

## MIDDLE SCHOOL COURSE CATALOG

**CANYON  
RIDGE**



**CEDAR  
PARK**



**DANIELSON**



**FOUR  
POINTS**



**HENRY**



**RUNNING  
BRUSHY**



**LEANDER**



**STILES**



**WILEY**



# 2025-2026

# VISION & MISSION



## VISION

The #1LISD community cultivates each student individually to produce the most sought-after creators of our future world.



## MISSION

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family



### Leander Middle School

410 S. West Drive, Leander, TX 78641  
512-570-3200



### Wiley Middle School

1526 Raider Way, Leander, TX 78641  
512-570-3600



### Cedar Park Middle School

2100 Sun Chase Blvd., Cedar Park, TX 78613  
512-570-3100



### Four Points Middle School

9700 McNeil Drive, Austin, TX 78750  
512-570-3700



### Running Brushy Middle School

2302 N. Lakeline Blvd., Cedar Park, TX 78613  
512-570-3300



### Stiles Middle School

3250 Barely Road, Leander, TX 78641  
512-570-3800



### Henry Middle School

100 N. Vista Ridge Blvd., Cedar Park, TX 78613  
512-570-3400



### Danielson Middle School

1061 Collaborative Way, Leander, TX 78641  
512-570-3900



### Canyon Ridge Middle School

12601 Country Trails, Austin, TX 78732  
512-570-3500

# WELCOME TO LEANDER ISD

In Leander ISD, we are committed to excellence for all students. Our goal is to cultivate each student individually to produce the most sought after creators of our future world. Our district prides itself on providing academically rigorous learning experiences that empower our students to be critical and creative thinkers, skilled communicators and collaborators, compassionate community contributors, and adaptable and reflective individuals.

Leander ISD has a strong culture of helping students prepare for life after high school including college, career and military service. Our students aspire to academic excellence and personal best, while positioning themselves for success in college and careers beyond. Middle school is an excellent time to try new courses and develop new skills in preparation for your future.

Each decision you make now can affect the options you will have later. Leander ISD encourages students to create a pathway by developing a challenging personal academic plan which provides choice for future learning opportunities. This middle school course catalog is designed to help you make meaningful decisions regarding course selections for the coming school year, while also thinking about courses you may want to explore in the future. Included in this catalog are promotion requirements, course offerings, prerequisites, and course descriptions. Please use the information provided to guide you in your course selection and academic planning.

Course selections determine how the master schedule is developed. Because the choices you make are extremely important to the planning of our school year, we ask that you honor your selections. Effort will be made to schedule you with your course choices, though some conflicts are unavoidable. List alternative electives as you complete your course selections.

In Leander ISD, we want students to make informed decisions about course selections and to realize the impact these decisions have on their futures. The faculty and staff remain committed to excellence as we look forward to the coming year of opportunities to support our students to reach their maximum potential.



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# GENERAL INFORMATION

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The information below is designed to provide students and parents with information about courses available to students in Leander ISD middle schools. The information contained in this guide is subject to change based on changes made by the Texas Legislature and/or Texas Education Administration rulings. The Texas Essential Knowledge and Skills (TEKS) identify what Texas students should know and be able to do at every grade and in every course. The State Board of Education has adopted the TEKS as the minimum curriculum for all Texas schools.

## Advanced Academics

In addition to all Texas Essential Knowledge and Skills, subject matter is extended both in breadth and depth and aligned with the expectations of college-readiness for courses that are designated with “Advanced, QUEST, or PACE” in the course name at the middle school. For students at the middle school level taking high school credit courses, criteria reviewed for a particular course may include the analysis of previous course grades, analysis of district assessment, and student desire. Please contact the campus counseling office for information regarding criteria for specific courses.

### Advanced Mathematics

Leander ISD’s Middle School Math Pathway 2 is designed to meet the needs of students who excel in mathematics. The purpose of the Leander ISD Middle School Math Pathway 2 course offerings (Math 6/7, Math 7/8 , and Algebra I Advanced) are to challenge students in the area of mathematics and to prepare them for success in future Advanced Math courses.

### Advanced English Language Arts

Leander ISD’s middle school Advanced English Language Arts program is designed to meet the needs of students who excel in language arts. The purpose of the program is to challenge students in the area of language arts and to prepare them for success in high school advanced courses. Students in Advanced English Language Arts receive instruction in the grade level curriculum that provides a greater depth and complexity, meeting these students’ need for academic challenge. Students are expected to have a higher commitment to the rigor of the enriched curriculum requirements.

### Advanced Social Studies - 8th Grade

Leander ISD’s middle school Advanced Social Studies program is designed to meet the needs of students who excel in social studies. The purpose of the program is to challenge students in the area of social studies and to prepare them for success in high school advanced courses. Students in Advanced Social Studies receive instruction in the grade level curriculum that provides a greater depth and complexity, meeting these students’ need for academic challenge. Students are expected to have a higher commitment to the rigor of the enriched curriculum requirements.

## Section 504 Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

## Emergent Bilingual Services

Each school district is required to offer an English as a Second Language (ESL) Program and shall provide each Emergent Bilingual (EB) the opportunity to be enrolled in the required program at his or her grade level. ESL programs include intensive instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in ESL shall be commensurate with the student’s level of English proficiency and his or her level of academic achievement. In high school, the ESL Program shall be consistent with graduation requirements under Chapter 74.

English for Speakers of Other Languages (ESOL) is designed to meet the needs of Emergent Bilinguals. EBs receive intensive instruction in English from certified English as Second Language (ESL) teachers trained in recognizing and addressing language differences. This program is an integral part of the total school program and is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) as required by the state.



Sheltered instruction occurs in general education content-specific classes offered to Emergent Bilinguals (EBs) for state credit in high school. A sheltered content class incorporates second language acquisition methods and support systems to communicate meaning in the content area. These sheltered classes are taught by teachers certified in a content area and trained in second language acquisition methodology. The sheltered classes cover all mandated TEKS; incorporate English Language Proficiency Standards (ELPS); and focus on adapting the instructional pacing and methods and accommodating materials for instruction.

## QUEST – Gifted and Talented (G/T)

QUEST is an acronym for Quality Utilization and Enrichment of Student Talents. In middle school, QUEST Studies is Leander ISD's enrichment elective designed to meet both the affective and academic needs of the top 8-10% of the campus's gifted population. It aims to develop the individual talents and strengths of the gifted learner to ensure readiness for self actualization and pursuit of personalized learning pathways in middle, high school, and beyond. Additionally, the elective helps to support students in the transition from elementary to middle and middle to high school. The specially designed QUEST Studies curriculum aims to challenge learners beyond the standard curriculum through an interdisciplinary approach while developing the following affective skills: self-regulation, mindsets, task persistence, grit, strategic risk-taking, comfort with competition, collaboration, resilience, and optimism. While Advanced courses in the four core content areas and STEM courses provide learners the opportunity to work together as a gifted peer group in an advanced education classroom, LISD offers this additional elective enrichment for students who need more individualized learning opportunities outside of the additional GT Service options available (note - opportunities may vary by campus). The QUEST Studies elective is delivered by a specially trained gifted QUEST teacher. All GT identified students are encouraged to work with the QUEST teacher as needed for additional support. GT students who opt to not take the QUEST Studies elective are provided an array of services in the core content areas through a variety of advanced or high school credit courses. Middle school gifted identified students must participate in the QUEST studies elective **OR** at least one of the additional service options listed below to not be furloughed or exited from services based on GT committee recommendations. Courses that qualify as a GT service in middle school include:

Math	Science	English	Social Studies
Advanced Math: 6th - 7th Algebra I Advanced Geometry	Gateway to Technology mxINCedu STEM/CTE Electives	6th Language Arts Advanced 7th Language Arts Advanced 8th Language Arts Advanced	Advanced Social Studies - 8th Grade

Students in grades K-12 may be nominated for gifted services at any time by teachers, counselors, administrators, parents, self, or peers for testing completed during specific testing windows in the winter and spring. Currently identified QUEST-G/T students do not need to be retested to participate in gifted services. Transfer students, previously enrolled in a G/T program, should request the sending campus to send G/T documentation and testing information to the school registrar for review by the district QUEST-G/T staff to determine appropriate placement. For additional information, see the [QUEST G/T](#) page of the Leander ISD website.

