



2008-2009 Waller Junior High Course Selection Book

Mission of WJH

**Waller Junior High exists to ensure a Personal Connection
and Continuous Learning for all at a high level.**

Pursue Excellence on a Daily Basis

Waller I.S.D.

WALLER JUNIOR HIGH SCHOOL



UIL Academics at WJH

HOME OF THE BULLDOGS

Waller I.S.D.

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Student Name _____

ID Number _____

**Student Two-Year Plan
7th Graders in 2007-08, 8th graders in 2008-09**

Grade 7 (2007-08) Fall
Subject
Language Arts
Math
Science
Texas History
Reading

Grade 7 (2007-08) Spring
Subject
Language Arts
Math
Science
Texas history
Reading

Grade 8 (2008-09) Fall
Subject
Language Arts
Math
Science
US History

Grade 8 (2008-09) Spring
Subject
Language Arts
Math
Science
US History

For planning purposes only write in your electives in the spaces provided.
Be careful to write in year long electives in both semesters for a particular year.
Note that students must sign up for 2 half credits of Fitness/weight training, Soccer, Skate, Dance, Cadet Corp or Athletics during their time at Waller Junior High.
You can only take 1 credit of the following courses your 7th grade year and 1.5 credits your 8th grade year: Athletics, Physical Fitness/Weight Training, Skate, Soccer.

Students not mastering TAKS requirements will have fewer electives.

Pages 11-19 list all the junior high school course offerings with grade placement, prerequisites, and some brief information on each course. This bulletin serves as an overview of students' requirements for promotion, including course descriptions. This bulletin also outlines procedures for changing courses and possible consequences of changes.

Steps to Registration

Students will select courses for the next school year during the spring semester. It is important that students review this booklet with parents and/or guardians and consider the following:

- Regular or Pre-AP classes
- Electives
- Possible prerequisites to other courses

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Requests for Course Changes

1. Changes will be made during the first three weeks of a semester for the following reasons:
 - Student does not meet prerequisite(s) for the course.
 - Student does not meet grade placement requirement of the course.
 - Student already has credit for the course.
 - Student is placed in an inappropriate level.
2. After consultation with the teacher, students may withdraw from band, dance, or athletics at any time.
3. No schedule changes are allowed after the third week of each semester.
4. All schedule changes require principal approval

Contact Information for Counselors

If you should have any questions or concerns about 7th grade courses, please call Ms. Kim White at (936) 931-1353. The FAX number is (936) 931-4044. kwalkerwhite@wallerisd.net

If you should have any questions or concerns about 8th grade courses, please call Mrs. L. Berry at (936) 931-1353. The FAX number is (936) 931-4044. lberry@waller.isd.esc4.net



2006 WJH Girl's Soccer

SPECIAL PROGRAMS

Gifted/Talented (G/T)

Gifted/Talented learners are currently being served through the Pre-Advanced Placement program. Parents, teachers, and students may nominate in April of each school year those who exhibit G/T traits, such as advanced vocabulary, critical/creative thinking, and an intense curiosity. Nomination forms are available from the school counselor or the G/T coordinator. Program exiting may be initiated by the teacher, student, or parent at designated times during the school year. The G/T coordinator for Waller Junior High is Pam Groschke. She may be reached at 936-931-1353.

**Also See independent study under course offering.

Special Education

Students experiencing difficulties in school may be referred for services in special education. Before a student can receive special education and/or related services for the first time, an initial evaluation must be conducted. Decisions regarding the provision of special education services are made by an Admission, Review, and Dismissal (ARD) committee. If a student is determined to be eligible for services in accordance with the Texas Education Agency guidelines, an individualized education plan is developed. Instructional settings may include (a) general education classroom with accommodations, (b) general education classroom with support, (c) resource classroom, (d) self-contained classroom or (e) separate campus. Related services necessary for the student to benefit from special education may also be provided.

Student Support Team

This committee may be organized to assist individual students who may be experiencing problems at school, at home, or in the community. The committee may review information such as grades, discipline, attendance, health and medical needs, etc. and make the appropriate referral to support programs in our district. These may include a recommendation for instructional modifications, 504 placement, dyslexia screening, Gifted/Talented nomination, English as a Second Language (ESL) placement, and/or special education services.

Dyslexia

The purpose of the dyslexia program is to identify and intervene with students having difficulty with reading, writing, or spelling in order to help them learn strategies to compensate and to become successful readers. The program is designed for trained specialists to provide alternative learning strategies to those students with development reading disorders. The basic curriculum for WISD's dyslexia program is an alphabetic phonics, multi-sensory approach to reading. Both Scottish Rite and Neuhaus programs are used, with each appropriately modified to service particular students and grade levels. Instruction is handled in a combination of settings, including pullout models for one-on-one instruction as well as small group settings. Taped instruction and direct instruction are supplemented with guided and independent practice. Dyslexia teachers work closely with regular education teachers and special program teachers in order to provide an appropriate education for dyslexic students. Flexible scheduling, individualized instruction, and frequent communication to provide optimal services for each student.

