

**Aledo Middle School  
&  
McAnally Middle School**



**2023-2024  
Academic Planning Guide**

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## GENERAL INFORMATION

### ENROLLMENT

A student enrolling in the district for the first time must be accompanied by his/her parent(s) or legal guardian and must provide satisfactory evidence of required immunization, proof of residence (utility bill or lease agreement), copy of birth certificate, and a withdrawal form from the previous school. To complete admission, the following demographic information is necessary: home address, home phone, mother's name, place of business and work phone, father's name, place of business and work phone, and a friend or relative's name and number in case of emergency.

### IMMUNIZATIONS

State law requires that all students entering seventh grade show proof of current immunizations. There are 4 immunizations which may be new for your child and are required for incoming 7<sup>th</sup> graders:

**Tdap** – required within 5 years of entering 7<sup>th</sup> grade

**Meningococcal** – one dose required to enter 7<sup>th</sup> grade

**Varicella #2** – second dose required to enter 7<sup>th</sup> grade

**Hepatitis A** – two doses required to enter 7<sup>th</sup> grade

Students will **NOT** be allowed to enter seventh grade without these immunizations. If your student has received these prior to this notice, PLEASE provide a copy of the most current immunization records to your school nurse **NOW** in order to update all records and ensure your student can begin school in August without delay.

### ADVANCED COURSES

The open enrollment policy for Aledo Middle School and McAnally Middle School allows any student, who has an interest in a more challenging approach designed to prepare students for college, to enroll in an advanced course. Students must have successfully completed any proper prerequisite course, and it is suggested that the student has passed the corresponding STAAR or EOC assessment(s).

Advanced courses are designed for self-disciplined, highly motivated students. Excellent class attendance and good organizational skills are preferable to predict success. Opportunities for creative, productive thinking are provided with stress on cognitive concepts and processes.

Students must assume responsibility for considerable out-of-class reading/homework assignments and have well-developed reading, writing, and/or math skills.

High achieving and G/T students are served through placement in Advanced courses.

## TIME FRAME FOR REQUESTING A SCHEDULE CHANGE

Students may request to add a higher-level course within the first 10 school days of a semester. Students may request to drop a class according to the following timeframes:

For Advanced Courses:

- A student may drop the course at the end of the first three weeks, or
- At the end of the first grading period, with parent approval, teacher/parent contact, and administrator approval

*Please note that schedule changes can impact the student's entire schedule and can impact elective options.*

## UIL REQUIREMENTS

**Eligibility for all extracurricular participants after the first six weeks of the school year.**

A student who receives, at the end of any grading period (beginning at the conclusion of the first six weeks of the school year), a grade below 70 in any academic class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP), may not participate in extracurricular activities for at least three school weeks. However, an ineligible student may practice or rehearse. The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes, and (2) completed the three school weeks of ineligibility. During the first six weeks of the school year, students are considered eligible if they were promoted from the previous grade. For more information, consult [www.uil.utexas.edu](http://www.uil.utexas.edu).

## STATE TESTING REQUIREMENTS FOR GRADUATION

**As a prerequisite to a high school diploma, students in Texas public high schools must demonstrate satisfactory performance on statewide assessments.** Students must meet state requirements on the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams to be eligible to receive a diploma from a Texas public high school. Current legislation requires that End-of-Course exams be taken in English I, English II, Algebra I, Biology, and US History. Performance standards for these exams are set to measure in-depth instruction, broad and deep ideas, and college and career readiness. Students enrolled in Algebra I in middle school will take the STAAR EOC in the spring semester as determined by the Texas Education Agency. **Students enrolled in Advanced Math 7 will take 8<sup>th</sup> grade STAAR test.**

## CAREER AND TECHNICAL EDUCATION (CTE)

Aledo ISD is proud to offer a wide variety of Career and Technical Education courses and pathways. Many of the CTE courses available have the opportunity to take a certification test at the conclusion of the course that would enable the student to become certified in a related field. Certification could be beneficial in future employment opportunities; prospective college degree plans or both.

## **EXAMINATION FOR ACCELERATION**

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction. AISD will provide Credit by Examination without prior instruction on dates to be determined and released at the beginning of the school year. A student planning to take an examination for acceleration (or the student's parent) must register with the counselor. Scores on exams for high school credit are not included in the Grade Point Average. The district may not honor a request by a parent to administer, on some other date, a test purchased by the parent from a State Board-approved university. A score of 80 is necessary to receive credit by exam without prior instruction.

# 6<sup>th</sup> GRADE COURSE DESCRIPTIONS & REQUIREMENTS

## READING LANGUAGE ARTS 6 (RLA 6)

The primary areas of focus for Aledo on-level RLA classes include vocabulary development, reading comprehension in various genres, writing in several forms for specific purposes, listening and speaking skills, and the research process. As a student advances in grade, these skills grow in rigor and depth, as do the texts read and analyzed.

## ADVANCED RLA 6

In addition to the knowledge and skills in on-level RLA, Advanced RLA embeds higher level literacy skills necessary for PreAP and AP coursework.

| <u>RLA 6</u>  | <u>Advanced RLA 6</u>   |
|---|---|
| <ul style="list-style-type: none"><li>• Further development of reading skills and focus on becoming an active reader</li><li>• Reading a variety of genres to improve independent reading skills</li><li>• Development of writing skills and author's craft and tools</li><li>• Collaborative exchange of ideas</li></ul> | <ul style="list-style-type: none"><li>• Close-reading of a volume of on-level and higher-level texts</li><li>• Focus on higher order thinking skills: synthesis and evaluation of author's craft and tools</li><li>• Development of writing with depth and complexity</li><li>• Collaborative exchange of ideas</li></ul> |

### Recommendations for Advanced RLA 6:

- 5th grade consistent RLA average of 85 or higher
- STAAR score at Meets Grade Level or higher
- Strong work ethic
- Motivation to strengthen reading, writing, listening, and speaking skills

### Things to Consider:

- Students in Advanced RLA 6 will be expected to read and write outside of class.
- Advanced skills include a shift in rigor; for example, reading and writing in timed contexts.

