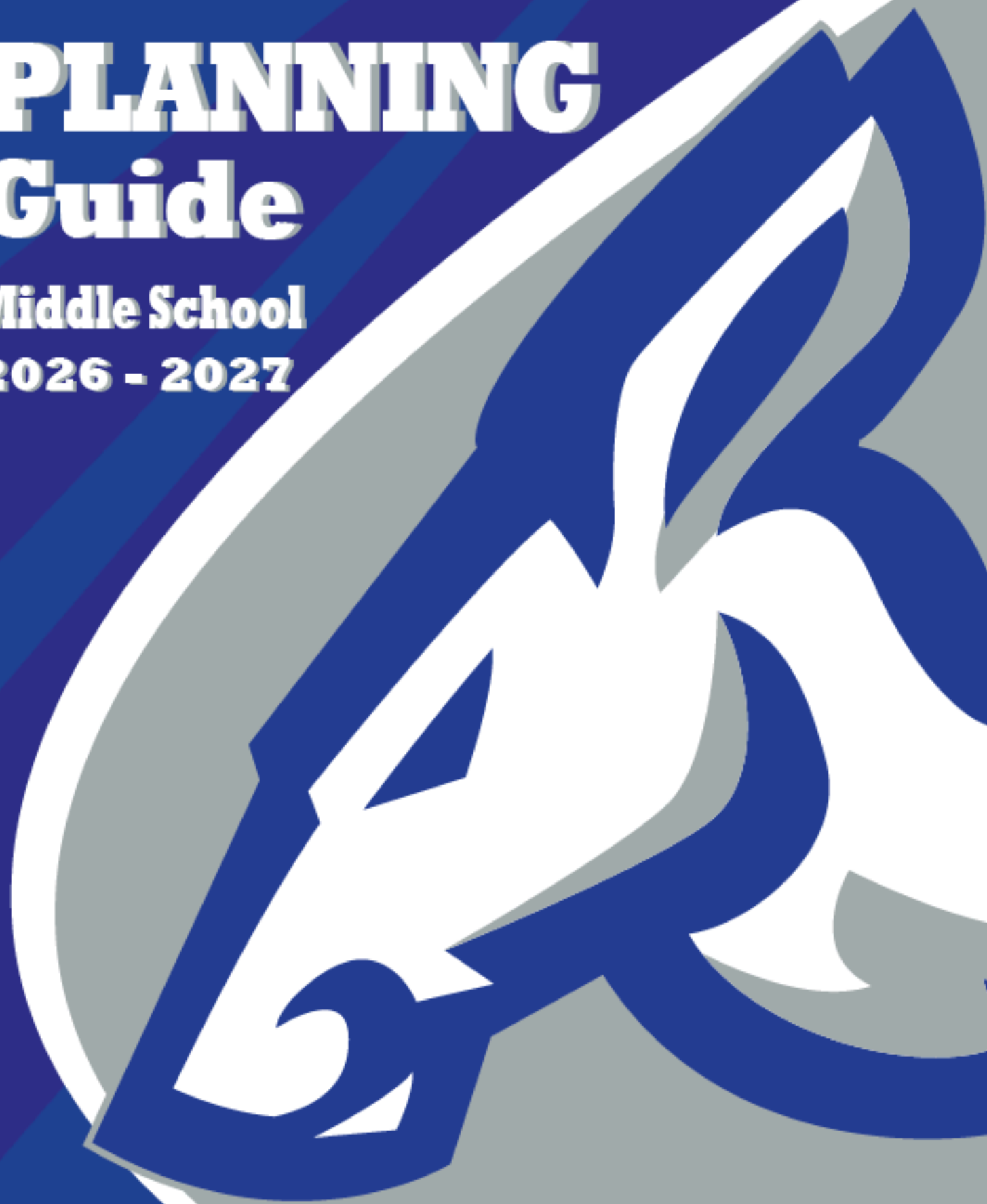


# **ACADEMIC PLANNING Guide**

**Middle School  
2026 - 2027**



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## CORE ACADEMIC CLASSES

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 (TEKS). 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. These courses include grade PE, Athletics, and Dance.

## HONORS COURSES

Honors courses are core academic courses that are aligned with the Advanced Placement 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).

## 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 WISD identification process are served through Honor's classes in language arts, math, social studies, and science. Students should enroll for an Honors class in one or more contents to continue in the GT program.

## SPECIAL EDUCATION

Weatherford Independent School District Middle Schools offer a continuum of services for students identified as Special Education through the Individual Education Plan Committee.

## SECTION 504

Section 504 is an anti-discrimination statute requiring schools to meet the needs of students with disabilities as appropriately as they meet the needs of non-disabled students. A placement committee determines a student's Section 504 eligibility and qualification for services. Placement decisions are to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, placement options, least restrictive environment requirements, and comparable facilities" [34 C.F.R. §104.35(c)(3)].

## CREDIT BY EXAM – ACCELERATION

A student in any grade (K-12) may use examinations in lieu of course work for acceleration to earn credit in an academic subject (grades 6-12). The parent must complete a Credit By Exam request with the campus principal for a student to accelerate a grade or course, and the parent request must include a rationale for the acceleration and testing. A student without prior instruction will earn credit with a passing score of at least "80" on the exam/s. See your counselor for registration information. **CBEs must be completed prior to the start of the school year.**

## **CREDIT BY EXAM – PRIOR INSTRUCTION**

The principal, designee, or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school [Reference Policy FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [Reference Policy FEC].

The Board-approved examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established district procedures. Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate district employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course. A student will earn credit with a passing score of at least "70" on the exam/s. (For further information, see the counselor for registration information and District Policy EHDB LOCAL).

## **ADVANCED ACADEMICS, NO-PASS, NO-PLAY EXEMPTION**

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse during the school day. The student regains eligibility after the seven-calendar day waiting period has ended following a grading period or the three-school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

## **TRANSFER STUDENTS**

In order to receive credit or a final grade for a class, a student is required to attend class 90 percent of the day's class is offered regardless of whether the student's absences are excused. Due to this policy, students who transfer to Weatherford ISD after 10% of the school year has passed will not be eligible to earn high school credit if not currently enrolled from the previous district. Students will remain enrolled in the course and a local credit will be given.

## MIDDLE SCHOOL COURSE REQUIREMENTS

Below are the requirements and electives by grade level.