Summer School

Waller Junior High School Summer School is offered to a limited number of students in Math and Language Arts. Those needing summer school to be promoted are offered the opportunity on a first come first served basis. Summer school is also offered for 8th grade students needing to complete TAKS requirements.

EXTRACURRICULAR ACTIVITIES

At Waller Junior High, we believe that a strong relationship between students and staff promotes a strong self-image and confidence to maintain excellence in life. These relationships help to promote student success in all areas of their life, therefore supporting the premise of teaching the total child. This belief is supported by research which shows that students highly involved in school activities tend to be more successful academically than those students who are not. Waller Junior High, therefore, provides a wide range of extracurricular activities to appeal to all student interests. Our extensive athletic program continues to grow, and participants have earned a winning reputation in a variety of UIL competitions. Fine Arts groups have all received excellent ratings in local competitions, with some students advancing to national competitions. Other groups include those related to specific areas and special interests.

Athletics

The sports in which a student may participate are basketball, cross-country, football, golf, tennis, track and field, and volleyball. Each sport has guidelines specifically designed to enhance the performance of its student athletes. The prospective athlete needs to consult the head coach of his/her chosen sport(s) before enrolling in the athletic period class. Involvement is voluntary; therefore, students are expected to follow rules developed by the Athletic Department. The student, in order to participate in any athletic program, must have the following documentation on file and updated yearly: completed physical form, pertinent medical history, acknowledgment of UIL rules, emergency procedure card, and insurance information.

Band

Band membership is open to students with a desire to experience and learn how to play a musical instrument. Students rehearse daily during class, and additional practices may be held after school. During the fall semester, students perform at various holiday concerts and a varsity and junior high football game. During the spring semester, students participate in UIL Solo and Ensemble, Concert, and Sightreading contests. An annual spring trip is also taken to Schlitterbahn.

Barbara Jordan/T. F. Freeman Public Speaking Contest

Students involved in this activity produce a speech pertaining to Barbara Jordan/T. F. Freeman. This speech must meet the qualifications set up by the contest committee. Students must try out for the position to attend the competition at the Alley Theater held in the fall semester. This is open to male and female students.

Cheerleading

Waller Junior High cheerleaders are responsible for promoting school spirit. They cheer at various games and pep rallies, paint spirit signs throughout the year, and participate in competition. Tryouts are held in the spring of each school year. Candidates must meet the qualifications in the cheerleader guidelines available from the sponsor. Practices are held after school.

Choir

Choir is a performing group. In addition to developing musical skills, singing enhancement, and vocal technique, choir teaches life-long skills such as teamwork, commitment, and responsibility. Concerts are given on and off campus during each semester, along with a trip to Splashtown. The choir students participate in UIL competition in various areas of choir.

Discovery Program

Students in the Discovery program have qualified in an area as gifted and talented. A set of WISD qualifications have been established, and a faculty committee screens applicants into the program. There is an open nomination time when a student may be nominated by a parent, teacher, or self to undergo the screening process. Students in the Discovery program meet monthly during lunch for G/T updates, monitoring of progress, and fun. Students are encouraged to complete an independent project for the Spring Showcase. A fall and spring field trip and parent meeting are also held.

Fellowship of Christian Athletes

FCA meets on a weekly basis before school to hear motivational speakers, discuss current topics, and build a united sense of fellowship among students. Membership is open to any student.

Houston Chronicle Spelling Bee

Every year the Houston Chronicle sponsors a spelling bee. Waller Junior High students sign up for booklets and begin taking tests over word lists periodically. Students then enter the school-wide spelling bee held in the spring semester. Winners of the WJH spelling bee advance to the next level of competition.

Junior Future Farmers of America

Junior FFA is the local affiliate of the national organization. Members participate in numerous competitions on the local level. Junior FFA makes a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through agricultural education. Membership is open to all students with an interest in agricultural education.

National Junior Honor Society

National Junior Honor Society is an honor that is open to all students at Waller Junior High that meet the requirements of scholarship, leadership, service, character, and citizenship. You must have an overall average in your core classes and foreign language of a 90 or above. A formal induction for those students qualifying is held in January.

Robotics Club

Students participating in Robotics use their technical creativity, math, and science skills to program a Lego robot. Guidelines established in the Robotics Competition guide the program.

WJH Step Team

The WJH step team is a high powered foot stepping group of students who work together to achieve a common goal. The WJH step team is part of the Waller Junior High School After-school program.