## MATH 6

This course focuses on integer operations, multiplying and dividing positive rational numbers, proportions/unit rates, representing one-step algebraic relationships with equations, tables and graphs, solving geometric concepts using algebraic relationships and summarizing statistical data.

## ADVANCED MATH 6

This course is for the student who loves math, wants more, and is willing to take personal initiative for their learning. This course is more advanced than on-level 6th grade math, with regards to pace, workload, and assessment expectations. In addition to 6th grade TEKS, the course will incorporate 7th grade standards that vertically align with the 6th grade content. Students with strong computation, problem-solving and higher order thinking skills will enjoy the challenge that this course provides. It is highly recommended that you consult with your current math teacher to see if this is the right placement for your child.

| <u>Math 6</u>  | <u>Advanced Math 6</u>   |
|--|--|
| <ul style="list-style-type: none"><li>• 6th grade TEKS</li><li>• Mastery Learning Applied to Assessment</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 TEKS (Both 6th &amp; 7th)</li><li>• Independent Motivation of Assessments</li><li>• In-Class Practice in Conjunction with Out-of-Class Application</li><li>• Advanced Rigor</li><li>• Focus on Critical Thinking Skills</li></ul> |

### Recommendations for Advanced Math 6 (*one of the following*):

- STAAR score for 5th grade math should be at or near Masters Level.
- 5th grade consistent math average of 85 or higher.
- Attained a Math MAP score of 230 or higher.

### Things to consider:

- There is an expectation for deeper understanding and application of concepts.
- Designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- Willingness to work hard - effort can be just as important as test scores.
- Students who did not take the 5th grade STAAR math test will often take a pre-assessment during the registration process to determine the best placement.

## SCIENCE 6

Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. Curriculum 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.

**Advanced Science is not offered in 6th grade.**

**All students will experience:**

- Concentration of TEKS development and mastery
- Collaborative work with peers
- Mastery learning applied to assessment
- Implementation of Argument Driven Inquiry to promote science argumentation through claims, evidence, and justification, with additional support from teacher
- Flexibility to meet all learner's needs



## SOCIAL STUDIES 6

In 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 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.

**Advanced Social Studies is not offered in 6th grade.**

**All students will experience:**

Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged.

All students will be writing two compositions for their social studies course which is called a document-based question. Students will read primary and secondary sources and use them to answer a historical/geographical question. They will create a claim, support that claim with evidence and write an analysis of primary and secondary sources.

## 6<sup>th</sup> GRADE ELECTIVE INFORMATION

All elective courses are for a full school year.

### **ADVENTURES IN AG 6<sup>th</sup> grade**

This course is an introductory course designed to expose students to varied aspects of agricultural science. A focus for this course will be hands on activities involving plants, leadership, small shop projects, and animal science. This course is intended for 6th and 7th grade students. This course may only be taken once. This course will be offered every other year. It will be a rotation with Exploratory AG.

**ART** - This class gives students an opportunity to enjoy hands-on projects, such as: drawing, painting, metalworking, printmaking, sculpture and design. Students will have the opportunity to learn about various art techniques, famous artists, and historical art periods. Those students who feel they have little artistic talents can greatly improve their art skills in this class.

**BEGINNING BAND** - Beginning Band is where students start an exciting journey of learning a musical instrument in the Aledo Band program. In this class we teach students the important fundamentals that will build their skills as they progress through the band program. There are eleven instruments to choose from for students wanting to be in beginning band: Flute, Oboe, Bassoon, Clarinet, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba and Percussion. Students that participate in beginning band will have the skills to participate in one of the 7<sup>th</sup> & 8<sup>th</sup> grade performing bands the following year. Students will learn many new musical concepts, as well as get to do several public performances throughout the year, including a performance at an Aledo high school football game, local festivals, NRH20 and other performance opportunities. Important musical concepts such as rhythmic notation, music note identification, instrumental fingerings, and tone production will be covered in this class. It is an engaging and fun filled class where students with and without prior musical knowledge will be challenged while learning a new and exciting skill.

**CHOIR** - An entry level choir for those who love to sing regardless of your singing experience! Anyone can learn, and anyone can join. Students discover a solid foundation in sight-reading and performance skills while expanding their knowledge of musical concepts. The course will utilize movable Do (solfege) and Kodaly hand signs. Through this course of study, the students will learn new pieces and become more independent singers. The students will be given opportunities to perform the selected pieces and showcase the skills learned throughout the year. This course will develop student ownership of choral music and better prepare them for membership in the Advanced Choirs of the Aledo Middle Schools. There is no audition required!

**6<sup>th</sup> BEGINNER DANCE** – In this introductory dance course students will develop basic perceptual thinking and movement abilities for daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time. Through this course of study, students will gain a solid foundation of performance. Students will perform at all district and campus dance shows throughout the year. It is an engaging and fun filled class where students with and without prior dance knowledge will be challenged while learning new and exciting skills.

**P.E.** – This course is required for all students who need to fulfill year one of their middle school P.E. requirement and who do not desire to be in pre-athletics.