<p><b>Grade 6 Required Core Classes</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Reading/Math Lab</li> <li>Mathematics</li> <li>Science</li> <li>Social Studies</li> <li>Physical Education, Pre-Athletics or Dance</li> </ul>	<p><b>Grade 6 Electives – Options:</b></p> <ul style="list-style-type: none"> <li>Band</li> <li>Theatre Arts</li> <li>Art</li> <li>Choir</li> </ul>
<p><b>Grade 7 Required Core Classes</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Professional Communications/Touch System Data Entry</li> <li>PE/Athletics/Dance (Required in either 7<sup>th</sup> or 8<sup>th</sup> or can be taken both years if used as an elective)</li> </ul>	<p><b>Grade 7 Electives – Options:</b></p> <ul style="list-style-type: none"> <li>PE/Athletics/Dance</li> <li>Band</li> <li>Theatre Arts</li> <li>Art</li> <li>Choir</li> <li>Gateway to Technology – Robotics and Automation and Flight &amp; Space .5 Credit</li> <li>WEB Communications .5 Credit</li> </ul>
<p><b>Grade 8 Required Core Classes</b></p> <ul style="list-style-type: none"> <li>English Language Arts</li> <li>Math or Algebra</li> <li>Science</li> <li>Social Studies</li> <li>Career Exploration &amp; Employability Skills</li> <li>PE/Athletics/Dance (Required in either 7<sup>th</sup> or 8<sup>th</sup> or can be taken both years if used as an elective)</li> </ul>	<p><b>Grade 8 Electives – Options:</b></p> <ul style="list-style-type: none"> <li>PE/Athletics/Dance</li> <li>Band</li> <li>Theatre Arts</li> <li>Art</li> <li>Choir</li> <li>Spanish I</li> <li>Gateway to Technology – Robotics and Automation and Flight &amp; Space .5 Credit</li> <li>WEB Communications .5 Credit</li> <li>Principles of Agriculture, Food and Natural Resource</li> </ul>

## STUDENT WORKSHEET FOR PLAN

Use this sample three-year plan to make tentative course selections. Campus counselors will ensure student's registration meets the requirements.

6 <sup>th</sup> GRADE PLANNING WORKSHEET			
ENGLISH LANGUAGE ARTS: <i>circle one</i>	English Language Arts 6	English Language Arts 6 Honors	
MATHEMATICS: <i>circle one</i>	Math 6	Math 6 Honors	
SCIENCE: <i>circle one</i>	Science 6	Science 6 Honors	
PHYSICAL EDUCATION: <i>circle one</i>	Pre-Athletics	PE	Dance
SOCIAL STUDIES: <i>circle one</i>	Social Studies 6	Social Studies 6 Honors	
ELECTIVE:			
7 <sup>th</sup> GRADE PLANNING WORKSHEET			
ENGLISH LANGUAGE ARTS: <i>circle one</i>	English Language Arts 7	English Language Arts 7 Honors	
MATHEMATICS: <i>circle one</i>	Math 7	Math 7 Honors	
SCIENCE: <i>circle one</i>	Science 7	Science 7 Honors	
SOCIAL STUDIES: <i>circle one</i>	Social Studies 7	Social Studies 7 Honors	
PHYSICAL EDUCATION: <i>circle one</i> (7 <sup>th</sup> OR 8 <sup>th</sup> )	Athletics	PE/Dance	Dance Team
PROFESSIONAL COMMUNICATIONS/TOUCH SYSTEM DATA ENTRY			
ELECTIVE ( <i>Physical education will count for one if selected</i> ):			
ELECTIVE:			
8 <sup>th</sup> GRADE PLANNING WORKSHEET			
ENGLISH LANGUAGE ARTS: <i>circle one</i>	English Language Arts 8	English Language Arts 8 Honors	
MATHEMATICS: <i>circle one</i>	Math 8	Algebra I Honors	
SCIENCE: <i>circle one</i>	Science 8	Science 8 Honors	
SOCIAL STUDIES: <i>circle one</i>	Social Studies 8	Social Studies 8 Honors	
PHYSICAL EDUCATION: <i>circle one</i> (7 <sup>th</sup> OR 8 <sup>th</sup> )	Athletics	PE/Dance	Dance Team
CAREER EXPLORATION & EMPLOYABILITY SKILLS			
ELECTIVE ( <i>Physical education will count for one if selected</i> ):			
ELECTIVE:			

## 6<sup>th</sup> GRADE – REQUIRED CLASSES

### ENGLISH LANGUAGE ARTS

#### **ENGLISH LANGUAGE ARTS 6 (1060)**

English 6 will have students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of a high school English course. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible and use appropriate conventions, and that demonstrate their ability to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self-selected.

#### **ENGLISH LANGUAGE ARTS 6 HONORS (1125)**

English 6 Honors is designed to prepare students for high school Honors English courses. Students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of a high school Honors English course. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible, use appropriate conventions, and demonstrate their ability to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self-selected.

COURSE COMPARISON	
<p><b><u>English 6</u></b></p> <ul style="list-style-type: none"> <li>• 6th grade ELA TEKS</li> <li>• Average paced curriculum</li> <li>• Reading and writing expectations aligned to 6th grade TEKS</li> </ul>	<p><b><u>English 6 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 6th grade TEKS</li> <li>• Accelerated paced curriculum</li> <li>• Expected to read and respond to reading out-of-class (i.e. homework)</li> <li>• Reading and writing expectations aligned to Honors English 7 and Honors English 8</li> </ul>
HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS	
<p><b>Recommendations for English 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>• Consistent 5th grade Reading Language Arts average of 90 or higher.</li> <li>• MOY 5th grade reading MAP score of 220 or higher.</li> </ul> <p><b>Things to consider for English 6 Honors:</b></p> <ul style="list-style-type: none"> <li>• Student exhibits the ability to work hard because effort can be just as important as test scores.</li> <li>• Student is self-motivated and very interested in reading and/or writing outside of school requirements.</li> </ul>	

## **MATH**

### **MATH 6 (2060)**

Math 6 focuses on numbers and operations, proportionality, algebraic relationships, and measurement and data. Problem solving in meaningful contexts and formal/informal reasoning will underlie all concepts studied.