Student Council

The Waller Junior High Student Council is a distinguished and enjoyable organization designed to serve the school and the community. Students involved in this organization have an excellent opportunity to take an active role in becoming a leader at Waller Junior High. Goals of Student Council include promotion of the following: citizenship, scholarship, leadership, human relations, and cultural values. The student council members are involved in community service projects in the fall and spring semesters, along with sponsoring a school dance, carnation sale, and dress-up days during Red Ribbon Week. Members consist of elected officers and class representatives. Waller Junior High Student Council is for all students dedicated to serving the school and community.

Theater Arts

Students participating in the drama class learn skills essential for putting on a theatrical production. Students in the theater arts class participate in the UIL One Act Play contest and present a production in the fall.

UIL Academic Events

The UIL Academic Meet is held in March of each year. Students in 7th and 8th grade may participate. Students practice during the school day with some before and after school practices. Events include readywriting, editorial writing, spelling, listening skills, modern oratory, oral reading, impromptu speaking, science, number sense, mathematics, calculator, and maps, graphs, and charts.

Waller Junior High and High School Pre-AP CONTRACT
(Parents and students will read and sign a copy of the contract for each AP class.)

Student Name _____ Student ID# _____

PreAP Course _____ School Year _____ TAKS result(s): _____

Prerequisite Course(s) and grade(s) _____

The Advanced Placement (AP) program is a cooperative educational endeavor between secondary schools and colleges and universities. The purpose of the Pre-Advanced Placement courses is to give students the opportunity to develop skills that will enable them to be successful in an AP class. Pre-AP courses are characterized by an immersion in content, an accelerated pace, and performance assessment at the synthesis and evaluative levels. Typically, PreAP students are task-oriented, proficient readers, able to prioritize their time, and have parental support.

Admission Requirements: In the previous school year, all students admitted to a Pre-AP course must have passed the TAKS tests which are precursors to the Pre-AP course. Failure to pass the TAKS will constitute automatic debarment from Pre-AP courses. Performance in prerequisite classes is an indicator of how successful students will be in Pre-AP courses. Therefore, students and parents should only consider submitting an application if the student's grades in prerequisite courses are 80 or above.

General Course Expectations:

- Successful completion of each Pre-AP course requires individual study outside of class on a regular basis.
- Students may exit a Pre-AP course during the first twenty school days, for either a one semester or two semester class. For the current school year the end of that period is _____. A student may also exit at the end of the semester. An exit form must be signed by the student, parent, and teacher and taken to the student's counselor prior to the end of either exit period. When a student transfers from a Pre-AP course during the semester, the grades for that student will transfer to the course which the student enters. There will be no change in weighting of the grades. Makeup work for the new course will be at the discretion of the teacher of that course.
- For a student whose grade average for the first semester is less than 70, a student-teacher conference will be held to evaluate the advisability of the student remaining in the class. If a student is advised to or chooses to drop a Pre-AP class, the parents will be contacted.
- No retests, except for an entire class, will be given in the Pre-AP courses, and that option will be at the discretion of the teacher.
- The policy for makeup work after an excused absence is outlined in the Student Handbook.
- Individual student integrity is a standard of excellence for Pre-AP students. All students are expected to do their own work. Teachers will follow WISD policies and school procedures with any breach of the Honor Code.

Student Agreement

I am familiar with the expectations of this Pre-AP course and accept its academic challenges. I agree to organize my time and efforts to successfully complete the course. Due to the increased rigor and challenge of this course, I will notify the teacher, request help, and attend tutorials if I fall behind in class assignments or am having difficulty with course content. I understand that my success in this Pre-AP course is primarily my responsibility.

Student Signature

Date

Parent Agreement

I have read the description and syllabus for this Pre-AP course, am familiar with its requirements, and agree to support and encourage my son/daughter in his/her endeavors in the course. I will notify the teacher immediately of any concerns I have relating to the AP class or my child's progress.

Parent/Guardian Signature

Date

Waller I.S.D.

Course Offerings



Skateboarding at WJH

REQUIRED SEVENTH AND EIGHTH GRADE COURSES

LANGUAGE ARTS

ENGLISH LANGUAGE ARTS OR PRE-AP LANGUAGE ARTS – GRADE 7

Sec. 110.23

In grade 7, students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Seventh grade students continue to read classic and contemporary selections and informational texts. Students use knowledge of Greek and Latin roots and prefixes and suffixes in reading. Students recognize how style, tone, and mood contribute to the effect of the text. Seventh grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students produce final pieces of written composition on a regular basis. The student shall be provided the opportunity to integrate computer technology, concepts and skills into the language arts curriculum.

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ENGLISH LANGUAGE ARTS OR PRE-AP LANGUAGE ARTS - GRADE 8

Sec. 110.24

Eighth grade students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and writing. Students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Significant blocks of time are provided for reading both independent and instructional level material for varied purposes such as collecting information, learning about and appreciating the writer's craft. The student shall be provided the opportunity to integrate computer technology, concepts and skills into the language arts curriculum.