## Special Education Services

Each local school has the responsibility for providing educational and related services to eligible students in the least restrictive environment and ensuring students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities to the extent appropriate. If a student has or is suspected of having a disability and requires specialized services, parents, teachers, administrators or any other district employee should contact a campus counselor for information concerning the special education referral process.

The school district curriculum enables each student with disabilities to acquire knowledge and skills commensurate with the student's needs and abilities. These skills are developed with the support of special education accommodations, modification or instruction and related services, as determined by the admission, review, and dismissal (ARD) committee for any course to enable the student to access and make progress with the general curriculum. The ARD committee shall determine the appropriate instructional setting for each student, and these shall be specified in the student's Individualized Education Program (IEP).

## High School Courses Taken in Middle School

Leander ISD offers some courses designated for grades 9-12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite Texas Essential Knowledge and Skills as well as state and district requirements for the high school course taken. Satisfactory completion of high school courses in middle school shall be reflected on the student's academic achievement record (transcript), and the student will be awarded state graduation credit. Grades earned in high school courses taken in middle school will be excluded from the student's high school grade point average (GPA).

Some high school courses require a STAAR end of course (EOC) exam. If a student is enrolled in one of these courses, they will be required to take the exam. The following high school courses have a required EOC exam: English I, English II, Algebra I, Biology and U.S. History. Students must pass all five EOC exams, or an approved substitute assessment, to be eligible for high school graduation.

Students who begin their high school math course sequence in middle school should plan to continue with higher-level mathematics courses in grades 9-12. (See High School Math Course Sequence chart below)

Some middle school students seek opportunities to accelerate their math instruction. Each student and situation are unique; making the decision to accelerate at a young age may have implications beyond middle school. When deciding to accelerate, please consider the sequence of math courses available in high school. In Leander ISD, we believe all students should be enrolled in a math course during all four years of high school to be prepared for all options after graduation. Should a student complete Calculus BC and AP Statistics before grade 12, they will not have an available math course earning state credit during their senior year. Please review the chart below for the recommended high school math course sequence and speak with your school counselor when making these decisions.

Per Texas Education Code §25.092, to receive credit in a class, a student must attend at least 90 percent of the days the class is offered.

## Schedule Change Policy

It is very important that students and parents consider selecting appropriate courses. The choices students make during the course selection process determine the master schedule teacher assignments for each campus. Though never perfect, the campus master schedule is designed to maximize student opportunities and minimize scheduling conflicts. Master schedule changes may be affected by insufficient course enrollment or instructor availability.

Students and parents should pay particular attention to the alternate electives they select during the course selection process. To avoid schedule conflicts, a student may be placed in one or more of his or her alternate selections. Schedule changes are the exception in Leander ISD and will only be considered for compelling educational circumstances. A schedule change may result in a student being moved to another academic team.

## Requirements for Grade Level Promotion

To meet the minimum requirements for promotion, a student must receive a yearly average of 70% or greater in three of the four required classes: language arts, math, science, and social studies. A student who receives a yearly average of 69% or less in two or more of these classes may be retained. Students who fail two or more core courses may be required to attend summer school to be promoted to the next grade level.

Each middle school student must take a full schedule of courses, which are composed of:

- language arts, math, science, and social studies
- one physical activity (required in grades 6 and 7)
- elective course(s)

## Credit by Examination for Acceleration

Examination for Acceleration (EA) allows students who, without prior instruction, have already mastered content and skills in a particular course, to receive credit for a course and advance to the next level. Students take a designated criterion-referenced exam which covers the Texas Essential Knowledge and Skills and major learning for the course for which they wish credit. Leander ISD currently utilizes exams provided by The University of Texas UT High School.

Exam for Acceleration registration is available through the school counselor. Per TEA, the district provides four EA testing windows during the year. Specific testing windows and registration deadlines for EA are posted on District and Campus websites. Parents and students may get additional information about EA from school counselors.

Students must score 80 percent or higher on the Exam for Acceleration to receive credit. For courses with two semester exams, the student must score 80 percent on both semester exams and not an average of 80 percent. EA grades are added to the transcript but will be excluded from the student's high school grade point average (GPA). The campus will notify parents and students upon receiving exam results. Upon receiving a passing score on an EA, students will be scheduled in the appropriate next level at the beginning of the following school year.

## Off Campus Physical Education (OCPE)

To maintain compliance with the Texas Education Code (19 TAC Chapter 74) and provide training opportunities for Olympic quality athletes, Leander ISD offers students a waiver process for Off Campus PE programs. This waiver process allows students to earn physical education credit by participating in approved off campus PE programs. The belief behind this waiver program is to provide the opportunity to protect the academic success of an elite Olympic or National caliber athlete. Requests for waivers for approval of private or commercially sponsored physical activity programs will be considered in the following two categories. Participation in the OCPE program is limited to students enrolled in a Leander ISD school. Credit will not be retroactively approved. Students who sign up for OCPE are expected to honor their commitment for the full year. Students are required to complete the state mandated physical fitness test (Fitnessgram) while enrolled in OCPE.

### **OCPE Category 1 - available for students grades 6-12.**

Olympic-level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

### **OCPE Category 2 - available for students grades 6-12**

Private or commercially sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

Application deadline is the last day of the school year and is posted on the OCPE information section of the [Health and PE](#) page of the Leander ISD website.

## MIDDLE SCHOOL PLANNING GUIDE

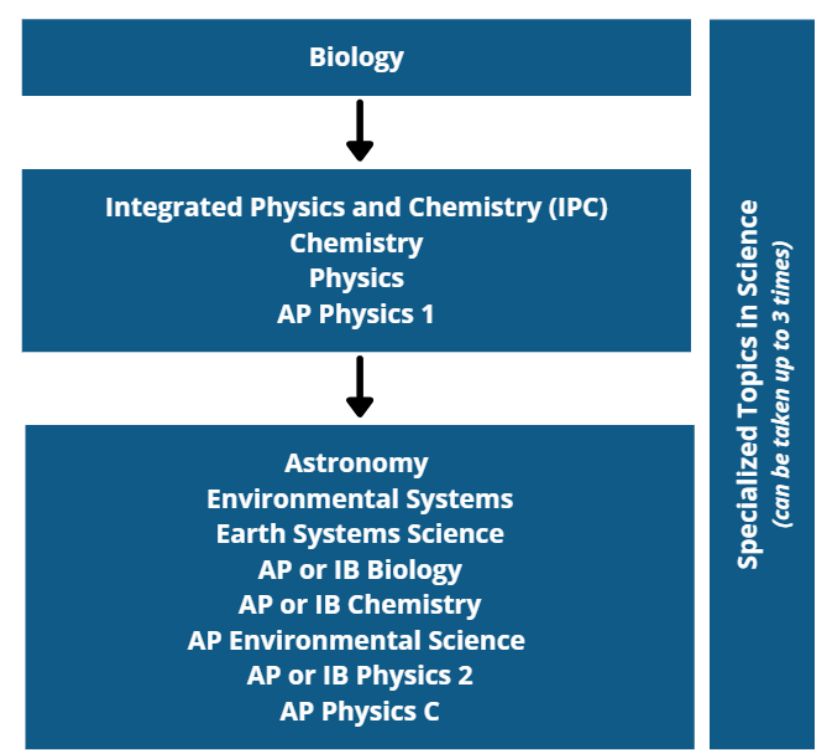
As you create your pathway and develop a challenging personal academic plan, use the middle school planning guide below to think ahead to the courses you want to complete by the end of 8<sup>th</sup> grade. Pay particular attention to how your middle school coursework will align to your high school plans. *Note: The total number of courses needed per year will vary by campus.*