### **MATH 6 HONORS (2125)**

Math 6 Honors is designed to prepare students for Honors Algebra I in 8th grade and Advanced Placement (AP) mathematics courses in high school. It is a course designed for students who love math, want to know more, and are willing to take personal responsibility for their learning. In addition to studying numbers and operations, proportionality, algebraic relationships, and measurement and data, the curriculum also includes many 7th grade math standards. This course has a quicker pace, heavier workload, and more challenging assessment expectations than Math 6. It is recommended that parents consult with their child's math teacher to determine if this course is the correct placement. *\*Students who perform in the top 40% on the fifth grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment or NWEA MAP End-of-Year Assessment will be automatically enrolled in Math 6 Honors per requirements of SB 2124.*

<b>COURSE COMPARISON</b>	
<u><b>Math 6</b></u>	<u><b>Math 6 Honors</b></u>
<ul style="list-style-type: none"> <li>• 6 grade TEKS</li> <li>• Average paced curriculum</li> <li>• Development of numeracy skills and mathematical problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Extension of 6th grade TEKS (inclusion of select 7th grade TEKS)</li> <li>• Accelerated curriculum</li> <li>• Focus on critical thinking skills</li> <li>• Classroom practice in conjunction with out-of-class assignments</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Math 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Previous year math STAAR score at or near the Masters level.</li> <li>• Consistent 5th grade math average of 90 or higher.</li> <li>• MOY 5th grade math MAP score of 231 or higher.</li> <li>• 5th grade STAAR score in the top 40%</li> </ul> <p><b>Things to consider for Math 6 Honors:</b></p> <ul style="list-style-type: none"> <li>• Course is designed for students who quickly grasp and apply new mathematical concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	



## **SOCIAL STUDIES**

### **Social Studies 6 (4060)**

In Social Studies Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

### **Social Studies 6 Honors (4125)**

Social Studies 6 Honors is designed to prepare students for Honors Texas History in 7th grade and Honors United States History in 8th grade as well as Social Studies AP courses in high school. This course is designed for students who have a passion for Social Studies, want to delve deeper into history, and are willing to take personal responsibility for their learning. In addition to the recurring themes in World Cultures, this course also includes rigorous historical critical thinking skills. This course has a quicker pace, heavier workload, and more challenging assessment expectations than Social Studies 6. It is recommended that parents consult with their child's social studies teacher to determine if this course is the correct placement.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b>Social Studies 6</b></p> <ul style="list-style-type: none"> <li>6th grade Social Studies TEKS</li> <li>Average paced curriculum</li> <li>Development of inquiry learning</li> <li>Uses Argument Driven Inquiry to support</li> </ul>	<p style="text-align: center;"><b>Social Studies 6 Honors</b></p> <ul style="list-style-type: none"> <li>Extension of 6th grade Social Studies TEKS</li> <li>Accelerated curriculum</li> <li>Focus on historical critical thinking skills</li> <li>Uses Argument Driven Points of View to support claims, evidence, and justification, with additional support from teacher</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Social Studies 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>Consistent 5th grade social studies grade average of 90 or higher.</li> <li>Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>MOY 5th grade reading MAP score of 220 or higher.</li> </ul> <p><b>Things to consider for Social Studies 6 Honors:</b></p> <ul style="list-style-type: none"> <li>Course is designed for students who quickly grasp and apply historical critical thinking skills.</li> <li>Students exhibit the ability to work hard, as effort can be just as important as exam scores.</li> </ul>	

## **SCIENCE**

### **Science 6 (3060)**

Science 6 is interdisciplinary in nature; however, much of the content focus is on physical science. Recurring themes are prevalent in sciences, mathematics, and technology. These themes crossover and include change and constancy, patterns, cycles, systems, models, and scale. Many areas of the curriculum are connected together and integrated within a theme. To develop a rich knowledge of science and the natural world, students must become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work.

### **Science 6 Honors (3125)**

Science 6 Honors is designed to prepare students for Honors Algebra I in the 8th grade and Honors Biology I in 9th grade and other Honors and Advanced Placement (AP) science courses in high school. It is a course designed for students who love science, want to know more, and are willing to take personal responsibility for their learning. In addition to the recurring themes in sciences, mathematics, and technology, this course also includes rigorous problem-solving skills. This course has a quicker pace, heavier workload, and more challenging assessment expectations than Science 6. It is recommended that parents consult with their child's science teacher to determine if this course is the correct placement.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Science 6</u></b></p> <ul style="list-style-type: none"> <li>• 6th grade Science TEKS</li> <li>• Average paced curriculum</li> <li>• Development of inquiry learning</li> <li>• Uses Argument Driven Inquiry to support</li> </ul>	<p style="text-align: center;"><b><u>Science 6 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 6th grade Science TEKS</li> <li>• Accelerated curriculum</li> <li>• Focus on critical thinking skills</li> <li>• Uses Argument Driven Inquiry to support claims, evidence, and justification, with additional support from teacher</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Science 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Previous year science STAAR score at or near the Masters level.</li> <li>• Consistent 5th grade science average of 90 or higher.</li> <li>• MOY 5th grade science MAP score of 224 or higher.</li> </ul> <p><b>Things to consider for Science 6 Honors:</b></p> <ul style="list-style-type: none"> <li>• Course is designed for students who quickly grasp and apply new scientific concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	

## **PHYSICAL EDUCATION**

(Required in 6<sup>th</sup> Grade)

### **PE (BOYS 08602/GIRLS 08603)**

Students will learn a variety of cooperative games and activities to enhance eye-hand/ eye-foot coordination, spatial awareness, and cardiovascular fitness. In addition, students will learn the major muscle groups of the body and the importance of maintaining an active lifestyle for a healthier, more productive future. Students take two semesters of PE. There is a required health component that is taught during physical education class.

### **PRE-ATHLETICS (BOYS 80600/GIRLS 08601)**

Pre-Athletics is intended for students interested in playing competitive sports. Pre- Athletics will help 6th grade students prepare for Athletics in 7th and 8th grade. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator.

### **DANCE (08604)**

This course introduces skills, procedures, etiquette, and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies.

## **6th GRADE – ELECTIVES**

### **ART 1 (10000)**

Middle school art provides an across the curriculum learning experience for students. Students have the opportunity for self-expression and problem solving by using a variety of art media. Students gain a greater appreciation for art through purposeful writing in their exploration of Art Appreciation and Art History. In the study of the Elements of Art and the Principles of Design, students develop skills that will build toward high school level art classes. Equipment fees apply.

### **BEGINNER BAND 1 (10703)**

The beginner band is typically made up of sixth or seventh grade students with no previous musical experience. Emphasis will be placed on developing fundamental music theory knowledge, as well as acquiring individual skills on a specific musical instrument. Membership will be open to all sixth or seventh grade students and will require placement testing to determine what instrument the student will play. At the end of the beginner band year, each student will audition for placement into an advanced performing ensemble.

### **CHOIR 1 (BOYS 10601/GIRLS 10602)**

Music appreciation and enjoyment, the development of vocal skills and health, as well as developing sight-reading abilities are the emphasis of this course. Performances and competitions are an exciting part of choir and student participation will be required as this course is a performing art. Students will have the opportunity to participate in a variety of performances both during and after school.

### **DANCE (08604)**

This course introduces skills, procedures, etiquette, and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies.

### **THEATER 1 (10002)**

This course is activity-centered to help students acquire lifelong skills such as critical thinking, self-discipline, group cooperation, sensory and emotional awareness, and self- confidence. Basic acting techniques are taught through improvisations and pantomimes. Students will also develop and improve memorization skills.

## 7th GRADE – REQUIRED CLASSES

### ENGLISH LANGUAGE ARTS

#### **ENGLISH LANGUAGE ARTS 7 (1070)**

English 7 will have students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of a high school English course. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible, use appropriate conventions, and demonstrate their ability to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self-selected.