BASIC LANGUAGE ARTS- GRADE 7 & 8

This course emphasizes the improvement of reading, writing, speaking, and listening skills through instruction in vocabulary development, grammar, paragraph/essay writing, and comprehension skills as designed in the student's IEP. As appropriate, the students are exposed to the same literature and experiences presented in general education classes. Adapted textbooks, novels, the internet, and multimedia are utilized to improve the students' skills. An emphasis will be placed on targeted transition needs to prepare students to pursue selected options, English I or Developmental Language Arts I as appropriate.

Prerequisite: ARD/IEP Placement

READING – GRADE 7 ONLY

Sec. 110.23

The students will be expected to read with fluency and understanding instructional-level materials that are challenging but manageable. The students will read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing. It is expected that students will be able to acquire an extensive vocabulary, respond to various types of texts, analyze characteristics of various types of genres, inquire and conduct research using a variety of sources, and increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

ACCELERATED READING – Grade 8 (1 YEAR)

Reading improvement is designed to assist students in developing strategies to decode written language; strategies to use dictionaries and thesauruses to analyze and produce meaningful communication and strategies to expand vocabulary, including the use of content area vocabulary and multi-meaning words. The student shall be provided opportunities to apply listening, speaking, reading, and writing strategies to a variety of language and practical situations including materials and assignments from other classes in which students are enrolled. Comprehension of text is monitored.

**This accelerated reading class is required for eighth grade students who did not successfully master the reading section on TAKS and will take the place of one elective course.

DEVELOPMENTAL READING- GRADE 7 & 8

Developmental Reading is a research based program for students with a reading level of two or more years below age appropriate expectations. Students are placed within one of three possible reading groups. The program uses direct instruction, textbooks and workbooks to improve decoding skills, reading rate and comprehension. Kinesthetic, tactile, visual and auditory tactics are incorporated to enhance learning for students requiring these strategies. Student motivation is enhanced through a fast pace which allows students to experience immediate success. **Prerequisite: ARD/IEP Placement**

ENGLISH AS A SECOND LANGUAGE - GRADE 7 OR 8

Sec. 128.23

For students whose first language is a language other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students will apply these skills and other academic proficiencies to the second language. The following general proficiency levels are: Beginner, Intermediate, and Advanced. Literacy development across the content areas builds academic skills in a second language and accelerates the learning of both English language skills and higher-order thinking skills.

SOCIAL STUDIES

TEXAS HISTORY OR PRE-AP TEXAS HISTORY - GRADE 7

Sec. 113.23

In grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. The student shall be provided the opportunity to integrate computer technology by analyzing the impact of scientific discoveries and technological innovations. Students use primary and secondary sources to acquire information about Texas.

AMERICAN HISTORY OR PRE-AP AMERICAN HISTORY - GRADE 8

Sec. 113.24 page B-17

In grade 8, students study the history of the United States from the early colonial period through Reconstruction. Students will be able to describe the physical characteristics of the U. S., the impact on population distribution, and the settlement patterns in the past and present. Students are given the opportunity to analyze the various economic factors that influence the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. The student shall be provided the opportunity to integrate computer technology concepts and skills into the social studies curriculum and organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

MATHEMATICS

MATHEMATICS – GRADE 7

Sec. 111. 23

The course consists of a basic program in fundamental mathematics. It involves intensive study in the four fundamental operations with whole numbers, integers, rational numbers, decimals and percentages. Also included are basic concepts of geometry and the metric system. Throughout mathematics in grades 6-8, students use processes together with technology (at least four-function calculators for whole numbers, decimals, and fractions), computer technology, and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

PRE-ALGEBRA – GRADE 7 OR 8

Transitional course designed to permit the student to move from concrete concepts of arithmetic to the abstract concepts of algebra. Emphasis is placed on fractions, decimal numbers, percents, and problem solving. Introduces basics of algebra - variables, solving equations and integers.

ALGEBRA I - GRADE 8 –HIGH SCHOOL CREDIT

The student’s math concepts will continue to build as their understanding expands through other mathematical experiences such as: algebraic thinking and symbolic reasoning; function concepts; relationship between equations and functions; tools for algebraic thinking; and underlying mathematical processes. One (1) HIGH SCHOOL CREDIT is awarded if the student earns a grade of 70 or above average at the end of the school year. Credit may be subject to the high school math review committee that meets at the end of the school year.

MATH BLOCK - GRADE 7 OR 8 (1 YEAR)

This program is designed for those students whose Texas Learning Index scores in MATH are below average on the TAKS. Materials and strategies will be used to help the student improve math scores on those skills specifically tested on TAKS. Students not performing satisfactory on the TAKS math tests will be eligible to take this course to improve TAKS skills. This course will be **REQUIRED** and will take the place of one elective course.