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Math			
English Language Arts			
Science			
Social Studies			
Physical Activity			
Elective			
Elective			
Elective			

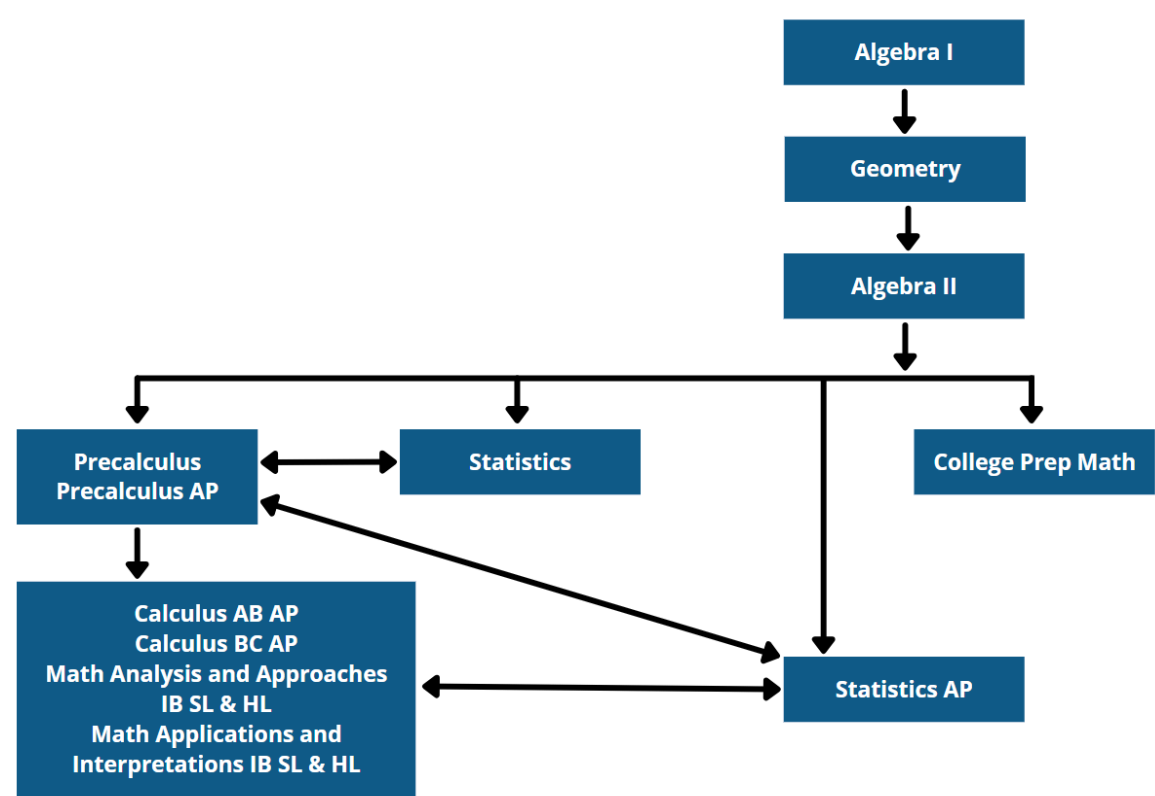


# High School Math & Science Course Sequence

## High School Science Course Sequence



## High School Math Course Sequence



## Leander ISD Math Pathways

	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pathway 1	5th Math	6th Math	7th Math	8th Math	Algebra 1 or Algebra 1 Adv	Geometry	Algebra 2	PreCalculus PreCalculus (AP) Statistics Statistics (AP)
Pathway 2	5th/6th Math^	6th/7th Math^	7th/8th Math^	Algebra 1 Adv*	Geometry or Geometry Adv	Algebra 2 or Algebra 2 Adv	PreCalculus or PreCalculus (AP) Statistics (AP)	Calculus AB (AP) Calculus BC (AP) Statistics (AP)
Pathway 3	5th/6th Math^	7th/8th Math^	Algebra 1 Adv*	Geometry Adv*	Algebra 2 Adv	PreCalculus (AP) Statistics (AP)	Calculus AB (AP) Calculus BC (AP)	Multivariable Calculus (Local Credit)

^The following is an overview of the TEKS covered in these courses:

- 5th/6th Math - All 5th grade TEKS and roughly  $\frac{1}{3}$  of the 6th grade TEKS
- 6th/7th Math - Roughly  $\frac{2}{3}$  of 6th grade TEKS and  $\frac{1}{2}$  of 7th grade TEKS
- 7th/8th Math - Roughly  $\frac{1}{2}$  of 7th grade TEKS and all 8th grade TEKS.

+All students who meet SB 2124 criteria for Pathway 2 will be automatically placed in the appropriate pathway before entering their 6th grade year if they are not already on that pathway.

\*Middle School students in high school courses do not earn GPA points and must meet all required prerequisites in the LISD Course Catalog.

\*\*Students who meet criteria for the Math 5th/6th course will be identified and notified in Spring of their 4th grade year. All students are screened and placed into the appropriate pathway during the Spring of each subsequent school year. Students will remain on this pathway unless the need or request to move to another pathway arises. Identification of students for the 5th/6th course begins for 2024-2025 5th graders.

\*\*\*Students who meet criteria for Pathway 3 will be identified and notified in the Spring of their 5th grade year. If the students successfully complete an Exam for Acceleration for the Math 6th/7th course, they will take Math 7th/8th in their 6th grade school year. Identification of students for Pathway 3 begins with 2025-2026 6th graders.

Some high school students may also benefit from taking one or more of the following courses to meet their learning needs:

- Algebraic Reasoning
- Math Models with Applications
- College Preparatory Mathematics

Students are encouraged and should plan to take a math course each year through their 12th grade year unless there is a specific schedule need or academic goal (CTE Certification pursuit, etc) that does not allow them to do so. Accelerated math pathways are intended to challenge students with math talent and are not intended to facilitate early graduation. Students must follow all early graduation procedures and requirements outlined in the LISD Course Catalog.

LHS & VHS offer the following IB Courses: Mathematics: Analysis & Approaches IB SL and Mathematics: Analysis & Approaches IB HL

# COURSE SELECTIONS

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## ENGLISH LANGUAGE ARTS

### English Language Arts

**Course 1601 or 1602 (Block)**

#### Grade 6

Sixth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

### English Language Arts Advanced

**Course 1601ADV or 1602ADV (Block)**

#### Grade 6

Sixth grade English Language Arts Advanced is an open enrollment course with no prerequisites. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

### English Language Arts

**Course 1701 or 1702 (Block)**

#### Grade 7

Seventh grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

### English Language Arts Advanced

**Course 1701ADV or 1702ADV (Block)**

#### Grade 7

Seventh grade English Language Arts Advanced is an open enrollment course with no prerequisites. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of middle school and high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

### English Language Arts

**Course 1801 or 1802 (Block)**

#### Grade 8

Eighth grade students refine and master previously learned knowledge and skills in increasingly complex situations. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama). Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

### English Language Arts Advanced

**Course 1801ADV or 1802ADV (Block)**

#### Grade 8

Eighth grade English Language Arts Advanced is an open enrollment course with no prerequisites. English Language Arts Advanced students refine and master previously learned knowledge and skills in increasingly complex situations in preparation for the rigor of high school advanced courses. Students read a variety of classic and contemporary selections (fiction, non-fiction, poetry, and drama) inside and outside of class. Students deepen reading comprehension through literary and informational analysis, vocabulary study, and class discussions. Students select appropriate forms of writing to communicate ideas and information to specific audiences for specific purposes. Students revise and edit writing for clarity and correct use of conventions to produce final, error-free pieces on a regular basis.

# MATHEMATICS

## Math Course 2601 or 2602 (Block)

### Grade 6

The primary focal points of sixth grade math are all mathematical operations with integers, fractions, and decimals; rational number conversions; algebraic relationships and solving equations; proportional relationships in problem situations; constructing geometric formulas; statistics and graphical representations; and personal financial literacy. Students explore and apply these concepts through the use of problem-solving models, tools and technology, multiple representation, communication and justification of ideas.