**PRE-ATHLETICS** - Pre-Athletics is a course offering for all 6<sup>th</sup> graders planning on participating in 7<sup>th</sup> grade athletics. Students will be introduced to the fundamentals and terminology of Middle School sports as well as organized strength, conditioning, and agility training. The sports offered during school in the 7<sup>th</sup> grade are:

Girls – Volleyball, Basketball, Track and Field

Boys – Football, Basketball, and Track and Field

**TEEN LEADERSHIP** - Teen Leadership will focus on the development of critical life-changing leadership skills for middle school students, including: taking personal responsibility, expressing themselves well, and making wise decisions when faced with adversity. The curriculum used for the this portion of the course will be *LeadWorthy the Course*, published by the Flippen Group.

**TECHNOLOGY INTEGRATIONS** - This course will provide an introduction to typing, desktop publishing and basic coding concepts. Students will learn design concepts such as color and balance. Students will also learn Python to master coding concepts common to all programming languages, such as statements, conditionals, loops, libraries, and graphics. This course will also incorporate robotics and coding as well as digital design concepts, programming with building robots using the LEGO MINDSTORMS NXT kits as well as constructing and controlling robots through many investigative group and independent activities. Additionally, students will learn the fundamentals of touch typing, the GSuite platform, and a variety of Web 2.0 tools as they work independently and collaboratively on engaging real-world projects.

**THEATRE** And.....ACTION! In this hands-on course, students are introduced to the basics of acting, improvisation, characterization, pantomime, role preparation, stage movement, choreography, set design, dramaturgy, character design, marketing, sound design, lighting design, and more! Please note that, if you dare delve into the wonderful world of Theatre, you will be expected to participate in every facet of the course. This is essential for building appreciation and respect for all individuals involved in making a production a possibility. Audience etiquette (being a part of Texas standards for this course) will be an enforced, graded skillset. Performing in front of your peers is a daily practice in this course. Kids who take this course gain confidence, ingenuity, and confidence that will benefit them for the rest of their lives.

# 7<sup>th</sup> GRADE COURSE DESCRIPTIONS & REQUIREMENTS

## READING LANGUAGE ARTS 7 (RLA 7)

The primary areas of focus for Aledo RLA classes include vocabulary development, reading comprehension in various genres, writing in several forms for specific purposes, listening and speaking skills, and the research process. From year to year, the skills in focus grow in rigor and depth, as do the texts read and analyzed.

### In RLA 7, students will

- Further develop their reading skills and focus on becoming an active reader.
- Read a variety of genres to improve independent reading skills.
- Study grammar and the mechanics of writing-including sentence analysis, sentence combining, usage, and punctuation-will be approached primarily through mini-lessons and targeted study of language in context of student work and literature.
- Develop their reading skills while collaborating with peers and exchanging ideas.

## ADVANCED RLA 7

Advanced RLA 7 is a TEKS-based course that also infuses skills, which will prepare students for future AP courses.

### In ADVANCED RLA 7, students will:

- Prepare for Advanced Placement (AP) courses in high school.
- Focus on higher order thinking skills such as synthesis and development of evaluative qualities to ensure students can answer complex questions thoroughly.
- Read both level and higher-level texts and complete assessments at a higher level.
- Write with depth and complexity supported by solid implicit and explicit text evidence.
- Develop their skills for reading while collaborating with peers and exchanging ideas.

| RLA 7  | Advanced RLA 7  |
|--|---|
| <ul style="list-style-type: none"><li>• Focus on active and close reading</li><li>• Reading and responding to a variety of genres to improve independent reading skills</li><li>• Development of writing skills and author's tools/craft</li><li>• Collaborative exchange of ideas</li></ul> | <ul style="list-style-type: none"><li>• Close-reading of a volume of on-level and higher level texts</li><li>• Focus on higher-order thinking skills, including synthesis and evaluation of author's tools/craft</li><li>• Development of writing with depth and complexity</li><li>• Collaborative exchange of ideas, including debate</li></ul> |

### Recommendations for enrollment in Advanced RLA 7

- Average of 85 or higher in RLA 6.
- STAAR Reading and Writing scores at "Meets Grade Level".
- Strong work ethic and willingness to work outside of class.

## MATH 7

The primary areas of focus in Math 7 are number and operations, proportionality, expressions, relationships, and measurement and data. Students use concepts of proportionality to explore, develop and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability.

## ADVANCED MATH 7

This course is for the student who loves math, wants more, and is willing to take personal initiative for their learning. This course is more advanced than Math 7 with regards to pace, workload, and assessment expectations. Students will be expected to learn half of the 7th grade TEKS in addition to the 8<sup>th</sup> grade TEKS. It is highly recommended that you consult with your current math teacher to see if this is the right placement for your child.

| <u>Math 7</u>  | <u>Advanced Math 7</u>   |
|--|--|
| <ul style="list-style-type: none"><li>• 7<sup>th</sup> grade TEKS</li><li>• Mastery Learning Applied to Assessment</li><li>• Take 7<sup>th</sup> Grade STAAR</li></ul> | <ul style="list-style-type: none"><li>• Extension of TEKS (Both 7<sup>th</sup> &amp; 8<sup>th</sup>)</li><li>• Independent Motivation of Assessments</li><li>• In-Class Practice in Conjunction with Out-of-Class Application</li><li>• Advanced Rigor</li><li>• Focus on Critical Thinking Skills</li><li>• Take 8<sup>th</sup> Grade STAAR</li></ul> |

### Recommendations for Advanced Math:

- STAAR score for 6th grade math should be at or near Masters Level.
- 6th grade consistent math average of 90 or higher.
- MAP Math Score of 236 or higher.

### Things to consider:

- There is an expectation for deeper understanding and application of concepts.
- Designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- Willingness to work hard - effort can be just as important as test scores.
- Students who did not take the 6th grade STAAR math test will often take a pre-assessment during the registration process to determine the best placement.

## SCIENCE 7

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. Curriculum 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.

## ADVANCED SCIENCE 7

This course is 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.