APPLIED MATHEMATICS-GRADE 7 & 8

The course emphasizes proficiency in basic computational skills of addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers. In addition to computational skill, the students will apply those skills to real world problem solving. Students will also learn and use pre-algebra concepts to solve problems in preparation for algebra in high school. Modified lessons will be taken from the district’s adopted textbooks, materials and manipulative. Multimedia lessons from the internet and computer programs will also be used to enhance technology usage. **Prerequisite: ARD/IEP Placement**

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SCIENCE

SCIENCE I OR PRE-AP SCIENCE I - GRADE 7

Sec. 112.23

In grade 7, the study of science includes conducting field and laboratory investigations using scientific methods, critical-thinking, problem-solving, and using instruments and calculators to collect and analyze information to explain a phenomenon. Students should be able to relate and apply technology and scientific information to daily life. With the use of computer technology, concepts and skills, the student shall be able to interpret scientific data and information from graphs and tables, formulate a hypothesis and draw a conclusion.

SCIENCE II OR PRE-AP SCIENCE II - GRADE 8

Sec. 112.24

Eighth grade students will be able to plan and conduct field and laboratory investigations by using scientific methods; analyze data, critical-thinking, scientific problem solving; and use tools to collect and analyze information. As students learn science skills, they are able to identify roles of both human activities and natural events in altering earth systems.

Elective Courses for High School Credit

All students graduating from **Waller High School** must complete 26 units of credit (new state 4 X 4 requirements), not to exceed 2 local credits, and receive a passing score on all portions of the Exit Level TAKS test. It is **Waller Junior High's** vision to see that every student has the opportunity to take as many courses for high school credit as possible. Therefore we have added the following courses for high school credit.

<u>Course</u>	<u>Credits</u>
• Advanced Dance	1
• Applied Agricultural Science and Technology	½
• Algebra 1	1
• Communication Applications	½
• Creative Writing	½
• French I	1
• Health	½
• Independent Study	½
• Introduction to World Ag. Science and Technology	½
• Journalism	½
• Keyboarding	½
• Multimedia	1
• Spanish 1	1
• 7 th Grade Pre-AP Spanish III	1
• 8 th Grade AP Spanish IV	1

You will find course descriptions for these particular courses in the course catalog.

SEVENTH AND EIGHTH GRADE ELECTIVE COURSES

FITNESS EDUCATION

***Students are required to take at least two semesters of fitness education or competitive athletics during their 7th or 8th grade year.**

****No more than one credit (two semesters) of fitness education or competitive athletics courses can be taken during 7th grade year and no more than one and a half credits during 8th grade year.**

SKATE – GRADE 7 & 8 (1/2 OR 1 YEAR)

This physical education program provides students with opportunities to develop and improve motor skills while participating in skating activities. The student will attain knowledge of terminology, facilities and strategies as demonstrated by videos, class demonstration and practice, and through written evaluation. All students are expected to dress accordingly and participate every day. A doctor's physical is required before entering the program.

(Semester course meets PE requirement.)

SOCCER- GRADE 7 & 8 (1/2 OR 1 YEAR)

Students who are interested in only playing soccer should sign up for the soccer course only. Students interested in playing soccer and other athletic sports should sign up for the athletic class.

A doctor's physical is required before entering the program.

(Semester course meets PE requirement.)

PHYSICAL FITNESS & WEIGHT TRAINING – GRADE 7 & 8 (1/2 OR 1 YEAR)

Sec. 116.23 and Sec. 116.55

This course is designed to enable each student to understand, develop, improve or maintain the skills needed to participate in weight training and become proficient in recreational sports to maintain lifetime fitness. The student will attain knowledge of terminology, facilities and strategies as demonstrated by videos, class demonstration and practice, and through written evaluation. Most class sessions will involve physical activity. All students are expected to dress accordingly and participate every day. (Semester course meets PE requirement.)

COMPETITIVE ATHLETICS

GIRLS' ATHLETICS – GRADE 7 & 8 (1 YEAR)

Unlike physical education, girls' athletics requires high intensity conditioning and physical training with in-depth skill development in volleyball, basketball, and track. This course emphasizes participation in team sports, leadership, and sportsmanship. A doctor's physical is required before entering the program. Golf, tennis and cross-country are sports offered outside of the athletic class, and class enrollment is not mandatory for participation in these sports. Practice for these sports will be after school only.

BOYS' ATHLETICS (ALL SPORTS INCLUDING FOOTBALL)– GRADE 7 & 8 (1 YEAR)

The athletics class during the Fall Semester will be open only to the football players. You are not permitted to be in Fall Athletics unless you participate in football. A doctor's physical is required before entering the program. Any student who is dismissed from, quits, or fails to participate in the sport they have chosen to participate in will be removed from the athletics class following school administration and parental notification. An athletes grade will be based on 1) athletic participation, 2) following class procedures, and 3) dressing out in school issued clothing each day. Athletes desiring to participate in high school athletics should sign up and participate in 8th grade athletics. Students dropping athletics at any time during the school year will be placed in a physical education class or any elective that has openings at that time.