## Math 6/7 Course 2611 or 2612 (Block)

### Grade 6

*Prerequisite(s): All students who either successfully complete the Math 5/6 course or qualify for the Math 6/7 course may enroll. Qualification information will be communicated to all 5th grade math students.*

The curriculum for the sixth grade Math 6/7 class combines the content from both the 6th and 7th grade TEKS (Texas Essential Knowledge and Skills). Success in these courses requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration in the area of mathematics.

## Math Course 2701 or 2702 (Block)

### Grade 7

The primary focal points of seventh grade math are all mathematical operations with positive and negative rational numbers; solving multi-step equations and inequalities; bridging two- and three- dimensional geometry; representation and application of proportionality; probability; statistical analysis; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas.

## Math 7/8 Course 2711 or 2712 (Block)

### Grade 7

*Prerequisite(s): All students who either successfully complete the Math 6/7 course or qualify for the Math 7/8 course may enroll. Qualification information will be communicated to all 6th grade math students*

The curriculum for the seventh grade Math 7/8 class combines content from both the 7th and 8th grade TEKS (Texas Essential Knowledge and Skills), in preparation to take Algebra I in grade 8. Success in these courses requires a high level of commitment and responsibility. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment and acceleration in the area of mathematics.

## Math Course 2801 or 2802 (Block)

### Grade 8

The primary focal points of eighth grade math are rational and irrational numbers; equations and inequalities with variables on both sides; applications of surface area and volume; attributes of linear relationships; transformational geometry; statistical procedures to describe data; and personal financial literacy. Students explore and apply these concepts using problem solving models, tools and technology, multiple representation, communication and justification of ideas.

## Algebra I Advanced\* Course 2811 or 2812 (Block)

*Prerequisite(s): Grade 8 math or equivalent*

**HS Credit**

In Algebra I Advanced, students use symbols in a variety of ways to study relationships among quantities. Students use functions to represent and model problem situations and to analyze and interpret relationships. Equations arise as a way of asking and answering questions involving functional relationships. Students work in many situations to set up equations and use a variety of methods to solve these equations. Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology (including but not limited to handheld calculators with graphing capabilities), and model mathematical situations to solve meaningful problems. Curriculum also includes beginning strategies to prepare students to be successful in high school advanced placement courses. The increased rigor of these courses provides challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.

- *Students successfully completing Algebra I Advanced at middle school will receive one high school mathematics credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

## Geometry Advanced\* Course 2821ADV

*Prerequisite(s): Algebra I or equivalent*

**HS Credit**

Geometry Advanced consists of the study of shapes and figures and their attributes and properties, spatial reasoning, structure of mathematical systems, logical reasoning, congruence, similarity, and the use of geometric properties to solve problems.

- *This course may not be offered on all middle school campuses. Transportation to a campus where the course is offered is not guaranteed and may need to be provided by parents.*
- *Students successfully completing Geometry Advanced at middle school will receive one high school mathematics credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

# SCIENCE

By the end of middle school, science students should be developing a grasp of scientific principles and methods, enabling them to confidently conduct experiments and articulate their findings. Engaging in hands-on activities produces a deeper understanding of science and an ability to make sense of practical applications in the natural world. In grades 6-8, science 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 four interdisciplinary strands are matter and energy, force and motion, organisms and the environment, and earth and space science. The new TEKS embed the following science and engineering practices and recurring themes and concepts:

Science and Engineering Practices	Recurring Themes and Concepts
<ul style="list-style-type: none"><li>● asking questions and defining problems</li><li>● developing and using models</li><li>● planning and carrying out investigations</li><li>● analyzing and interpreting data</li><li>● using math and computational thinking</li><li>● constructing explanations and designing solutions</li><li>● engaging in an argument from evidence, and</li><li>● obtaining, evaluating and communicating information</li></ul>	<ul style="list-style-type: none"><li>● patterns</li><li>● cause and effect relationships</li><li>● scale, proportion, and quantity in systems</li><li>● systems and systems models</li><li>● matter and energy</li><li>● structure and function</li><li>● stability and change</li></ul>

## Science

Course 3601

### Grade 6

Students in Grade 6 Science empowers students to ask questions, design investigations, and solutions, and figure out the interesting and puzzling world. The program of study empowers students to be the knowers and doers of science and develops a classroom in which the ideas we hear from our peers help to move our thinking forward as we develop our abilities to think, read, write and argue as scientists and engineers. Students focus on relevant scientific phenomena that address the following topics: light and matter, thermal energy, weather, climate, and water cycling, plate tectonics and rock cycling, natural hazards, and cells and systems.

## Science

Course 3701

### Grade 7

Students in Grade 7 Science empowers students to ask questions, design investigations, and solutions, and figure out the interesting and puzzling world. The program of study empowers students to be the knowers and doers of science and develops a classroom in which the ideas we hear from our peers help to move our thinking forward as we develop our abilities to think, read, write and argue as scientists and engineers. Students focus on relevant scientific phenomena that address chemical reactions and matter, chemical reactions and energy, metabolic reactions, matter cycling and photosynthesis, ecosystems dynamics, and Earth's resources and human impact.

## Science

Course 3801

### Grade 8

Students in Grade 8 Science empowers students to ask questions, design investigations, and solutions, and figure out the interesting and puzzling world. The program of study empowers students to be the knowers and doers of science and develops a classroom in which the ideas we hear from our peers help to move our thinking forward as we develop our abilities to think, read, write and argue as scientists and engineers. Students focus on Relevant scientific phenomena that address contact forces, sound waves, forces at a distance, Earth in space, genetics, and natural selection and common ancestry.

# SOCIAL STUDIES

## Social Studies

Course 4601

### Grade 6

The focus of 6<sup>th</sup> grade Social Studies is contemporary world cultures, studying the people, places, and regions of the world. The concepts of history, geography, government, economics, culture, citizenship, and science and technology are applied to contemporary societies. Students will practice critical thinking skills by analyzing societies, comparing culture regions, organizing and interpreting information, and making predictions.

## Social Studies

Course 4701

### Grade 7

The focus of 7<sup>th</sup> grade Social Studies is Texas history, studying the history of Texas from early times to the present. The course includes the study of the regions of Texas, local and state government, the rich cultural background of the state, and the impact of scientific discoveries and technological innovations on life in the modern world. Students will use critical thinking skills to analyze historical documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of Texas.



**Grade 8**

The focus of 8<sup>th</sup> grade Social Studies is U.S. History to 1877, studying the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events of the 17th, 18th and 19th centuries. Students will expand their knowledge of historical events by analyzing and evaluating documents relating to the geographic, economic, governmental, cultural, and technological factors influencing the growth and development of the United States.

**Social Studies Advanced****Course 4801ADV****Grade 8**

Eighth Grade Social Studies Advanced is an open enrollment course with no prerequisites. The curriculum is based on the 8<sup>th</sup> grade social studies state standards, but emphasizes the critical thinking skills of analysis, evaluation and synthesis in preparation for Advanced Placement courses at the high school level. Additional focus is placed on inquiry, interpretation of historical documents, analysis of data from written and visual sources, and the evaluation, application and presentation of information.

## LANGUAGES OTHER THAN ENGLISH

*Following the American Council on the Teaching of Foreign Languages guidelines, all World Languages courses are conducted mainly in the target language. Students who plan to register for any World Language course and are already proficient in the language, may take an exam to receive credit for the language, or advance to upper levels. The student may skip levels based on the outcomes of the exam. Leander ISD offers ACTFL exams to determine proficiency in more than 100 languages. Credit is awarded based on the proficiency level of the student. To register for the exam, please see your school counselor.*

**Spanish I\*****Course 5801****Grade 8****HS Credit**

Spanish I introduces the basic language skills of showing, viewing, listening, reading, speaking and writing in Spanish. Students will learn vocabulary and grammatical structures necessary to communicate in everyday situations. A variety of videos, student presentations, projects, and dramatizations will reinforce language skills and introduce various aspects of Hispanic culture. Students are expected to take an active role in all oral activities to enhance proper pronunciation.