#### **ENGLISH LANGUAGE ARTS 7 HONORS (1130)**

English 7 Honors is designed to prepare students for high school Honors English courses. Students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of a high school Honors English course. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible, use appropriate conventions, and demonstrate their ability to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self-selected.

COURSE COMPARISON	
<p><b><u>English 7</u></b></p> <ul style="list-style-type: none"> <li>• 7th grade TEKS</li> <li>• Average paced curriculum</li> <li>• Reading and writing expectations aligned to 7th grade TEKS</li> </ul>	<p><b><u>English 7 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 7th grade TEKS</li> <li>• Accelerated paced curriculum</li> <li>• Expected to read, and occasionally write, out-of-class (i.e. homework)</li> <li>• Reading and writing expectations aligned to Honors English 8 and high school Honors English courses</li> <li>• Expected to read and think critically about assigned and self-selected texts</li> </ul>
HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS	
<p><b>Recommendations for English 7 Honors (student meets <i>two</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>• Consistent 6th grade on-level Reading Language Arts average of 90 or higher.</li> <li>• Consistent 6th grade honors Reading Language Arts average of 80 or higher.</li> <li>• MOY 6th grade reading MAP score of 225 or higher.</li> </ul> <p><b>Things to consider for English 7 Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of English 6 Honors is highly recommended.</li> <li>• Student exhibits the ability to work hard because effort can be just as important as test scores.</li> <li>• Student is self-motivated and very interested in reading and/or writing outside of school requirements.</li> </ul>	

## **MATHEMATICS**

### **MATH 7 (2070)**

Math 7 is an extension of the concepts covered in Math 6. Math 7 focuses on numbers and operations, proportionality, algebraic relationships, measurement, probability and statistics. Problem solving in meaningful contexts and formal/informal reasoning will underlie all concepts studied.

### **MATH 7 HONORS (2130)**

Math 7 Honors is recommended for students who successfully completed Math 6 Honors. Math 7 Honors is designed to prepare students for Honors Algebra I in 8th grade and Advanced Placement (AP) mathematics courses in high school. It is a course designed for students who love math, want to know more, and are willing to take personal responsibility for their learning. In addition to studying numbers and operations, proportionality, algebraic relationships, measurement, probability and statistics, the curriculum also includes the 8th grade math standards. This course has a quicker pace, heavier workload, and more challenging assessment expectations than Math 7. It is recommended that parents consult with their child's math teacher to determine if this course is the correct placement. **7th grade Honors students will take the 8th grade STAAR Math test.**

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Math 7</u></b></p> <ul style="list-style-type: none"> <li>• 7th grade TEKS</li> <li>• Average paced curriculum</li> <li>• Development of numeracy skills and mathematical problem solving</li> <li>• Students take the 7th grade STAAR Math assessment</li> </ul>	<p style="text-align: center;"><b><u>Math 7 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 7th grade TEKS (inclusion of 8th grade TEKS)</li> <li>• Accelerated curriculum</li> <li>• Focus on critical thinking skills</li> <li>• Classroom practice in conjunction with out-of-class assignments</li> <li>• Students take the 7th grade STAAR Math assessment</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Requirements for Math 7 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• 6th grade math STAAR score of Meets or Masters</li> <li>• 6th grade math MAP EOY score of 240 or higher (projecting Meets or Masters)</li> </ul> <p><b>Things to consider for Math 7 Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of Math 6 Honors is highly recommended, as many of the 7th grade mathematics TEKS were introduced in that course.</li> <li>• Course is designed for students who quickly grasp and apply new mathematical concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	

## **SOCIAL STUDIES**

### **TEXAS HISTORY 7 (4070)**

In Texas History 7, students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various Industries such as agricultural, energy, medical, computer, and aerospace.

### **TEXAS HISTORY 7 HONORS (4130)**

Texas History 7 Honors is recommended for students that successfully completed Social Studies 6 Honors. This course provides the same examination of the History of Texas as described above in Texas History 7; however, students will also develop the higher-order historical thinking skills, clear writing skills, and content-area reading skills to prepare students for success in Honors United States History in 8th grade and Social Studies Advanced Placement courses in high school. Honors Texas History is designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts. Students will read primary and secondary sources to develop points of view with multiple perspectives. The sources students read are complex and require an analytical approach to the development and understanding of Texas History. Students will begin developing the historical writing skills of Causation, Comparison and Continuity/Change using Document Based analysis and historical reasoning. A solid work ethic, reading comprehension and organizational skills are the most important characteristics of the Social Studies Honors student. It is recommended that parents consult with their child's Social Studies teacher to determine if this course is the correct placement.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Social Studies 7</u></b></p> <ul style="list-style-type: none"> <li>• 7th grade Social Studies TEKS</li> <li>• Average paced curriculum</li> <li>• Mastery Learning Applied to Assessment</li> <li>• Document-Based Question Essay Writing with assistance</li> <li>• In-class application of concept.</li> <li>• Uses Argument Driven Inquiry to support</li> </ul>	<p style="text-align: center;"><b><u>Social Studies 7 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 7th grade Social Studies TEKS</li> <li>• Accelerated curriculum</li> <li>• Focus on historical critical thinking and writing skills</li> <li>• Document-Based Question Essay Writing</li> <li>• Increased independent application of concepts which will require work outside of class.</li> <li>• Uses Argument Driven Points of View to support claims, evidence, and justification, with additional support from the teacher</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Social Studies 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Consistent 6th grade social studies average of 90 or higher.</li> <li>• Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>• MOY 6th grade reading MAP score of 225 or higher.</li> </ul> <p><b>Things to consider for Social Studies 6 Honors:</b></p> <ul style="list-style-type: none"> <li>• Course is designed for students who quickly grasp and apply historical critical thinking skills.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as exam scores.</li> </ul>	



## **SCIENCE**

### **SCIENCE 7 (3070)**

Science 7 content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. The following concepts will be addressed in each strand: scientific engineering, matter and energy, force and motion, Earth and space, and organisms and environments.