BOYS' SPRING ATHLETICS (BASKETBALL*, TRACK, & OFFSEASON)– GRADE 7 & 8 (1/2 YEAR)

The athletics class during the Spring Semester will be open to students who are currently on the roster of one of the school basketball teams, interested in being on the 7th or 8th grade track teams, or currently enrolled in the athletics full year class. Any student interested in only participating in GOLF or TENNIS should not sign up for athletics class. These sports are designated as “after school sports” only. Any student who is dismissed from, quits, or fails to participate in the sport they have chosen to participate in will be removed from the athletics class following school administration and parental notification. An athletes grade will be based on 1) athletic participation, 2) following class procedures, and 3) dressing out in school issued clothing each day. Athletes desiring to participate in high school athletics should sign up and participate in 8th grade athletics. Students dropping athletics at any time during the school year will be placed in a physical education class or any elective that has openings at that time.

*Basketball teams are selected as a result of a try-out process.

FINE ARTS

Art Courses:

ART (1/2 YEAR)

Sec. 117.35

Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures.

DIGITAL ART (1/2 YEAR)

Students will use a digital camera and Adobe Photoshop Elements to help create interesting designs and artwork from their photos and photo-manipulations. Students will create projects like CD covers, digital/painted portraits, and graphic design-style logos. In this class, we will study and participate in diverse aspects of video production and movie making. The class will range from pre-production, production, post-production, to marketing and distribution.

Music Courses:

BAND (1 YEAR)

Sec. 117.36

This course is a continuation and progression of sixth grade band. Basic music theory is developed further. Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Daily class period is used for practice. Students buy or rent their own instrument. Band experience develops leadership, responsibility, cooperation, self-discipline, and diligence. Students participate in contests during the spring. Some extra rehearsals are required as necessary. Through a series of auditions, students are placed in symphonic, concert or cadet band.

BEGINNING CHOIR AND ADVANCED CHOIR (1 YEAR)

Sec. 117.36 and 117.39

7th and 8th grade Mixed Choirs are “performing arts” classes. That is, the purpose of the choir class is to increase understanding and appreciation of choral music through ensemble performance. The distinctive nature of performing arts classes requires time for public performances. Performances are essential to the learning process. There are four strands to the learning process in choir. They are perception, creative expression, historical/cultural heritage, and critical evaluation. These four strands provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire at this level. There are some events in which the choirs will participate that are extracurricular. Students are expected to attend performances and rehearsal scheduled outside of class time in order to fulfill the minimum class requirements. Choir students are expected to wear a uniform. The purchase of a uniform choir shirt is mandatory. The Choir Director will make final decisions regarding student choir placement. Both choirs have grade level goals and criteria as listed in the TEKS guidelines (117.36. Music, Grade 7 & 117.39. Music, Grade 8).

GUITAR (1/2 YEAR)

This class is designed to lead the student slowly, step by step, through basic guitar fundamentals. Guitar class is offered to 7th and 8th grade students with no prerequisite. There are four areas of emphasis that will provide the student with broad, unifying structures that strengthen the organization of knowledge and skills. They are: perception, creative expression/performance, historical and cultural heritage, and critical evaluation. As an instrumental ensemble, this class will have the goals and criteria as set forth in the TEKS (117.36 Music, Grade 7 & 117.29 Music, Grade 8).

Dance Courses:

INTRODUCTORY DANCE (1/2 YEAR)

The student develops four basic strands—perception, creative expression and performance, historical and cultural heritage, and critical evaluation. Dance students develop perceptual thinking and moving abilities that develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy.

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ADVANCED DANCE –HIGH SCHOOL CREDIT-1 YEAR

Sec. 117.57, page C-9

Focuses on fundamental skills in the following dance techniques: ballet, modern jazz, lyrical, tap, folk, character, and ethnic. Students will develop creative expression through movement using improvisation, exploration of basic concepts and movement problems. Students will develop an awareness of space, time, and energy as design factors in dance technique and composition. Students will develop self-confidence through the use of the body as an expressive instrument. Most importantly, students will gain an appreciation of dance as an art form through viewing performances on tape and live performances. Students will learn the history of various dance styles. Student is required to perform a dance

choreographed by the teacher. One outside performance a semester is required. Each student will also be asked to choreograph a complete dance during the second semester. **Only teacher recommendation.**

PRE-DRILL TEAM TRAINING –GRADE 8 ONLY (1 YEAR)

First semester will focus on preparing students for drill team tryouts. Second semester will focus on techniques and training members for Wranglerette performances in the fall. Students will learn stretching to improve flexibility for splits, leaps, kicks, high kick technique, precision in pom, jazz, and modern styles. Strength and conditioning will also be included in this course. Members may compete in the spring semester and will be asked to perform at the Wranglerette Spring Show.