### Science 7

- Concentration of TEKS development and mastery
- Work collaboratively with peers
- Mastery Learning Applied to Assessment
- Uses Argument Driven Inquiry to support claims, evidence, and justification, with additional support from teacher
- Flexibility to meet all learner's needs

### Advanced Science 7

- Extension of TEKS at a greater depth for mastery
- Work collaboratively with peers
- Independent motivation of assessments
- Uses Argument Driven Inquiry to support claims, evidence, and justification
- Focus on critical thinking and analysis
- Independent content-driven projects
- Fast paced curriculum with advanced rigor

### **Recommendations for Advanced Science:**

- Self-motivated, hardworking, organized, and committed to completing work within the timeframe allotted.
- Science 6 consistent average of 90 or higher.

### **Things to consider:**

- This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.
- There is an expectation for deeper understanding and applications of concepts.
- Designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.

## **SOCIAL STUDIES 7**

In 7<sup>th</sup> grade, students study the history of Texas from early times to the present. 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. The study strands include citizenship, economics, technology and political structures.

## **ADVANCED SOCIAL STUDIES 7**

For differences between Social Studies 7 and Advanced Social Studies 7 see chart below.

| <u><b>Social Studies 7</b></u>  | <u><b>Advanced Social Studies 7</b></u>  |
|---|--|
| <ul style="list-style-type: none"><li>• Concentration of TEKS mastery of the course description above.</li><li>• Mastery Learning Applied to Assessment.</li><li>• Average Paced Curriculum.</li><li>• Document-Based Question Essay Writing with more assistance.</li><li>• In-class application of concept.</li></ul> | <ul style="list-style-type: none"><li>• Extension of TEKS of the course description above.</li><li>• In-Class Practice in Conjunction with Out-of-Class Application.</li><li>• Advanced Rigor.</li><li>• Focus on Historical Thinking Skills.</li><li>• Document-Based Question Essay Writing.</li><li>• Increased independent application of concepts which may require work outside of class.</li><li>• See additional recommendations <i>below</i>.</li></ul> |

### **Recommendations for Advanced Social Studies 7 Registration:**

- Sixth grade consistent social studies average of 90 or higher.

### **Things to consider:**

- There is an expectation for deeper understanding and application of concepts.
- Advanced Texas History is designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- A solid work ethic and organizational skills are the most important characteristics of an Advanced student.
- This course is designed to be the first course that will help students continue on the Advanced Placement path.

## 7<sup>th</sup> GRADE ELECTIVE INFORMATION

**ADVENTURES IN AG** - This course is an introductory course designed to expose students to varied aspects of agricultural science. A focus for this course will be hands on activities involving plants, leadership, small shop projects, and animal science. This course is intended for 6th and 7th grade students. This course may only be taken once. This course will be offered every other year. It will be a rotation with Exploratory AG.

**ART** - This class gives students an opportunity to enjoy hands-on projects, such as: drawing, painting, metalworking, printmaking, sculpture and design. Students will have the opportunity to learn about various art techniques, famous artists, and historical art periods. Those students who feel they have little artistic talents can greatly improve their art skills in this class.

**ATHLETICS** - Students continue developing the fundamentals and terminology of Middle School sports as well as organized strength, conditioning, and agility training. Students will be required to have a physical on file BEFORE they can begin practice. The sports offered during school in the 7<sup>th</sup> grade are:

Girls – Volleyball, Basketball, Track and Field

Boys – Football, Basketball, and Track and Field.

**BAND** - (Audition required) The middle school band has a dynamic and exciting band program. They are a state and nationally recognized band program, featuring multiple ability-based concert ensembles. Musicians are auditioned in the spring, and placement is determined by the student's current playing ability and musical aptitude. During the 7<sup>th</sup> and 8<sup>th</sup> grade years, we continue to build upon skills from beginning band. All the bands are active in the community and have the opportunity to perform for audiences in the community. Bands compete at UIL in the spring and have the opportunity to participate in invitational festivals throughout the year. Optional trips and social activities are also a feature of the band program.

**CHOIR** – A full year elective course for all students who enjoy singing and performing. Students will learn about correct vocal production, correct singing posture, stage presence, and reading music. All choirs will perform in concerts and contests throughout the year. Courses offered are as follows...

**CHOIR (JV)** – This course is a non-auditioned performance group that has a place for all 7th and 8th grade students who enjoy singing and performing with a desire to learn more about vocal music. The goal of this course is to teach students the fundamentals of music and to help create independence while learning to singing with confidence. These students will have the opportunity to enter individual and small group singing competitions.

**CHOIR (Varsity)** – This class is an auditioned group for the more advanced singers. Students enrolled in this course will participate in all concerts and contests. Solo and ensemble contest, UIL organizational contest, and TMEA All-Region auditions offer additional performance opportunities for students to participate at a more competitive level. All eligible students will participate in the UIL choir contests and invitational festivals and have the opportunity to participate with the Aledo Middle School Show Choir.



**CHOIR (Men's Choir)** - This is for any 7th or 8th-grade boy who would like to be in the choir. This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. Students develop their foundational sight-reading and performance skills. The curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. This choir auditions for UIL and All-Region choir in addition to participating in many performances for the school and community. The purpose is to extend students' understanding of music and their knowledge of musical concepts. There is no audition required!

