, safety and sanitation in the lab, healthy food preparation, and careers in nutrition.

**Credits:** .5

**Grade Placement:** 7-8

**Semesters:** 1

**Required Prerequisite:** None

**CT.9401M | Digital Communications in the 21st Century**

This course prepares students to create multimedia content that is relevant and engaging for a wide variety of audiences including campus communications and announcements. Students will design, produce, and create collaborative projects within the career field of Arts & AV Production. Students will gain a foundational understanding of video creation, print media, graphic design and photography while building professional skills that are transferable throughout a wide variety of career fields and industries.

**Credits:** 1.0

**Grade Placement:** 7-8

**Semesters:** 2

**Required Prerequisite:** None

**88311 | Grade 8 Media**

This course is designed as a second year middle school media course in which students develop skills relevant to real world settings. Students will develop skills that may include surveying and researching information for news reports, current events and producing the school announcements. Students will gain a deeper understanding of video creation, print media, graphic design and photography while building professional skills that are transferable throughout a wide variety of career fields and industries.

# COURSES FOR HIGH SCHOOL CREDIT

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The following high school courses will be included in a student's weighted GPA: Algebra I Honors, Geometry Honors, and Spanish I Honors. Please review the [NISD High School Academic Planning Guide](#) for additional details.

The full listing of high school credit classes include:

- Algebra I Honors (High School Math Credit)
- Art I (High School Fine Art Credit)
- Digital Art and Animation (High School Fine Art Credit)
- Digital Communications in the 21st Century (High School CTE Credit)
- Fundamentals of Computer Science (High School CTE Credit)
- Geometry Honors (High School Math Credit)
- Personal Development and Relationships (High School CTE Credit)
- L.E.A.P. - Leadership, Employability, and Professional Skills (High School CTE Credit)
- Lifetime Nutrition & Wellness (High School CTE Credit)
- Medical Terminology (High School CTE Credit)
- Principles of Applied Engineering (High School CTE Credit)
- Principles of Human Services (High School CTE Credit)
- Professional Communications (High School Speech Credit)
- Robotics I (High School CTE Credit)
- Spanish I Honors (High School Foreign Language Credit)
- Digital Communications in the 21st Century