Theatre Courses:

SPEECH/THEATRE ARTS/DRAMA (1/2 YEAR)

Sec. 110.26, page B-84

Have something to say? Get the chance to do just that through Speech. Students taking this course will explore several different types of discourse: persuading, informing, storytelling, as well as oral reading. Learn to express yourself and gain confidence speaking in front of an audience.

Theatre Arts 1- GRADE 8 ONLY-HIGH SCHOOL CREDIT

Sec. 117.40

Theatre Arts I is an introductory overview to the world of theatre. This course covers the general areas of performance, technical theatre, and theatre appreciation. Students will have an opportunity to explore their creativity through theatre subjects including, but not limited to, improvisation, pantomime, acting, design, play production, and scriptwriting. Students perform in the District UIL one-act play competition. **The drama teacher will approve students in this class.**

TECHNICAL THEATRE (1/2 OR 1 YEAR)

Sec. 117.64, page C-23

Technical Theatre deals with the behind-the-scenes aspects of putting on a play. In this class, you will learn about set design, props, makeup, costumes, sound design, lighting and publicity. As a student in this course, you will be creating and executing the technical elements for all of the productions put on here at WJH, and the backstage crew for our shows will be chosen from the members of this class.

FOREIGN LANGUAGE

INTRODUCTION TO SPANISH (1/2 YEAR)

Sec. 114.12

With the use of age-appropriate activities, students will develop the ability to perform the tasks of the novice language learner. The novice language learner should understand short utterances, produce learned words, phrases, and sentences when speaking and writing, make lists, copy accurately, write from dictation and recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

SPANISH I – GRADE 8 ONLY (1 YEAR)-HIGH SCHOOL CREDIT

The serious student should sign up for this course. Learning another language requires maturity and discipline. Students will learn vocabulary and grammar essential to fluent language use, and will have several opportunities to practice listening, speaking, reading and writing skills. Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner.

Subject to high school approval, one credit may be awarded.

PRE-AP SPANISH III-GRADE 7 & 8 (1 YEAR)-HIGH SCHOOL CREDIT

Helps students acquire language proficiency while reviewing and broadening their grammar foundation. This course includes cultural readings and literary works by well-known Hispanic authors; the active use of drawings, maps, and real life experiences; and opportunities for students to express opinions and personalize the material. Activities are theme related and reflect grammar and vocabulary taught. Students must complete a Pre-AP contract and submit it at the time of course registration. **Entrance exam required.**

AP SPANISH IV-GRADE 8 ONLY (1 YEAR)-HIGH SCHOOL CREDIT

Students are required to take the College Board Advanced Placement Exam. This course concentrates on oral communication skills, written communication skills, and reading skills. Activities are theme related and reflect the grammar and vocabulary taught. Literary works by well-known Hispanic writers are studied. The subtleties and nuances of the language and the “art” of translation are addressed in detail and a “refresher review” of grammar is also included.

FRENCH I - GRADE 8 ONLY (1 YEAR) –HIGH SCHOOL CREDIT

Sec. 114.22

Students create, clarify, critique, write, and produce effective communications. The student is expected to plan, draft, and complete written assignments. Students are also expected to write in a variety of forms and for a variety of audiences and purposes.

AGRICULTURE

APPLIED AGRICULTURAL SCIENCE AND TECHNOLOGY (1/2 YEAR)-HIGH SCHOOL CREDIT

Designed to enhance the agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

INTRODUCTION TO WORLD AGRICULTURE SCIENCE AND TECHNOLOGY (1/2 YEAR)-HIGH SCHOOL CREDIT

Sec. 119.3

Designed to provide an introduction to global agriculture. This course includes instructional units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture.

WILDLIFE/OUTDOOR SCIENCE (1/2 YEAR)

In Wildlife, you will identify game, non-game, and fish species, and study the management of wildlife populations. You will also identify and discuss special areas of importance in wildlife and recreation management, and identify laws and regulations regarding the utilization of wildlife resources. We will evaluate what factors are involved in landowning and property rights.

TECHNOLOGY

COMPUTER KEYBOARDING & APPLICATIONS (1/2 YEAR) –HIGH SCHOOL CREDIT

Sec. 126.12

This course is designed to develop psychomotor ability to operate the keyboard by touch with initial development of acceptable speed and accuracy levels; introduces a minimal amount of formatting; develops keyboarding speed and accuracy with correct technique.

DIGITAL ART (1/2 YEAR)

Students will use a digital camera and Adobe Photoshop Elements to help create interesting designs and artwork from their photos and photo-manipulations. Students will create projects like CD covers, digital/painted portraits, and graphic design-style logos. In this class, we will study and participate in diverse aspects of video production and movie making. The class will range from pre-production, production, post-production, to marketing and distribution.