**COMPUTER SCIENCE FOR INNOVATORS AND MAKERS/MAGIC OF ELECTRONS - (Full year 1 H.S. Credit)** – Computer Science for Innovators and Makers is a Project Lead the Way course geared towards Engineering. One semester students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. In the Magic of Electrons students will be working with hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them. ***The high school course listed above will combine to count as 1.0 high school credit; therefore, in order to receive credit students must meet the 90% attendance requirement set forth by the State of Texas. This course will not count towards High School GPA if taken in Middle School.***

**7<sup>th</sup> INTERMEDIATE/ADVANCED DANCE- Placement audition required** – In this dance course students will continue to develop perceptual thinking and movement abilities for daily life, promoting an understanding of themselves and others. Students continue to develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time. Through this course of study, students will build upon their performance foundation and perform at all district and campus dance shows. Dancers are auditioned in the spring, and placement is determined by the student's current dance ability.

#### **FUNDAMENTALS OF COMPUTER SCIENCE (Year Long/1 H.S. Credit)**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. 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. ***The high school course listed above will count as a high school credit; therefore, in order to receive credit students must meet the 90% attendance requirement set forth by the State of Texas. This course will not count towards High School GPA if taken in Middle School.***

**JOURNALISM INTERNSHIP** - This full year course is designed for 7<sup>th</sup> grade students who are interested in a pathway to the fields of Journalism and Print Media. A student in this course will be self-driven and motivated with an interest in writing about current affairs, photography and photo editing as well as computer-aided design and layout. Journalism Internship students will learn about the history of news (print and digital) and participate in the writing and production of a newspaper, becoming familiar with on-line programs such as Adobe In-Design. Also, Journalism Internship students will learn about the history of photojournalism and learn basic photography skills and digital editing through Adobe Photoshop as well as other digital editing programs. Students will also learn basic layout design, marketing, and production of a yearbook.

**P.E.** – This course is required for all students who need to fulfill year two of their middle school P.E. requirement and who do not desire to be in athletics or dance.

**THEATRE ARTS** – Students are introduced to basic acting skills, such as improvisation, characterization, pantomime, role preparation, and stage movement. Specialized vocabulary of the theatre, theatre traditions, audience etiquette, and performance evaluation criteria will also be an integral part of the course. Throughout the year students will have multiple opportunities to perform their talents in front of an audience. This course also offers students the opportunity to learn how to speak more effectively in front of an audience, in addition to developing excellent communication skills.

# 8<sup>th</sup> GRADE COURSE DESCRIPTIONS & REQUIREMENTS

## READING LANGUAGE ARTS 8 (RLA 8)

The primary areas of focus for Aledo RLA classes include vocabulary development, reading comprehension in various genres, writing in several forms for specific purposes, listening and speaking skills, and the research process. From year to year, the skills in focus grow in rigor and depth, as do the texts read and analyzed.

### In RLA 8, students will

- Further develop their reading skills and focus on becoming an active reader.
- Read a variety of genres to improve independent reading skills.
- Study grammar and the mechanics of writing-including sentence analysis, sentence combining, usage, and punctuation-will be approached primarily through mini-lessons and targeted study of language in context of student work and literature.
- Develop their reading skills while collaborating with peers and exchanging ideas.

## ADVANCED RLA 8

Advanced RLA is a TEKS based course that also infuses skills, which will prepare students for future Advanced Placement (AP) courses.

### In Advanced RLA 8, students will

- Prepare for Advanced Placement courses in high school.
- Focus on higher order thinking skills such as synthesis and development of evaluative qualities to ensure students can answer complex questions thoroughly.
- Read higher-level texts and complete assessments at a higher-level.
- Write with depth and complexity supported by solid implicit and explicit text evidence.
- Develop their skills for reading while collaborating with peers and exchanging ideas.

| RLA 8  | Advanced RLA 8  |
|--|---|
| <ul style="list-style-type: none"><li>• Focus on active and close reading</li><li>• Reading and responding to a variety of genres to improve independent reading skills</li><li>• Development of writing skills and author's tools/craft</li><li>• Collaborative exchange of ideas</li></ul> | <ul style="list-style-type: none"><li>• Close-reading of a volume of on-level and higher level texts</li><li>• Focus on higher-order thinking skills, including synthesis and evaluation of author's tools/craft</li><li>• Development of writing with depth and complexity</li><li>• Collaborative exchange of ideas, including debate</li></ul> |

### Recommendations for enrollment in Advanced RLA 8

- Average of 85 or higher in RLA 7.
- STAAR Reading and Writing scores at "Meets Grade Level".
- Strong work ethic and willingness to work outside of class.

## MATH 8

In Math 8, the primary focal areas are proportionality; expressions, equations, relationships, the foundation of functions; measurement and data. Students will use properties of real numbers and concepts of proportionality to explore and communicate mathematical relationships.

## ALGEBRA I

Algebra I in 8th grade is designed for students interested in taking 5 or more high school math courses including AP Calculus (Algebra I in 8th grade would be the first of the five). Students who did not take Advanced 7th Grade Math must show mastery of 8th grade TEKS by passing an 8th Grade TEKS Assessment.

### Recommendations for Algebra I:

- Advanced Math 7 consistent average of 85 or higher.
- Math 7 consistent average of 90 or higher.
- STAAR score for 8th grade math should be at or near Masters Level.