### **SCIENCE 7 HONORS (3130)**

Science 7 Honors is recommended for students that successfully completed Science 6 Honors. Science 7 Honors is designed to prepare students for Honors Algebra I in the 8th grade and Honors Biology I in 9th grade and other Honors and Advanced Placement (AP) science courses in high school. It is a course designed to meet the needs of gifted and high achieving students. 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 majority of grades are based on the ability to draw conclusions based on evidence provided, collaborative work, and content-driven projects completed independently. Homework will consist of preparing for quizzes and exams, completing lab reports, analysis questions, and additional projects.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Science 7</u></b></p> <ul style="list-style-type: none"> <li>• 7th grade Science TEKS</li> <li>• Average paced curriculum</li> <li>• Development of inquiry learning</li> <li>• Uses Argument Driven Inquiry to support</li> </ul>	<p style="text-align: center;"><b><u>Science 7 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 7th grade Science TEKS</li> <li>• Accelerated curriculum</li> <li>• Focus on critical thinking skills</li> <li>• Uses Argument Driven Inquiry to support claims, evidence, and justification, with additional support from teacher</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Science 7 Honors:</b></p> <ul style="list-style-type: none"> <li>• Consistent 6th grade on-level science average of 90 or higher.</li> <li>• Consistent 6th grade honors science average of 80 or higher.</li> <li>• MOY 6th grade science MAP score of 225 or higher.</li> </ul> <p><b>Things to consider for Science 7 Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of Science 6 Honors is highly recommended.</li> <li>• Course is designed for students who quickly grasp and apply new scientific concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	

### **PROFESSIONAL COMMUNICATIONS (1585)**

This course blends written, oral and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communications. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics and conduct internet research.

### **TOUCH SYSTEM DATA ENTRY (14800)**

In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

Students will need to apply touch system data entry for production of business documents.

## **7th GRADE – ELECTIVES**

### **PHYSICAL EDUCATION**

(Required in 7<sup>TH</sup> or 8<sup>TH</sup> Grade)

#### **PE (BOYS 08706/GIRLS 08707)**

Students will learn a variety of cooperative games and activities to enhance eye-hand/ eye-foot coordination, spatial awareness, and cardiovascular fitness. In addition, students will learn the major muscle groups of the body and the importance of maintaining an active lifestyle for a healthier, more productive future. Students are required to take two semesters of PE in either 7th or 8th grade to meet the state requirement. There is a required health component that is taught during physical education class.

#### **ATHLETICS (BOYS 0879/GIRLS 0880)**

Athletics is intended for students interested in playing competitive sports. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator. Students participating in Weatherford ISD athletics are **REQUIRED** to have a yearly physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.

The following sports are available at the middle school level:

- Boys – Cross Country, Football, Tennis, Basketball, and Track
- Girls – Cross Country, Volleyball, Tennis, Basketball, and Track

#### **DANCE (0703)**

This course introduces skills, procedures, etiquette, and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies.

#### **DANCE TEAM (10700)**

Prerequisite- Audition Required for 7th and 8th grade

Dance team members are expected to maintain academic success and provide leadership within the school. Students will learn a variety of dance styles including ballet, modern, jazz, pom, and hip hop. Team members will participate in athletic events, dance competitions, shows, community service, and fundraisers. Rehearsals and performances outside of school hours may be required. Equipment fees apply.

#### **ART 1 (10000)**

Middle school art provides an across the curriculum learning experience for students. Students have the opportunity for self-expression and problem solving by using a variety of art media. Students gain a greater appreciation for art through purposeful writing in their exploration of Art Appreciation and Art History. In the study of the Elements of Art and the Principles of Design, students develop skills that will build toward high school level art classes. Equipment fees apply.

*Students may be placed in any art course based on grade level and individual readiness. Counseling and administrative staff may adjust placements, including waiving prerequisites, to ensure appropriate grade-level groupings.*

#### **ART 2 (10001)**

Prerequisite: Art 1

Middle school art 2 expands on the skills learned in Art 1, focusing on deeper exploration of the elements of art and principles of design. Students create original artworks using a variety of media, drawing on observation, personal experience, and cultural influences. The course emphasizes creativity, technical skill, and art vocabulary through studio projects, art history connections, and



critiques. Students build a portfolio that demonstrates growth in craftsmanship, expression, and problem solving, preparing them for advanced art courses. Equipment fees apply.

*Students may be placed in any art course based on grade level and individual readiness. Counseling and administrative staff may adjust placements, including waiving prerequisites, to ensure appropriate grade-level groupings.*

### **BEGINNER BAND 1 (10703)**

The beginner band is typically made up of sixth or seventh grade students with no previous musical experience. Emphasis will be placed on developing fundamental music theory knowledge, as well as acquiring individual skills on a specific musical instrument. Membership will be open to all sixth or seventh grade students and will require placement testing to determine what instrument the student will play. At the end of the beginning band year, each student will audition for placement into an advanced performing ensemble.

### **SYMPHONIC & HONOR BAND (BAND 2)(10704 CONCERT/10705 SYMPHONIC)**

Prerequisite- Beginner Band

The symphonic band and honor band is made up of seventh and eighth grade musicians, with emphasis placed upon improving fundamental skills and group performance skills. Membership will be determined by audition at the end of beginning band year. Students must have successfully completed one year of beginner band. These ensembles often require practice outside of the school day and on those occasions, parents are responsible for transportation.

### **CHOIR (BOYS 10702/GIRLS 10701/MIXED 10706)**

Prerequisite- Audition Required for 7th and 8th grade

Music appreciation and enjoyment, the development of vocal skills, and sight-reading abilities are the emphasis of this course. Performances and competitions are an exciting part of choir and student participation will be required. Students will have the opportunity to participate in UIL competitions and a variety of after school performances.

### **THEATRE ARTS (10008)**

This course is activity-centered to help students acquire lifelong skills such as critical thinking, self-discipline, group cooperation, sensory and emotional awareness, and self- confidence. Basic acting techniques are taught through improvisations and pantomimes. Students will also develop and improve memorization skills.

### **GATEWAY TO TECHNOLOGY – ROBOTICS, AUTOMATION, FLIGHT AND SPACE (12101X)**

Project Lead The Way Gateway students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

### **WEB COMMUNICATIONS (12102X)**

In Web Communications, students will acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## 8th GRADE – REQUIRED CLASSES

### ENGLISH LANGUAGE ARTS

#### **ENGLISH LANGUAGE ARTS 8 (1080)**

English 8 will have students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of a high school English course. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible and , use appropriate conventions, and that demonstrate their ability to to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self- selected.

#### **ENGLISH LANGUAGE ARTS 8 HONORS (1140)**

English 8 Honors is designed to prepare students for high school Advanced Placement English and/or dual -credit English courses at the high school. Students listen, speak, read, write, and think daily using multiple texts. Students will analyze text from a variety of genres including, but not limited to, fiction, nonfiction, informational, poetry, and argumentative. Students are introduced to literary analysis that prepares them for the rigors of advanced high school English courses. The students critically analyze the author's use of genre characteristics and then purposefully apply those in their own writing. Students will use a recursive writing process to produce compositions that are legible and, use appropriate conventions, and that demonstrate their ability to analyze literature from various genres. In addition, students engage in short term and sustained inquiry and research. The texts students read and write are increasingly complex and a combination of assigned and self-selected.