- *Students successfully completing Spanish I at middle school will receive one high school LOTE credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

**Spanish IV: Language and Culture AP\*****Course 5802****Grade 8****HS Credit**

*Prerequisite(s): Spanish III or test placement*

Spanish IV AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication and engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course prepares students to take the AP Exam.

- *Students successfully completing Spanish IV AP at middle school will receive one high school LOTE credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

**French I\*****Course 5803****Grade 8****HS Credit**

French I introduces the basic language skills of viewing, showing, listening, speaking, reading and writing. French I stresses oral communication while learning vocabulary and basic grammar structures necessary to communicate in everyday situations. A variety of videos, student presentations, projects, and dramatizations will reinforce language skills and introduce various aspects of French-speaking culture. Students will be expected to take an active role in all oral and written activities.

- *Students successfully completing French I at middle school will receive one high school LOTE credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

# FINE ARTS

*Students in middle school are required to participate in one fine arts course in grades 6, 7 or 8. In Leander ISD, the middle school fine arts course requirement can be satisfied by taking art, band, choir, dance or theatre. The fine arts requirement can be met with either a semester or a yearlong course. All courses offered in this section meet the state fine arts requirement.*

## Visual Arts

### **Art MS 1**

**Course 6600 (Sem) or 6602**

#### **Grades 6-8**

Art MS 1 is an introductory course for students taking art for the first time in middle school, and no previous experience is necessary. This course meets daily and is available to any student interested in exploring art as an elective. Students will have the ability to develop their artistic skills by working in a variety of media.

### **Art MS 2**

**Course 6700 (Sem) or 6702**

#### **Grades 7-8**

*Prerequisite(s): Art MS 1*

### **Art MS 3**

**Course 6800 (Sem) or 6802**

#### **Grade 8**

*Prerequisite(s): Art MS 2*

These courses are for students in their second or third year in a middle school art class. Students will develop new skills and techniques through the use of a variety of art media while learning the elements and principles of art. Students will develop skills in perception, creative expression, and historical and cultural heritage.

### **Art MS 2 Advanced**

**Course 6703**

#### **Grades 7-8**

*Prerequisite(s): Art MS 1*

### **Art MS 3 Advanced**

**Course 6803**

#### **Grade 8**

*Prerequisite(s): Art MS 2/Art MS 2 Advanced*

Students are admitted to these classes by teacher recommendation. Students must have completed Art MS 1, Art MS 2, or the equivalent in another district, to be considered. By enrolling in these courses, students are committing to a full year course. Students in advanced art will have the opportunity to develop advanced techniques and skills in a variety of media. Additionally, students will study art history, modern visual art media, and professional preparation of a portfolio for advanced high school art courses. The art teacher will select qualified advanced students based on their level of talent, creativity and the desire to further their art education in high school. Students may be required to show a portfolio or sampling of their previous work to be considered for advanced art.

### **Art I**

**Course 6101MS**

#### **Grade 8**

**HS Credit**

Students will work with a variety of drawing, painting and sculpting media while developing the elements and principles of art.

- *Students successfully completing Art I for high school credit will receive a fine arts credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

## Band

Middle school band students participate in many exciting and rewarding activities. Band fosters creativity, self-esteem, and self-discipline; promotes teamwork; develops higher level thinking and leadership skills; nurtures strong bonds of friendship; and creates a family-like environment for all students. Additionally, students benefit from the setting and attainment of high-level individual and group goals.

### **Band MS 1**

**Course 6610, 6611, 6612**

#### **Grades 6-8**

Band MS 1 is a full-year elective for students taking band for the first time in middle school, and no previous musical experience is necessary. The class meets daily and is available to any student interested in learning to play a band instrument for the first time. Placement on an instrument is based on physical characteristics, student preference, director recommendation, and availability. Leander ISD band directors guide students in selecting the instrument for which they are suited. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to prepare for concerts. Participation in concerts is required.

### **Band MS 2**

**Course 6710, 6711, 6712**

#### **Grades 7-8**

*Prerequisite(s): Band MS 1*

### **Band MS 3**

**Course 6810, 6811, 6812**

#### **Grade 8**

*Prerequisite(s): Band MS 2*

Band students in their second or third year in middle school band enroll in MS 2 or MS 3 and are placed by audition into ability-based bands. Other factors that can affect band placement are experience, attitude/behavior, and director recommendation. MS 2 and MS 3 band students present concerts throughout the year for both the student body and the community and participate in several group and individual contests. Full band, small group, and individualized instruction are provided to ensure the success of the students. Weekly section rehearsals, either before or after school, and participation in concerts and contests are required.

## Choir

Middle school choir students learn skills that develop their singing voice and music reading skills. Regardless of skill level, students learn musical vocabulary, sight-reading, and written notation. In addition to their choir class participation, students have opportunities for individual and small group performances.

### **Choir MS 1**

**Course 6620 (Cambiata), 6622 (Treble), 6624 (Mixed), 6625 (Select)**

#### **Grades 6-8**

Choir MS 1 is a full-year elective for students taking choir for the first time in middle school, and no previous musical experience is necessary. Students focus on music making, exploring the fundamentals of various styles of singing, and learning the vocabulary and notation of written music. Choir MS 1 meets daily and is available to any student interested in learning to sing for the first time or for those who wish to build on their successful experiences in elementary choir. Participation in concerts is required.

### **Choir MS 2**

**Course 6720 (Tenor/Bass), 6722 (Treble), 6724 (Mixed), 6725 (Select)**

#### **Grades 7-8**

*Prerequisite(s): Choir MS 1*

### **Choir MS 3**

**Course 6820 (Tenor/Bass), 6822 (Treble), 6824 (Mixed), 6825 (Select)**

#### **Grade 8**

*Prerequisite(s): Choir MS 2*

Choir students in their second or third year in middle school choir enroll in MS 2 or MS 3. These courses focus on the continued development of the choral voice, with opportunities for work on the solo voice. Students in Choir MS 2 and MS 3 have the opportunity to participate in All-Region, UIL, Solo and Ensemble contests, and various music festivals and concerts. Daily rehearsals include vocal production, sight reading and rhythm studies, and preparing choral literature for school performances. These courses require a full year commitment and participation in all concerts is required.

## Dance

### **Dance MS 1**

**Course 6630 (Sem) or 6631**

#### **Grades 6-8**

Students in their first year of dance in middle school enroll in Dance MS 1. The purpose of this class is to introduce students to dance, as well as basic choreography. The history of selected dance forms will be explored, and students will spend the majority of class time experiencing these dance forms through movement and performance. Students may be required to take lifetime fitness opposite this course. This course is NOT a prerequisite for Dance Team.

### **Dance MS 2**

**Course 6730 (Sem) or 6731**

#### **Grades 7-8**

*Prerequisite(s): Dance MS 1*

### **Dance MS 3**

**Course 6830 (Sem) or 6831**

#### **Grade 8**

*Prerequisite(s): Dance MS 2*

Dance students in their second or third year in middle school dance enroll in MS 2 or MS 3. These courses are full year courses designed to educate students in the art form of dance, as well as prepare them to live healthy lifestyles and be prepared for success at higher levels of dance instruction. Dance instruction includes but is not limited to the styles of ballet, modern, jazz, lyrical, hip hop, choreography and production. The students will learn correct terminology and the history behind each style of dance. In addition, students will learn and perform a routine for each style of dance in class and may have the opportunity to give public performances. Additionally, students may have the opportunity to create and choreograph their own routines.

### **Dance Team MS 1**

**Course 6635**

#### **Grades 7-8**

*Prerequisite(s): Clinic Attendance and Director Recommendation*

### **Dance Team MS 2**

**Course 6735**

#### **Grade 8**

*Prerequisite(s): Dance Team MS 1, Clinic Attendance and Director Recommendation*

Middle School Dance Team is a full year course designed for 7<sup>th</sup> and 8<sup>th</sup> grade students and is an open enrollment activity. Dance team members participate in dance routines at school functions such as football games and pep rallies. The members are required to attend daily before or after-school practices. Students must adhere to all rules and guidelines in the organization's handbook and by-laws. Steps to becoming a member of a campus dance team and fulfilling team requirements can be found on the respective campus dance team website.