MULTIMEDIA (1 YEAR) HIGH SCHOOL CREDIT

Students will use the latest technology to plan and design newsletters, brochures, and flyers, and develop presentations. Develop proficiencies in designing, importing, and manipulating text, graphics, audio, and video used in multimedia productions, publishing systems, and emerging technologies. Students will create original photo/artwork, manipulate color images and retouch photographs utilized in multimedia presentations, web-based functions, or animation projects. **Students must have taken keyboarding, or pass a keyboarding proficiency test to be eligible for this class.**

ROBOTICS (1/2 YEAR)

One semester elective utilizing “Lego Mindstorm” kit to assemble and program robots to successfully complete challenging layout type courses. The student uses a system approach for conducting technological research, design, and developmental activities. In addition to hands-on robot activities, students will be provided the opportunity to integrate computer technology, concepts and skills into this challenging elective.

WEB DESIGN (1/2 YEAR)

This course will offer the fundamentals of web design and focus on the overall production processes surrounding web site design with particular emphasis on design elements involving layout, navigation and interactivity.

OTHER

CADET CORPS (1/2 YEAR)

The Cadet Corps is a precursor to a High school Junior Reserve Office Training Corps program (ROTC). The class contains the elements of leadership development, problem solving, and physical activity.

COLLEGE PREP (1/2 YEAR)

This course will prepare students for the various college entrance exams and provide them with some introductory exposure to the various aspects of College and University Life. The goal of the course is to not only to thoroughly prepare students for these exams but also to create a high level of interest in attending college. Students will also be taught how to order their high school experience in order to maximize their potential for college acceptance.

COMMUNICATION APPLICATIONS (1/2 YEAR)-HIGH SCHOOL CREDIT

This course is designed to help develop effective communication for social and professional life. Students will develop an understanding of the communication skills needed for successful participation in group interactions and individual presentations. Students will prepare and give presentations for formal and informal situations.

8TH GRADE STUDENT AIDE- GRADE 8 ONLY (1/2 YEAR)

Only 8th grade students are allowed to be student aides for teachers and for the front office. Students may be an aide for only one semester during the school year. Students who would like to sign up for Student Aide positions need to have passing grades and conduct grades no lower than Satisfactory. Students must have satisfied all other course requirements before they may be allowed to register for a student aide position. In other words, students must have room in their schedule for the class – student aide. Special circumstances will be considered individually.

Students interested in being a student aide for the school year 2008-2009 will not be able to register for office aide and will need to select another elective instead. If interested in being an aide, fill out a student aide form that's available when you register for your classes and return the completed form to one of the counselors. If selected for student aide, one of your half-year electives will be replaced with office aide.

CREATIVE WRITING (1/2 YEAR)-HIGH SCHOOL CREDIT

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

FUTURE BUSINESS LEADERS OF AMERICA (FBLA) (1/2 YEAR)

Students will investigate marketing production, accounting, and business strategies. They will also participate in the operation of the WJH school store.

HEALTH (1/2 YEAR)-HIGH SCHOOL CREDIT

Provides opportunities for students to acquire facts, to develop proper attitudes, and to establish practices and habits that contribute to personal and community health. Students may also have the opportunity to be certified in Adult CPR/AED and First Aide through the American Red Cross for a small fee.

Subject to high school approval, one half credit may be awarded.

INDEPENDENT STUDY (1/2 YEAR)-HIGH SCHOOL CREDIT

Through the GT/Discovery Program- Independent Study students would use their time in the morning, afternoon and advisory time to pursue an academic endeavor. The completion of the study and the program would earn them a local high school elective credit and free their schedule for advanced classes and participation in extracurricular activities during their high school career.

JOURNALISM (1/2 YEAR)-HIGH SCHOOL CREDIT

This course covers general journalism knowledge. Survey portion of the class includes history of journalism in the United States; general guidelines for design, ethics, typography, layout, and photography skills relative to journalism. The course is a prerequisite for Advanced Journalism Yearbook in High School.

SPACE EXPLORATION (1/2 YEAR)

This science based elective will focus on in depth study of the solar system, galaxies and Universe. The students will also learn about past, present and future space exploration efforts. Included in the course will be examination and comparison of the planets and study of the stars and their life cycles. The students will also gain an understanding of the course preparation needed in order to enter into the career field of space exploration.

YEARBOOK-GRADE 8 ONLY (1/2 YEAR)

The yearbook staff is for students interested in photography and desktop publishing. Students on the yearbook staff must be able to work as a team and be able to complete work in a timely manner (meet deadlines). Organizational skills are a must for any student wanting to join the yearbook staff.

Students interested in being in yearbook for the school year 2008-2009 will not be able to register for yearbook and will need to select another elective instead. If interested in being in yearbook, fill out a yearbook form that's available when you register for your classes and return the completed form to the yearbook teacher. If selected for yearbook, one of your half-year electives will be replaced with yearbook class.