COURSE COMPARISON	
<p><b><u>English 8</u></b></p> <ul style="list-style-type: none"> <li>• 8th grade TEKS</li> <li>• Average paced curriculum</li> <li>• Reading and writing expectations aligned to 8th grade TEKS</li> </ul>	<p><b><u>English 8 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 8th grade TEKS</li> <li>• Accelerated paced curriculum</li> <li>• Expected to read and write out-of-class (i.e. homework)</li> <li>• Reading and writing expectations aligned to those in AP English and/or dual credit English courses in high school</li> <li>• Expected to read and think critically about several texts at one time</li> <li>• Expected to collaborate with peers and use a variety of sources to form and share ideas</li> </ul>
HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS	
<p><b>Recommendations for English 8 Honors:</b></p> <ul style="list-style-type: none"> <li>• Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>• Consistent 7th grade honors English average of 85 or higher.</li> <li>• MOY 7th grade reading MAP score of 226 or higher.</li> </ul> <p><b>Things to consider for English 8 Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of English 7 Honors is highly recommended.</li> <li>• Student exhibits the ability to work hard because effort can be just as important as test scores.</li> <li>• Student is self-motivated and very interested in reading and/or writing outside of school requirements.</li> <li>• Student understands there may be summer reading required.</li> </ul>	

## **MATHEMATICS**

### **MATH 8 (2080)**

Math 8 is an extension of concepts covered in Math 7. Math 8 focuses on proportional reasoning, algebraic expressions, algebraic equations, linear relationships, foundations of functions, and measurement and data analysis. These concepts are a state prerequisite for Algebra I, the next course in the on-level mathematics pathway.

### **ALGEBRA I HONORS (0211)**

*High School Credit: 1*

Students must have completed Math 7 Honors to take Algebra I Honor. Algebra I Honors is a high school credit course. Algebra I students will study linear, quadratic, and exponential functions from multiple representations (graph, table, equation, model, verbal description). Honors students will extend Algebra I concepts in preparation for taking Advanced Placement (AP) courses in high school.

Algebra I is a prerequisite for all high school math courses and is required for graduation. Successful completion of this course results in one year of high school math credit. The grade earned for this course will be posted on the high school transcript and will be included in the calculation of the student's high school grade point average per Board Policy EIC (Local).

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Math 8</u></b></p> <ul style="list-style-type: none"> <li>• 8th grade TEKS</li> <li>• Average paced curriculum</li> <li>• Students take the 8th grade STAAR assessment</li> </ul>	<p style="text-align: center;"><b><u>Algebra I Honors</u></b></p> <ul style="list-style-type: none"> <li>• Algebra I TEKS               <ul style="list-style-type: none"> <li>◦ Successful completion of Math 7 Honors is required prior to enrollment</li> </ul> </li> <li>• Students take the EOC Algebra assessment</li> <li>• Significant out-of-class commitment</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Algebra I Honors:</b></p> <ul style="list-style-type: none"> <li>• Previous year math STAAR score at or near the Masters level.</li> <li>• Consistent 7th grade honors math average of 85 or higher.</li> <li>• MOY 7th grade math MAP score of 245 or higher.</li> </ul> <p><b>Things to consider for Algebra I Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of Math 7 Honors is required, as the state requires mastery of 8th grade TEKS in order to be enrolled in Algebra I.</li> <li>• Course is designed for students who quickly grasp and apply new mathematical concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	

## **SOCIAL STUDIES**

### **UNITED STATES HISTORY 8: BEGINNINGS TO 1877 (4080)**

In United States History 8, students will examine the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, and social issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students will analyze the various factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system, the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students will also evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

### **U.S. HISTORY 8 HONORS: TO 1877 (4140)**

United States History 8 Honors is recommended for students that successfully completed Social Studies 7 Honors. This course provides students with the same examination of American History from Jamestown through Reconstruction as described above in United States History 8: Beginnings to 1877; however, students will also develop the higher-order historical thinking skills, clear writing skills, and content-area reading skills to prepare them for Social Studies Advanced Placement courses in high school. Honors United States History is designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts. Students will read primary and secondary sources to develop points of view with multiple perspectives. The sources students read are complex and require an analytical approach to the development and understanding of United States History. Students will begin developing the historical writing skills of Causation, Comparison and Continuity/Change using Document Based analysis and historical reasoning. A solid work ethic, reading comprehension and organizational skills are the most important characteristics of the Social Studies Honors student. It is recommended that parents consult with their child's Social Studies teacher to determine if this course is the correct placement.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b><u>Social Studies 8</u></b></p> <ul style="list-style-type: none"> <li>• 8th grade Social Studies TEKS</li> <li>• Average paced curriculum</li> <li>• Mastery Learning Applied to Assessment</li> <li>• Document-Based Question Essay Writing with assistance</li> <li>• In-class application of concept</li> <li>• Uses Argument Driven Inquiry to support</li> </ul>	<p style="text-align: center;"><b><u>Social Studies 8 Honors</u></b></p> <ul style="list-style-type: none"> <li>• Extension of 8th grade Social Studies TEKS</li> <li>• Accelerated curriculum</li> <li>• Focus on historical critical thinking and writing skills</li> <li>• Document-Based Question Essay Writing</li> <li>• Increased independent application of concepts which will require work outside of class</li> <li>• Uses Argument Driven Points of View to support claims, evidence, and justification, with additional support from the teacher</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Social Studies 6 Honors (student meets <i>one</i> of the following criteria):</b></p> <ul style="list-style-type: none"> <li>• Consistent 7th grade social studies average of 90 or higher.</li> <li>• Previous year Reading Language Arts STAAR score at or near the Masters level.</li> <li>• MOY 7th grade reading MAP score of 226 or higher.</li> </ul> <p><b>Things to consider for Social Studies 6 Honors:</b></p> <ul style="list-style-type: none"> <li>• Course is designed for students who quickly grasp and apply historical critical thinking skills.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as exam scores.</li> </ul>	

## **SCIENCE**

### **SCIENCE 8 (3080)**

Science 8 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. To develop a rich knowledge of science and the natural world, students must become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work.

### **SCIENCE 8 HONORS (3140)**

Science 8 Honors is recommended for students that successfully completed Science 7 Honors. Science 8 Honors is designed to prepare students for Honors Biology I in 9th grade and other Honors and Advanced Placement (AP) science courses in high school.

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. Science 8 Honors class will move through the basic objectives very quickly in order to provide students the opportunity to learn concepts at a greater depth to form a solid foundation for high school level Honors and Advanced Placement (AP) sciences. The majority of grades are based on the ability to draw conclusions based on evidence provided, collaborative work, and content-driven projects completed independently. Homework will consist of preparing for quizzes and exams, completing lab reports or analysis questions.