## Theatre Arts

Theatre Arts encourages students to acquire knowledge of and participation in the art of theatre and its technical aspects. The program focuses on developing a sense of self and personal artistic vision, understanding theatre's role in culture and society throughout history, performing monologues and duets before classroom audiences, and performing a full-length play in front of a public audience.

### **Theatre MS 1**

**Course 6640 (Sem) or 6642**

#### **Grades 6-8**

Theatre MS 1 is an introductory course for students taking theatre for the first time in middle school, and no previous experience is necessary. Theatre MS 1 meets daily and is available to any student interested in exploring theatre as an elective. The class meets during the school day; however, there may be some outside of class time requirements at various times through the year to perform and prepare for performances. Students will have opportunities to develop their performance skills through a variety of in-class and outside of class performances, as well as improve their public speaking skills.

### **Theatre Arts MS 2**

**Course 6740 (Sem) or 6742**

#### **Grades 7-8**

*Prerequisite(s): Theatre Arts MS 1*

### **Theatre Arts MS 3**

**Course 6840 (Sem) or 6842**

#### **Grade 8**

*Prerequisite(s): Theatre Arts MS 2*

Theatre students in their second or third year in middle school theatre enroll in MS 2 or MS 3. These courses build upon the fundamental knowledge of drama and theatre arts and offer a more in-depth curriculum. Students will have opportunities to explore career possibilities in theatre and continued participation in high school theatre courses. In addition to technical projects and acting opportunities, activities may include field trips and guided preparation for high school advanced theatre placement auditions.

### **Theatre Arts MS 2 Advanced**

**Course 6743**

#### **Grades 7-8**

*Prerequisite(s): Theatre Arts MS 1*

### **Theatre Arts MS 3 Advanced**

**Course 6843**

#### **Grade 8**

*Prerequisite(s): Theatre Arts MS 2/Theatre Arts MS 2 Advanced*

Advanced students are admitted to these classes by application only. Students must have completed Theatre MS 1, Theatre MS 2, or the equivalent in another district in order to apply. By completing the application, students are committing to a full year course. Students in advanced theatre will study advanced acting techniques, production and technology skills, theatre history, modern theatrical media, and professional preparation for auditioning for professional theatre.

### **Introduction to Technical Theatre**

**Course 6744**

#### **Grades 7-8**

*Prerequisite(s): Theatre Arts MS 1 or MS 2*

The course focuses on beginning stage craft techniques that are the foundation for technical theatre. The objective of this course is to introduce the student to the fundamental elements and principles of technical theatre through hands-on learning. Students will learn the functions of the creative team, production staff, technicians, and stage crew. Basic elements of scenic construction, design concepts, theatrical lighting, sound technologies, and stage management will be introduced and assessed through practical application. Through projects and onstage productions, students gain the confidence and technique needed to become a skilled technician.

### **Musical Theatre**

**Course 6745**

#### **Grades 7-8**

*Prerequisite(s): Concurrently enrolled or successful completion of Choir or Theatre*

Musical Theatre provides students the opportunity to explore the world of musical theatre from a performance perspective. The course focuses on showmanship and techniques that are the foundation of musical theatre performance (singing, acting, and dance). Students extend their dance and movement techniques required to sing and dance at the same time. Through rotation between dance, singing, and acting courses, students will learn the skills necessary to perform well on stage. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

# PHYSICAL EDUCATION

*Texas Education Code 28.002 (1) requires students enrolled in grades 6, 7, and 8 to participate in moderate or vigorous physical activity for at least thirty minutes daily for at least four semesters as part of the district's physical education curriculum. All courses listed in this section satisfy the requirement. Dance and Dance Team courses also satisfy the physical activity requirement. Dance course descriptions are found in the Fine Arts section.*

## **Physical Education (PE) - Off Campus PE**

**Category 1 Course 7607**

### **Grades 6-8**

**Category 2 Course 7708**

Students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade can apply for Off Campus PE (OCPE). See the OCPE section of this course catalog for more information. Application deadline is the Friday after the last day of school and is posted on the [OCPE information page](#) the Leander ISD website.

## **Lifetime Fitness (PE)**

**Course 7601 (B) & 7602 (G)**

### **Grades 6-8**

**Course 7620 & 7720**

**Course 7603 (G) & 7604 (B) (Sem)**

**Course 7701 (B) & 7702 (G)**

**Course 7704 (B) & 7705 (G) (Sem)**

Lifetime Fitness is a course designed to teach students the values of a healthy lifestyle. The students are exposed to a variety of team and individual sports as well as different health topics. The students will be evaluated using a fitness assessment test to help them take ownership of their individual fitness levels. The class will help students learn goal setting and the importance of good sportsmanship. The students supply their own workout clothes and appropriate workout shoes.

## **Cheerleading**

*Prerequisite(s): Completion of evaluation steps and Coach Recommendation*

**Course 7711**

### **Grades 7-8**

The middle school cheerleading program is an open enrollment activity for students in 7<sup>th</sup> and 8<sup>th</sup> grade students. Cheerleaders perform at all home football, volleyball, and basketball games. They also perform at pep rallies and support all other athletic teams. The members are required to attend daily practices which may be held before or after-school. Students must adhere to all rules and policies in the organization's constitution and by-laws.

## **Color Guard**

**Course 7703**

### **Grades 7-8**

Students in this class will learn the basics of flag, rifle, and dance skills. The guard will have the opportunity to perform at various functions including pep rallies and competitions.

## **Pre-Athletics**

**Course 7605 (B) & 7606 (G)**

### **Grade 6**

**Course 7609 (B) & 7610 (G) (Sem)**

Pre-Athletics is designed for 6th grade students who have a desire to participate in the athletic program in 7th grade. It meets all the requirements of a PE class, plus provides advanced curriculum and training directly linked to upcoming UIL sports (cross country, football, volleyball, basketball, soccer, track and field). Participation will help students determine if they want to participate in athletics beginning their 7th grade year.

## Athletics

The athletics program is based on improving basic skills, setting and attaining goals, self-discipline, and teaching desirable social behavior. Students wishing to tryout and participate for any University Interscholastic League (UIL) sport are required to have a completed athletic physical on file and complete the athletic paperwork requirements. Students must pass all classes each grading period to remain eligible for participation. Any student moving into the district mid-season who wishes to participate in athletics will not be placed in athletics without coach approval.

## **Boys' Athletics**

**Course 7721, 7821**

### **Grades 7-8**

Boys' Athletics is a year-long commitment that offers cross-country, football, basketball, track & field, and soccer. Students choosing Boys' Athletics as a physical activity are signing up to play football. Students, who choose not to play football, are enrolled in Lifetime Fitness (PE). He/she may try out for basketball, and if he/she makes the basketball team, his/her schedules may be changed to enter the athletic course. Students do not need to be in the athletic course to participate in cross-country, track & field, or soccer.

## **Girls' Athletics**

**Course 7722, 7822**

### **Grades 7-8**

Girls' Athletics is a year-long commitment that offers cross-country, volleyball, basketball, track & field, and soccer. Students do not need to be in the athletic course to participate in cross-country, track & field, or soccer. Any girl who wishes to enroll in Girl's Athletics should meet with the coaching staff. All 7<sup>th</sup> grade students will need the approval of the coaching staff to continue in the athletics program as an 8<sup>th</sup> grade student.