### Things to consider:

- There is an expectation for deeper understanding and application of concepts.
- Designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- Willingness to work hard - effort can be just as important as test scores.
- Students MUST show mastery of 8th grade TEKS to be enrolled in Algebra I; therefore, if students have not taken 8th grade STAAR, they may be required to take an 8th grade TEKS assessment.

| <u>Math 8</u>   | <u>Algebra I</u>  |
|---|---|
| <ul style="list-style-type: none"><li>● 8th Grade TEKS</li><li>● Students take 8th Grade STAAR</li><li>● Average paced curriculum</li></ul> | <ul style="list-style-type: none"><li>● Students must show mastery of 8th grade TEKS by either:<ul style="list-style-type: none"><li>○ Passing grade in Advanced Math 7</li><li>○ Passing an 8th Grade TEKS assessment</li></ul></li><li>● Algebra I TEKS</li><li>● Students take EOC Algebra test</li><li>● 90% attendance requirement</li><li>● Significant out of class commitment</li></ul> |

## 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.

## ADVANCED SCIENCE 8

This course is designed to meet the needs of gifted and high-achieving students. 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. Advanced Science 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 PAP 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.

| <u>Science 8</u>   | <u>Advanced Science 8</u>   |
|--|---|
| <ul style="list-style-type: none"><li>• Concentration of TEKS development and mastery</li><li>• Work collaboratively with peers</li><li>• Mastery Learning Applied to Assessment</li><li>• Uses Argument Driven Inquiry to support claims, evidence, and justification, with additional support from teacher</li><li>• Flexibility to meet all learner's needs</li></ul> | <ul style="list-style-type: none"><li>• Extension of TEKS at a greater depth for mastery</li><li>• Work collaboratively with peers</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><li>• Fast paced curriculum with advanced rigor</li></ul> |

### Recommendations for Advanced Science 8:

- Self-motivated, hardworking, organized, and committed to completing work within the timeframe allotted.
- Consistently demonstrated a 90% average or greater in Science 7 or an 85% average or higher in Advanced Science 7.

### Things to consider:

- This course assists in preparing students for the challenges offered by the Advanced Placement program through sustained habits necessary for success in the College Board's AP Program.
- There is an expectation for deeper understanding and applications of concepts.
- Designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- Students wishing to take PAP Biology as a freshman should pass the Grade 8 Science STAAR in the spring.

## SOCIAL STUDIES 8

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Students will take United States History since 1877 to the present in their 11th grade year. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. The focus in each era is on key individuals, events, and issues and their impact.

## ADVANCED SOCIAL STUDIES 8

For differences between Social Studies 8 and Advanced Social Studies 8 see chart below.

| <u>Social Studies 8</u>  | <u>Advanced Social Studies 8</u>   |
|--|--|
| <ul style="list-style-type: none"><li>• Concentration of TEKS mastery of the course description above.</li><li>• Mastery Learning Applied to Assessment</li><li>• Document-Based Question Essay Writing with more assistance</li><li>• In-class application of concept</li></ul> | <ul style="list-style-type: none"><li>• Extension of TEKS of the course description above.</li><li>• In-Class Practice in Conjunction with Out-of-Class Application</li><li>• Advanced Rigor</li><li>• Focus on Historical Thinking Skills</li><li>• Document-Based Question Essay Writing</li><li>• Increased independent application of concepts which may require work outside of class</li><li>• See additional recommendations <i>below</i></li></ul> |

### Recommendations for Advanced Social Studies 8 registration:

- Consistently demonstrated a 90% average or greater in Social Studies 7 or an 85% average or higher in Advanced Social Studies 7.

### Things to consider:

- There is an expectation for deeper understanding and application of concepts.
- Advanced Social Studies 8 is designed for students who quickly grasp new concepts and demonstrate the ability to apply these concepts.
- A solid work ethic and organizational skills are the most important characteristics of an advanced student.
- This course is designed to help students continue on the Advanced Placement (AP) path.

## 8th GRADE ELECTIVE COURSE DESCRIPTIONS

**ART** - This class gives students an opportunity to enjoy hands-on projects, such as: drawing, painting, metalworking, printmaking, sculpture and design. Students will have the opportunity to learn about various art techniques, famous artists, and historical art periods. Those students who feel they have little artistic talents can greatly improve their art skills in this class. This class is NOT for high school credit.

**ATHLETICS** – Students should only sign up for this course if they made a team last school year. If a student was in Athletics or PE last year, they are not required to sign up for this course again. If your student was successful in athletics last year, then most likely, they will want to sign up for this elective again this year. Students will be required to have a physical on file BEFORE they can begin practice.

**BAND** - (Audition required) The middle school band has a dynamic and exciting band program. They are a state and nationally recognized band program, featuring multiple ability-based concert ensembles. Musicians are auditioned in the spring, and placement is determined by the student's current playing ability and musical aptitude. During the 7<sup>th</sup> and 8<sup>th</sup> grade years, we continue to build upon skills from beginning band. All the bands are active in the community and have the opportunity to perform for audiences in the community. Bands compete at UIL in the spring and have the opportunity to participate in invitational festivals throughout the year. Optional trips and social activities are also a feature of the band program.

**CHOIR** – A full year elective course for all students who enjoy singing and performing. Students will learn about correct vocal production, correct singing posture, stage presence, and reading music. All choirs will perform in concerts and contests throughout the year. Courses offered are as follows...

**CHOIR (JV)** – This course is a non-auditioned performance group that has a place for all 7th and 8th grade students who enjoy singing and performing with a desire to learn more about vocal music. The goal of this course is to teach students the fundamentals of music and to help create independence while learning to singing with confidence. These students will have the opportunity to enter individual and small group singing competitions.

**CHOIR (Varsity)** – This class is an auditioned group for the more advanced singers. Students enrolled in this course will participate in all concerts and contests. Solo and ensemble contest, UIL organizational contest, and TMEA All-Region auditions offer additional performance opportunities for students to participate at a more competitive level. All eligible students will participate in the UIL choir contests and invitational festivals and have the opportunity to participate with the Aledo Middle School Show Choir.

**CHOIR (Men's Choir)** - This is for any 7th or 8th-grade boy who would like to be in the choir. This is a year-long course that explores choral music from a wide variety of cultures and time periods through study and performance. Students develop their foundational sight-reading and performance skills. The curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. This choir auditions for UIL and All-Region choir in addition to participating in many performances for the school and community. The purpose is to extend students' understanding of music and their knowledge of musical concepts. There is no audition required!