<b>COURSE COMPARISON</b>	
<p style="text-align: center;"><b>Science 8</b></p> <ul style="list-style-type: none"> <li>• 8th grade Science TEKS</li> <li>• Average paced curriculum</li> <li>• Development of inquiry learning</li> <li>• Uses Argument Driven Inquiry to support claims, evidence, and justification, with additional support from teacher</li> </ul>	<p style="text-align: center;"><b>Science 8 Honors</b></p> <ul style="list-style-type: none"> <li>• Extension of 8th grade Science TEKS</li> <li>• Accelerated curriculum</li> <li>• Focus on critical thinking skills</li> <li>• Independent motivation of assessments</li> <li>• Uses more complex Argument Driven Inquiry to support claims, evidence, and justification</li> <li>• Focus on critical thinking and analysis</li> <li>• Independent content-driven projects</li> </ul>
<b>HONORS COURSE RECOMMENDATIONS AND CONSIDERATIONS</b>	
<p><b>Recommendations for Science 8 Honors:</b></p> <ul style="list-style-type: none"> <li>• Consistent 7th grade on-level science average of 90 or higher.</li> <li>• Consistent 7th grade honors science average of 85 or higher.</li> <li>• MOY 7th grade science MAP score of 228 or higher.</li> </ul> <p><b>Things to consider for Science 8 Honors:</b></p> <ul style="list-style-type: none"> <li>• Successful completion of Science 7 Honors is highly recommended.</li> <li>• Course is designed for students who quickly grasp and apply new scientific concepts.</li> <li>• Students exhibit the ability to work hard, as effort can be just as important as test scores.</li> </ul>	



## **CAREER EXPLORATION & EMPLOYABILITY SKILLS (12021)**

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

### **8th GRADE – ELECTIVES**

#### **PHYSICAL EDUCATION**

(Required in 7<sup>TH</sup> or 8<sup>TH</sup> Grade)

#### **PE (BOYS 08700/GIRLS 08701) – Hall Middle Co-Ed Class**

Students will learn a variety of cooperative games and activities to enhance eye- hand/eye-foot coordination, spatial awareness, and cardiovascular fitness. In addition, students will learn the major muscle groups of the body and the importance of maintaining an active lifestyle for a healthier, more productive future. Students are required to take two semesters of PE in either 7th or 8th grade to meet the state requirement. There is a required health component that is taught during physical education class.

#### **ATHLETICS (BOYS 0882/GIRLS 0883)**

Athletics is intended for students interested in playing competitive sports. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator. Students participating in Weatherford ISD athletics are REQUIRED to have a yearly physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games.

The following sports are available at the middle school level:

- Boys – Cross Country, Football, Tennis, Basketball, and Track
- Girls – Cross Country, Volleyball, Tennis, Basketball, and Track

#### **DANCE (0703)**

This course introduces skills, procedures, etiquette, and vocabulary required for safe and effective participation in dance. The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies.

#### **DANCE TEAM (10802)**

Prerequisite- Audition Required for 7th and 8th grade

Dance team members are expected to maintain academic success and provide leadership within the school. Students will learn a variety of dance styles including ballet, modern, jazz, pom, and hip hop. Team members will participate in athletic events, dance competitions, shows, community service, and fundraisers. Rehearsals and performances outside of school hours may be required. Equipment fees apply.

#### **ART 1 (10000)**

Middle school art provides an across the curriculum learning experience for students. Students have the opportunity for self-expression and problem solving by using a variety of art media. Students gain a greater appreciation for art through purposeful writing in their exploration of Art Appreciation and Art History. In the study of the Elements of Art and the Principles of Design, students develop skills that will build toward high school level art classes. Equipment fees apply.

*Students may be placed in any art course based on grade level and individual readiness. Counseling and administrative staff may adjust placements, including waiving prerequisites, to ensure appropriate grade-level groupings.*

#### **ART 2 (10001)**

Prerequisite: Art 1

Middle school art 2 expands on the skills learned in Art 1, focusing on deeper exploration of the elements of art and principles of design. Students create original artworks using a variety of media, drawing on observation, personal experience, and cultural influences. The course emphasizes creativity, technical skill, and art vocabulary through studio projects, art history connections, and

critiques. Students build a portfolio that demonstrates growth in craftsmanship, expression, and problem solving, preparing them for advanced art courses. Equipment fees apply.

*Students may be placed in any art course based on grade level and individual readiness. Counseling and administrative staff may adjust placements, including waiving prerequisites, to ensure appropriate grade-level groupings.*

### **ART 3 (10010)**

Prerequisite: Art 1 & 2

Art 3 is an advanced course designed for students who have completed Art 1 and Art 2 and are ready to refine their artistic voice. Students explore complex concepts in the elements of art and principles of design while experimenting with diverse media and techniques. Emphasis is placed on originality, problem solving, and critical thinking as students connect personal experiences with cultural and historical context, in preparation for high school art studies. Equipment fees apply.

*Students may be placed in any art course based on grade level and individual readiness. Counseling and administrative staff may adjust placements, including waiving prerequisites, to ensure appropriate grade-level groupings.*

### **BEGINNER BAND 1 (10703)**

The beginner band is typically made up of sixth or seventh grade students with no previous musical experience. With rare exceptions, 8th graders may be placed in the beginner band after an audition with the campus band director.

### **SYMPHONIC & HONOR BAND (BAND 3)(10805 SYMPHONIC/10806 CONCERT)**

Prerequisite- Beginner Band

The symphonic band and honor band is made up of seventh and eighth grade musicians, with emphasis placed upon improving fundamental skills and group performance skills. Membership will be determined by audition at the end of beginning band year. Students must have successfully completed one year of beginner band. These ensembles often require practice outside of the school day and on those occasions, parents are responsible for transportation.

### **CHOIR (BOYS 10803/GIRLS 10804/ MIXED 10807)**

Prerequisite- Audition Required for 7th and 8th grade

Music appreciation and enjoyment, the development of vocal skills, and sight-reading abilities are the emphasis of this course. Performances and competitions are an exciting part of choir and student participation will be required. Students will have the opportunity to participate in UIL competitions and a variety of after school performances.

### **GATEWAY TO TECHNOLOGY – ROBOTICS, AUTOMATION, FLIGHT AND SPACE (12101X)**

Project Lead The Way students are provided opportunities to investigate problems and apply a problem-solving or design process to creatively identify solutions. Students are introduced to problems and are asked to make connections throughout the lessons. Students learn and use methods for communicating design ideas through sketches, solid models, mathematical, and computerized models. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

Automation and Robotics: Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer-control systems. Students use robotics to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Flight and Space: The exciting world of aerospace comes alive through this unit. Students explore the science behind aeronautics and use their knowledge to design, prototype, and test model rockets and gliders. Custom-built simulation software allows students to experience space travel.