### **Football (Coed)**

Football is a no cut sport. Football athletes compete on 7<sup>th</sup> and 8<sup>th</sup> grade teams. 7<sup>th</sup> and 8<sup>th</sup> grade practices are held before or after school and during the athletic period. Games are usually played on Tuesday afternoons. (August– November)

### **Volleyball (Female)**

Volleyball tryouts occur the 1<sup>st</sup> week of school. Volleyball athletes compete on 7<sup>th</sup> and 8<sup>th</sup> grade teams. 7<sup>th</sup> grade practices are held before school and during 1<sup>st</sup> period athletics, and 8<sup>th</sup> grade practices are held during last period athletics and after school. Games are usually played on Thursdays after school. The schedule includes Saturday tournaments. (September - October)

### **Cross-Country (Male & Female)**

Cross Country is a no cut sport. Cross Country athletes compete on gender specific 7<sup>th</sup> and 8<sup>th</sup> grade teams. Practices are before and/or after school. Meets are held Wednesdays after school. Races are two miles long for both boys and girls. Athletes will learn to run between two and six miles a day. Enrollment in the athletic course is not required to participate in this sport. (September - October)

### **Basketball (Male & Female)**

Basketball tryouts occur in November. Basketball athletes compete on gender specific 7<sup>th</sup> and 8<sup>th</sup> grade teams. Most games are played on Mondays or Thursdays; however, tournaments are scheduled for evenings and Saturdays. 7<sup>th</sup> grade practices are held before school and during 1<sup>st</sup> period athletics, and 8<sup>th</sup> grade practices are held during last period athletics and after school. (November – February)

### **Track and Field (Male & Female)**

Track is a no cut sport. Track athletes compete on gender specific 7<sup>th</sup> and 8<sup>th</sup> grade teams. Practices are before and/or after school. Enrollment in the athletic course is not required to participate in this sport. (February – April)

### **Soccer (Male & Female)**

Soccer tryouts occur in March. The soccer teams consist of separate gender specific teams, A and B, composed of a combination of 7<sup>th</sup> and 8<sup>th</sup> grade students. Practice occurs before and/or after school. Enrollment in the athletic course is not required to participate in this sport. (March – May)

## **ELECTIVES**

### **Business, Marketing, and Finance Electives**

#### **Entrepreneurship (mxINCedu)**

**Course 8720**

##### **Grades 7-8**

mxINCedu provides a way for students to be exposed to (and empowered by) entrepreneurship. Students work in teams to identify a problem to solve, develop a product/solution, pitch their idea, sell/test their product or service, evaluate the performance, and iterate based on market learnings. The experience culminates in a 'pop-up' or ecommerce marketplace experience where students sell their products. Evidence of learning includes a business model canvas, a budget and pricing model for the business, a product name and brand, a pitch deck, communications and marketing material, sales goals, reflections, and student portfolio. Class size is limited to maximize the student experience in business development and industry and community engagement opportunities. Students may only take this course one time.

### **English Electives**

#### **Exploring Speech/Debate**

**Course 1902 (Sem)**

##### **Grade 6**

Students will be introduced to effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. Students will identify and practice skills in using verbal and nonverbal communication, and listening in interpersonal, group, academic, and public contexts. Students will be exposed to skills to approach controversial issues by practicing argumentation and debate.

#### **Speech/Debate**

**Course 1903**

##### **Grades 7-8**

Students will develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. Students will acquire skills to approach controversial issues by practicing argumentation and debate.

**Debate I****Course 1511MS****Grade 8****HS Credit**

Debate students learn various formats of high school competitive debate. Students will prepare and present speeches on opposing sides of a resolution (topic) to convince an adjudicator to vote in their favor. Students will improve knowledge and understanding of important social issues of our time, develop and use valid approaches for affirmative and negative cases based on research and/or philosophy, and use skills to debate propositions of value and policy. Students will learn refutation skills, burden of proof skills, and evaluation skills. UIL and Texas Forensic Association competition is required.

- *Students successfully completing Debate I at middle school will receive one high school elective credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

**Introduction to Creative Writing****Course 1906 (Sem)****Grade 6**

Young writers will be introduced to a variety of creative writing styles and forms. Over the course of the semester, writers will venture into the basics of short story writing, explore the different styles and forms of poetry, and sample other various creative writing mediums: comics, commercials, one scene plays, flash films, and more. Writers will read several mentor texts from a multitude of authors, with a focus on style and craft. By year's end, writers will compose a portfolio of their finest work for publication.

**Creative Writing****Course 1907****Grades 7-8**

Continuing from Introduction to Creative Writing, young writers will enhance their knowledge in the writing process: planning, drafting, revising, editing, and ultimately publishing their work in a variety of genres to different audiences. Writers will delve into a multitude of genres: realistic fiction, horror, dystopian, science fiction, and fantasy. Additionally, students will analyze mentor texts from some of the finest authors in literature. For poetry, writers will learn the individual building blocks of the craft, analyze the work of famous poets, and create original pieces using several eclectic formats. Over the course of the year, writers will produce a variety of creative projects, including but not limited to; a horror story podcast, an original play (performed by advanced theatre) and a short film. By year's end, writers will hone their personal style and grow their technique.

**Journalism: News Media****Course 8773****Grades 7-8**

Students will learn skills to create, manage, and produce school news media that can be published using a variety of print and digital formats and platforms. Students will develop skills in journalistic writing, interviewing, research, photography, layout and design, and editing. Students must be responsible, self-motivated, reliable, and prompt.

- *Student enrollment form may be required for placement in Journalism: News Media.*

**Journalism: Yearbook****Course 8770****Grades 7-8**

Students will learn several software programs to publish the school yearbook. Students will work to develop their photography, marketing, leadership and journalistic writing skills. This class generally has a limited number of seats available. Students must be trustworthy, self-motivated, reliable, responsible, prompt, and have strong communication skills.

- *Student enrollment form may be required for placement in Journalism: Yearbook.*

**Journalism****Course 1531MS****Grade 8****HS Credit**

Journalism provides an overview of the fundamentals of journalism including how to write news stories, features, editorials, sports stories and captions. Other topics to be covered include the elements of dynamic journalism, photography, advertising, essentials of layout, design, style and typography. Students will also be given an opportunity to examine the roles of radio, TV and film through changing times and produce original work relating to their special fields of interest.

- *Students successfully completing Journalism will receive one high school elective credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

## Junior Reserve Officers' Training Corp (JROTC)

*Henry MS***JROTC Navy I\*****Course 8537MS****Grade 8****HS Credit**

Naval Science I introduces students to the precepts of citizenship, leadership and the value of scholarship and academics in attaining life goals while emphasizing each person's responsibilities in American society. The course is designed to engender a sound appreciation of the heritage and tradition of the United States with a focus on the historical significance of sea power. This course includes classroom instruction, physical fitness, military drill, wearing the uniform and practicing military customs and courtesies.

- *This course is only available for students at Henry Middle School as per military regulations.*
- *Students successfully completing JROTC Navy I will receive one high school elective credit, but the course grades will be excluded from the student's high school grade point average (GPA).*
- *Students receive one physical education substitution credit for the first year of JROTC.*

## Leadership Electives

### Exploring Foundations of Leadership

Course 8650 (Sem)

#### Grade 6

Exploring Foundations of Leadership is an introductory course that will develop leadership skills in an interactive atmosphere. Students will learn personal responsibility for their own actions, attitudes, and behaviors through role play, creative activities, and daily discussions. They will learn that leadership is about being your personal best and supporting others.

### Leadership

Course 8850 (Sem) or 8849

#### Grades 7-8

Students will develop leadership skills in an interactive atmosphere. They will learn personal responsibility for their own actions, attitudes, and behaviors through role play, creative activities, and daily discussions. Students will also develop communication and public speaking skills, and they will be directly involved in community service projects. They will learn that leadership is about being your personal best and supporting others.

- *Students may only take this course one time.*

### Advanced Leadership

Course 8846 (Sem) or 8847

#### Grade 8

*Prerequisite(s): Exploring Foundation of Leadership or Leadership*

Advanced Leadership provides students the opportunity to apply leadership knowledge and skills learned in Exploring Foundations of Leadership and Leadership. These skills include, but are not limited to: decision making skills, problem solving techniques, communication skills, leadership roles, human relations skills, and understanding the need for social intelligence and civic responsibility.