**FILM AS A LITERARY GENRE** – Lights – Camera – Action! Movies are the 21<sup>st</sup> century’s most important storytelling medium. Movies capture our interest and provoke our senses; movies are expressions of the imagination and objects of artistic design; movies introduce us to characters we cannot forget and present plots we want to experience over and over again. Be a part of this rare opportunity to experience storytelling in an exciting and engaging approach. ***Film as a Literary Genre*** will take students on a journey of visual analysis, focusing on narration, characters, setting, imagery, camera composition and framing, costumes, sound effects, lighting, music, and more. Students will use critical thinking skills to compare similarities and determine differences across time periods and film genres. In addition, students will understand the nature and process of film production and will learn how to develop, write, and revise workable screenplays to produce an original short film. This course is recommended for students who possess a strong interest in film as a storytelling medium – its history; its theories; its social, political, philosophical, and aesthetic impact; and its nature and process. Let's all go to the movies!

**P.E.** – This course is for students who need to fulfill their middle school P.E. requirement and do not desire to be in athletics.

**THEATRE ARTS** – Students will be introduced to basic acting skills, such as improvisation, characterization, pantomime, role preparation, and stage movement. Specialized vocabulary of the theatre, theatre traditions, audience etiquette, and performance evaluation criteria will also be an integral part of the course. Throughout the year students will have multiple opportunities to perform their talents in front of an audience. This course is for students who did not take this course in 7<sup>th</sup> grade.



## HIGH SCHOOL CREDIT COURSE DESCRIPTIONS

If successfully completed, the following courses count as high school credit. These courses will count as elective credit and are available to 8<sup>th</sup> grade students only. Courses for high school credit that are completed in middle school DO NOT factor into a student's high school grade point average.

**AMERICAN SIGN LANGUAGE I (Year Long/1 H.S. Credit)** – Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language including grammar, culture, communication and learning strategies, technology and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state law.**

**ART I (Year Long/1 H.S. Credit)** - Art I is the foundation of all other art courses. Art I enables students to gain a broad understanding of art. Students participate in a variety of learning experiences, including vocabulary review, two- and three-dimensional art-making, exploration of historical and cultural heritage, and evaluation of techniques. Students are introduced to a wide range of areas and techniques to encourage them to take advanced art courses in more than one media. Students use direct observation, imagination, and personal experiences as inspiration for art works. Throughout the year-long course, students maintain both a portfolio and a sketchbook documenting what they have learned about the elements of art and the principles of design.

**COLLEGE & CAREER READINESS / PRINCIPLES OF EDUCATION (1 semester/1 H.S. Credit)** – Students will use self-knowledge as well as educational and career information to analyze various careers within the State Career Clusters. Students are introduced to societal influences of education and various school models. Additionally, students learn the role and responsibilities of a classroom educator. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. **This course is required for all 8<sup>th</sup> grade students and is taken with Health.**

**COMPUTER SCIENCE I (Year Long/1 H.S. Credit) Prerequisite: Fundamentals of Computer Science**  
Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. 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.

**DANCE I (Year Long/1 H.S. Credit)** – Dance I is a broad overview of dance as an art form. This course introduces students to practices, philosophies, terminologies and various styles of dance through movement. Students will study basic choreographic elements and principles and will increase their understanding of the four basic strands of dance: Foundations – perception, creative expression – the artistic process, creative expression – performance, historical and cultural relevance, and critical evaluation and response. Dance I will be a prep course for Dance II, III, and IV.

**FUNDAMENTALS OF COMPUTER SCIENCE (Year Long/1 H.S. Credit)**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. 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.

**FLIGHT & SPACE / DESIGN & MODELING (Year Long/1 H.S. Credit)** – One semester of this year long course will be dedicated to Flight and Space where students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars. One semester will be dedicated to Design and Modeling where students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

**HEALTH (1 semester/½ H.S. Credit)** - Students will gain a greater knowledge and understanding of the following areas: lifetime fitness, communicable diseases, mental health, drugs, alcohol and tobacco, body systems, suicide prevention and environmental health. **This course is required for all 8<sup>th</sup> grade students and is taken with College & Career Readiness.**

**JOURNALISM I (Year Long/1 H.S. Credit)** – AMS Journalism focuses on the theory and practice of gathering, processing, and delivering news as both journalists and photo-journalists. In addition, it allows students the opportunity to explore print journalism, news editing, and news managing. Students will receive instruction in news writing and editing; reporting; photo-journalism (newspaper as well as yearbook); layout and graphic design (newspaper as well as yearbook); professional standards and ethics; and research methods. This course is for highly motivated writers who are interested in becoming active members of the newspaper, newsletter, and yearbook staff. Interested students must have maintained

at least an 85 average in Language Arts during 7<sup>th</sup> grade and must also fill out an application. Applications are available in the front office.

**P.E. – ADVENTURE/OUTDOOR EDUCATION (Year Long/1 H.S Credit)** – The Texas Parks and Wildlife Department developed the Outdoor Education course to enhance and educate students in outdoor activities and wildlife conservation. The curriculum includes: The Texas Parks and Wildlife Department’s Hunter Education, Boater Education, and Angler Education courses. Wilderness Survival, Trip planning, Wildlife conservation, camping, backpacking, orienteering, archery and tackle crafts, are also areas of exploration for the student. Emphasis is placed on ethics, safety, conservation, laws, responsibilities, and physical fitness. Student participation in many activities creates the appreciation of the outdoors as well as an opportunity to find a particular activity that may lead to a lifetime of enjoyment. There will be fees associated with this course. The State of Texas has mandatory hunting and boating laws that require the student to successfully complete a course in these disciplines should they desire to engage in that activity. The fee for Hunter Education is \$15.00 and the fee for Boater Education is \$20.00. At present, there is no fee for Angler Education. There will also be an activity fee to cover disposables related to outdoor cooking and ropes course fees.

**PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES (Year Long/1 H.S Credit)** - This full year introductory course emphasizes the importance of the Agricultural industry and how it influences each of our daily lives. Career development, historical, current, and future significance of the agricultural industry, leadership skills, food and fiber, communication skills, agricultural research methods, breeds of livestock, livestock selection and evaluation, plant growth, soil fertility testing, soil conservation, and basic woodworking are all topics covered in the class.

**SPANISH I (Year Long/1 H.S. Credit)** – This class is designed to introduce Spanish vocabulary and grammar to students. Students will learn how to speak and write basic sentences in Spanish, as well as studying various traditional aspects of the Spanish culture. In order to be successful in this class, it is highly recommended that the student meet the following criteria: have maintained an 80 or higher in 7<sup>th</sup> grade Language Arts, have a strong knowledge of the English language, have excellent attendance, and be self-motivated and self-disciplined. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state requirements.**

**SPECIAL TOPICS IN SOCIAL STUDIES - DIGGING UP THE PAST: UNCOVERING THE STORY OF US (Year Long/1 H.S. Credit)** - This research based social studies elective course is designed to help students develop advanced college readiness skills in an era or theme in history through extensive research. Students will create an original work as part of the National History Day Competition. Students will conduct advanced research on a selected topic in history by using qualitative and quantitative methods of inquiry. Students will collect information from a variety of sources including primary, secondary, interviews, questionnaires, and library research. Students will use current technology to build the foundation of proper research, practice the skill of analysis, establish credibility of evidence, cite sources properly, and experience topics through virtual and real life field trips, all while creating an original project. Students will present their work in the Aledo Middle School History Fair and the top entries will advance to the next round in the Texas History Day Competition as part of the National History Day Competition. More information for National History Day can be found at [www.nhd.org](http://www.nhd.org). This course will not satisfy the 8<sup>th</sup> grade Social Studies requirement.

**THEATRE I (Year Long/1 H.S. Credit)** – Available to students who took Theatre Arts in 7<sup>th</sup> grade, high-school Theatre I will develop improvisation skills, develop preparation and warm-up techniques, employ stage movement and pantomime consistently to express thoughts and feelings, develop and practice effective voice and diction, define and give examples of theatrical conventions, analyze and describe interdependence of all theatrical elements, interpret characters, create characterizations, apply design, directing, and theatre production skills, relate theatre to other subjects, and respond and evaluate theatre and theatrical performances by seeing live performances at AHS and beyond.

***The high school courses listed above will count as a high school credit; therefore, in order to receive credit students must meet the 90% attendance requirement set forth by the State of Texas. These courses will not count towards High School GPA if taken in Middle School.***

## TEXAS VIRTUAL SCHOOL NETWORK (TxVSN) COURSE DESCRIPTIONS

The following courses are only available to 8<sup>th</sup> grade students. These web-based courses are provided by certified teachers in other public-school districts in Texas. Course syllabus and grades are NOT determined by Aledo ISD staff. The courses will earn high school credit but do not factor into high school grade point average. There is no cost to students for these courses.

**FRENCH I (TxVSN)** - The goal of this course is to give the student basic listening, speaking, reading, and writing skills through interesting and engaging activities. This course is organized into five topics including greetings, calendar, weather, time, and colors. The student will learn to talk about himself and other people, describe his surroundings, and use numbers for dates and times. The student will be introduced to regular verbs in the present tense and will practice simple grammatical structures in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the student understand the context of the language and the perspectives of the French-speaking world. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state law.**

**GERMAN I (TxVSN)** - This is a beginning level course that will introduce the student to a variety of areas of language learning. In this course, the student will learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (greetings, the date, weather, time, and colors), the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state law.**

**LATIN I (TxVSN)**- This Latin I course is designed for students with little or no knowledge of Latin. Students will learn basic Latin vocabulary and grammar by hearing, reading, writing, and speaking simple Latin. By the end of the course, students should be able to express themselves orally and in writing to discuss classrooms, people and events both ancient and modern. This course also introduces students to geography, history, traditions, and stories of the Romans and the many people they have impacted and continue to impact. Grammar is introduced gradually in carefully selected reading passages and activities adapted from Latin literature. Students are expected to master the five declensions of nouns, important pronoun structures, and the four conjugations of verbs in the six tenses. Culture is presented in many materials, including multimedia presentations, videos, writings, and discussions both written and oral. Students are encouraged to research and compare materials relative to the Roman world and the modern one. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state law.**

**MANDARIN CHINESE I (TxVSN)** - Proximity Learning Chinese 1 is part of a three-course series that takes students from novice through the upper intermediate level of proficiency in Mandarin Chinese. Levels 1 through 3 provide a foundation of listening comprehension, reading comprehension, writing, and speaking in modern standard Mandarin Chinese. Through the three levels, students will learn to communicate and interact within the context of a variety of everyday situations such as family, school life, eating, shopping, and traveling. Students will also learn to communicate at an abstract level and talk about their own feelings and opinions in Chinese. In addition, Chinese 1, 2, and 3 will anticipate an increased introduction of Chinese characters and demands for textual literacy. Although the emphasis in Chinese levels 1- 3 is not on

authentic written texts, the Chinese characters in written dialogues and reading passages are oriented towards a greater use of authentic texts in further study of Chinese. Chinese level 3 makes use of longer texts in Chinese, such as emails, correspondence, etc., and the final two units of level 3 begin to introduce authentic texts. **Note: Two credits of the same language other than English (LOTE) are required for high school graduation per state law.**