### **PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES (1600A/1600B)**

High School Credit: 1

This course introduces students to the National FFA Organization by explaining the history and opportunities offered in the Agriculture field. Discussed in this course will be topics covering leadership skills, the agriculture industry and skills needed to be successful in the agriculture industry. Students taking the class will develop public speaking skills and increase their knowledge of parliamentary procedure. This course is an introduction to global agriculture and includes topics in leadership development, communications, personal finance and mechanized agriculture.

### **THEATRE ARTS (10011)**

This course is activity-centered to help students acquire lifelong skills such as critical thinking, self-discipline, group cooperation, sensory and emotional awareness, and self- confidence. Basic acting techniques are taught through improvisations and pantomimes. Students will also develop and improve memorization skills.

**SPANISH I (09800)**

High School Credit: 1

This course is an introduction to the Spanish-speaking world, its language, and its people. Emphasis is on the early acquisition of the spoken language while developing listening, reading, speaking and writing skills. Skills are introduced through both oral and written expression. This course is intended for students who are at or above grade level skills in the areas of oral comprehension, speaking, reading and writing.

**WEB COMMUNICATIONS (12102X)**

In Web Communications, students will acquire knowledge of web communications and technological operations and concepts. This is an exploratory course in web communications. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.



## High School Credit Courses

The following courses are high school credit courses and will count towards class rank and GPA.

Course	High School Credit
<b>Algebra I Honors</b>	High School Credit: 1
<b>Spanish I</b>	High School Credit: 1
<b>Touch Systems Data Entry*</b> <i>(required in 8th grade)</i>	High School Credit: .5
<b>Professional Communications*</b> <i>(required in 8th grade)</i>	High School Credit: .5
<b>Career Exploration &amp; Employability Skills*</b>	High School Credit: 1
<b>Principles of Agriculture, Food &amp; Natural Resources</b>	High School Credit: 1
<b>Web Communications</b>	High School Credit: .5

***\*These courses are only offered at the middle school level.***

## **WEATHERFORD ISD PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNOLOGY (VOCATIONAL) EDUCATION PROGRAMS**

It is the policy of Weatherford ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its career & technology (vocational) education programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Weatherford ISD offers Career and Technology Education programs in: Agriculture, Food & Natural Resources; Architecture & Construction/ Engineering; Arts, an Technology & Communication; Business, Management & Administration; Education & Training; Finance; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Marketing, Sales and Service; Science, Technology, Engineering & Mathematics and Transportation, Distribution and Logistics. Admission to these programs is based on interest, aptitude, age appropriateness, and class space available.

Weatherford ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

Weatherford ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact Ron Holmgreen, Executive Director of Student Services of WISD, at 1100 Longhorn Dr., Weatherford TX 76086, 817-598-2800, [rhomgreen@weatherfordisd.com](mailto:rhomgreen@weatherfordisd.com).

## **NOTIFICACIÓN PÚBLICA DEL DISTRITO ESCOLAR DE WEATHERFORD DE NO DISCRIMINACIÓN EN SUS PROGRAMAS EDUCATIVOS VOCACIONALES EN CARRERA Y TECNOLOGÍA**

Es política del distrito escolar de Weatherford no discriminar por motivos de raza, color, origen nacional, sexo o discapacidad, en los programas, servicios o actividades vocacionales, tal como 10 requiere el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

El distrito escolar de Weatherford ofrece programas vocacionales en Agricultura; Alimentos y Recursos Naturales; Arquitectura & Construcción/ Ingeniería; Artes, Tecnología AN & Comunicación; Negocios; Gerencia y Administración; Educación & Entrenamiento; Finanzas; Ciencias de la Salud; Servicios Humanos; Tecnología de la Información; Leyes, Seguridad Pública, Correccionales y Seguridad; Mercadeo, Ventas y Servicios; Ciencias; Tecnología, Ingeniería y Matemáticas; Transporte, Distribución y Logística. La admisión a estos programas se basa en interés y aptitud, edad apropiada, y espacio disponible en la clase.

Weatherford ISD no discrimina por motivos de raza, color, origen nacional, sexo, o discapacidad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados.

El distrito escolar de Weatherford tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del idioma inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para más infomación sobre sus derechos o procedimientos para quejas, comuníquese, Ron Holmgreen, Executive Director of Student Services of WISD, at 1100 Longhorn Dr., Weatherford TX 76086, 817-598-2800, [rhomgreen@weatherfordisd.com](mailto:rhomgreen@weatherfordisd.com).

Addendum



**Middle School Honors Course Agreement 2026-2027**

STUDENT NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ Student ID # \_\_\_\_\_

Please check ☐ each Honors course you are enrolled in this year.

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade
<input type="checkbox"/> Honors English	<input type="checkbox"/> Honors English	<input type="checkbox"/> Honors English
<input type="checkbox"/> Honors Math	<input type="checkbox"/> Honors Math	<input type="checkbox"/> Honors Algebra I
<input type="checkbox"/> Honors Science	<input type="checkbox"/> Honors Science	<input type="checkbox"/> Honors Science
<input type="checkbox"/> Honors Social Studies	<input type="checkbox"/> Honors Texas History	<input type="checkbox"/> Honors United States History

Middle school students in an Honors course will experience accelerated and enriched learning experiences that prepare them for advanced high school courses. Successful honors students enjoy new learning challenges, are willing to devote time to academic study, and make regular school attendance a priority.

**STUDENT / PARENT RESPONSIBILITIES**

\_\_\_\_\_ Initial **STUDENT** – I agree to embrace new learning challenges, devote time (during and outside of school) to academic study, and make school attendance a priority. I agree to communicate with the teacher if I need assistance. I understand that if my grade falls below a 70 I must attend tutorials at least two (2) times.

\_\_\_\_\_ Initial **PARENT** - I agree to help my son/daughter manage study time and encourage them to give quality effort to each assignment. I understand I may contact the teacher with any concerns that arise about my child's progress.

**REASSIGNMENT AT STUDENT REQUEST**

A student may only exit an Honors course at the end of the first three weeks, the end of the 1<sup>st</sup> six weeks grading period, the end of the 2<sup>nd</sup> 6 weeks grading period, or at the end of the first semester.

**DISMISSAL POLICY**

The minimum grade each grading period in an Honors course is 70. If a student's six-weeks average falls below 70, that grade will serve as a warning to the student and parent that improvement is needed and continued enrollment in the course is in jeopardy. If the student's grade is below 70 at any progress report or six weeks grade report, the student must attend a minimum of two (2) tutorials before the next report.

A student whose first semester average is below 70 in an Honors course will not be permitted to enroll in the second semester of that course. He/she will be placed in an on-level class for the remainder of the school year.

**I understand and accept the conditions of this agreement.**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

PARENT \_\_\_\_\_ DATE \_\_\_\_\_