- *Student enrollment form may be required for placement in Advanced Leadership.*

### Leadership: Leadworthy The Course

Course 8848 (Sem)

#### Grade 8

HS Credit

Leadworthy The Course is a curriculum designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service.

- *Students successfully completing Leadership: Leadworthy The Course will receive .5 high school elective credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

## Science, Technology, Engineering, and Mathematics (STEM) Electives

### Exploring STEM

Course 8606

#### Grade 6

Students will explore how science, technology, engineering, mathematics, and design are used together to help to address different issues faced by society. Students will develop solutions to real world problems using 21st century technologies in a problem-based learning environment. This will be a survey course of topics such as computer science, 3D modeling, robotics, chemical engineering, electrical engineering, biomedical engineering, mechanical engineering, civil engineering, and aerospace science. The length of this course and curriculum may vary by campus.

### Applied STEM

Course 8602 (Sem)

#### Grades 7-8

Through this project-based course students will explore Science, Technology, Engineering, and Mathematics (STEM) with a focus on enhancing the application of STEM subject matter on real-world problems. This course strengthens career connections to Engineering, Design, Medicine, Research Analysis, Urban Planning, etc. Possible projects include designing a space station to support life, creating a functional model of a city, app development, and more.

- *This course is intended for students who have NOT taken Exploring STEM as a 6th grader.*

### Gateway: Computer Science/App Creator

Course 8712

#### Grades 7-8

In Computer Science Innovators and Makers students discover computer science concepts and skills by creating projects that include computer programming blended with the creation of a physical product. Students will program using Microsoft MakeCode and have their code interact with the physical world using micro:bits.

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution.

## **Fundamentals of Computer Science**

**Course 8449MS**

### **Grades 7-8**

**HS Credit**

Using Gateway Computer Science and App Creator modules, Fundamentals of Computer Science will explore a variety of programming languages and concepts that will prepare students for the computer science programs of study in high school. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students demonstrate their skills as they build their own websites, apps, animations, games, and physical computing systems. The PLTW Gateway modules will cover topics such as problem solving, critical thinking, and physical computing.

- *Students successfully completing Fundamentals of Computer Science at middle school will receive one high school elective credit toward the Computer Science Program of Study within the STEM Endorsement but the course grades will be excluded from the student's high school grade point average (GPA).*

## **Gateway: Design and Modeling/Automation Robotics**

**Course 8713**

### **Grade 7-8**

In Design and Modeling students discover the engineering 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 final project. 3D designing is accomplished by using TinkerCAD online software.

In 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 the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. Programming the robots is accomplished using VEX V5 Software.

## **Principles of Applied Engineering**

**Course 8313MS**

### **Grades 7-8**

**HS Credit**

Using Gateway Design and Modeling along with Automation and Robotics modules, Principles of Applied Engineering provides a solid foundation for applying engineering concepts in real-world scenarios. Students will be introduced to an array of engineering careers and learn about the industry standards in the fields of mechanical, electrical, civil and chemical engineering. Students will collaboratively approach real-world problems and utilize a variety of media to showcase their research and designs with a focus on professionalism.

- *Students successfully completing Principles of Applied Engineering at middle school will receive one high school elective credit toward the Engineering Foundations Program of Study within the STEM Endorsement but the course grades will be excluded from the student's high school grade point average (GPA).*

## **Gateway: Medical Detectives (Sem/Year)**

**Course 8714 (Sem) or 8714**

### **Grade 7-8**

In Medical Detectives, students step into the shoes of real-life medical detectives, engaging in the collection and analysis of medical data to diagnose various medical conditions. Through hands-on projects and labs, students will unravel medical mysteries, measure and interpret vital signs, and explore the structure and function of the nervous system. The course delves into the investigation of disease outbreaks, forensic science, and includes engaging activities such as brain and eye dissection. Students will develop critical thinking skills as they apply scientific knowledge to solve complex medical cases, fostering a deep understanding of the human body and medical science.

## **Technology and Multimedia Applications Electives**

### **Technology Applications**

**Course 8704**

#### **Grade 6-8**

This course will focus on creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, decision making, digital citizenship, and technology operations and concepts. Students will have the opportunity to make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. Students will have the opportunity to use creative and computational thinking to solve problems while developing transferable readiness skills. Many of these computer applications will be taught using Google Apps for Education. Students will gain experience in keyboarding, slide presentations, spreadsheet applications, website anatomy, email, and file management. Students may only take this course one time.

### **Multimedia Productions**

**Course 1904**

#### **Grade 7-8**

Multimedia Productions introduces students to the digital media production industry and focuses on the student exploring the many hardware and software tools used to create professional-level media products in various formats. The class is for students interested in learning about broadcast journalism and storytelling through multiple digital mediums. Studio & set lighting, camera functions, Elements of Art and Design, shot composition, script writing and other production techniques are introduced and practiced. Second year students will create and manage a production studio environment, creating custom productions for various clients on campus. The primary focus for these students is to produce daily/weekly video announcements/broadcasts for the campus student body. Multimedia Productions provides a great foundation for the broadcast and AV Production sequence of courses available in high school.

## **Principles of Arts, Audio/Video, and Communications**

**Course 8464MS**

### **Grade 8**

**HS Credit**

Principles of Arts, Audio/Video Technology, and Communications allows students to explore and understand the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. Students will be introduced to topics such as audio/video production, graphic design and illustration, and animation.

- *Students successfully completing Principles of Arts, A/V and Communications at middle school will receive one high school elective credit, but the course grades will be excluded from the student's high school grade point average (GPA).*

## **Additional Electives**

### **AVID**

**Course 8669, 8769, 8869**

#### **Grade 6-8**

*Prerequisite(s): Student application, oral and written interview process*

AVID (Advancement Via Individual Determination) is a year-long academic elective that prepares students for college and career success. AVID places identified students in a rigorous curriculum and gives them skills and support to succeed. The AVID elective curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR) and includes specific strategies for focused note taking, time management, personal organization, and research, as well as tutorial support. The AVID elective class is also offered all four years at the high school level.

### **Bridges to Academic Success**

**Course 8668**

#### **Grade 6**

Bridges to Academic Success is a semester course for 6<sup>th</sup> grade students that focuses on the necessary academic and personal skills needed to be successful in middle school and beyond. Students will explore time management strategies, personal and academic organizational skills, and participate in motivational and team building activities. This course gives students foundational strategies to help them transition from elementary to middle school and helps enhance their learning in all core content areas.

### **Math & Language Arts Extension**

#### **Grade 6-8**

*Placement is determined by campus.*

This course is designed to provide students with the opportunity to build academic behaviors, key cognitive strategies and a deeper understanding and application of the key content knowledge.

### **QUEST Studies**

**Course 8651, 8751, 8851**

#### **Grade 6-8**

*Students must be identified as gifted and talented as determined by Leander ISD criteria.*

QUEST Studies is a curriculum designed to appropriately challenge learners identified as gifted in Leander ISD. Learning experiences related to the four (4) core academic areas (language arts, math, social studies, and science), are provided through interdisciplinary studies using a variety of instructional strategies, including in-depth project based learning investigations, creative problem solving units of study, and explorations applying critical thinking that help students develop as life-long learners who understand the universals of society. All gifted identified students are strongly encouraged to take this class in sixth grade. In seventh and eighth grades students may continue QUEST studies or students may take other advanced or high school credit courses aligned to their pathway of study.

### **Student Aide**

**Course 8760 (Sem) or 8771**

This course is designed to offer students the experience of learning basic skills as they assist in the completion of various tasks as assigned. Enrollment criteria and placement is determined by the campus.

### **Elective Wheel**

**Course 8621**

Some campuses may offer a course allowing students to explore elective offerings through a rotation of shortened courses over the course of a school year. Course offerings may vary by campus.

*It is the intent of Leander ISD to offer all courses in this catalog unless otherwise stated. However, some courses may not be offered if sufficient student interest/enrollment is not evident. Instructor availability will also be a factor in course offerings.*