

# Waller I.S.D.

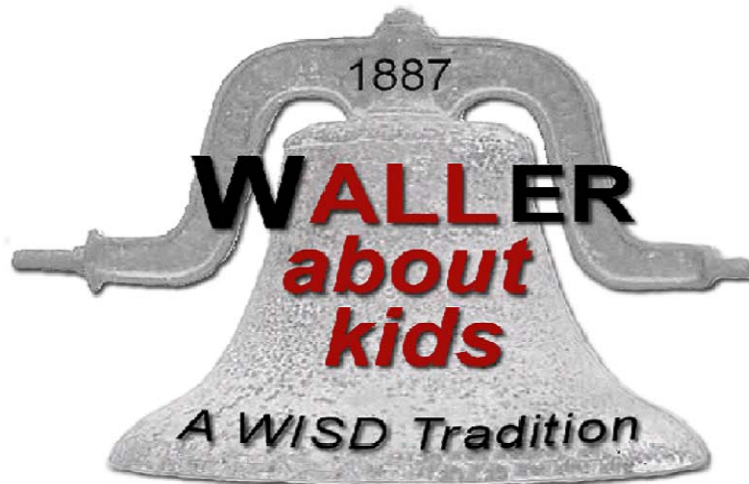
Junior High Course Offerings  
Descriptions & Information

[www.wallerisd.net](http://www.wallerisd.net)

**2019-2020**

**2019 – 2020**

**Waller I.S.D. Junior High  
Course Offerings and Descriptions**



**Waller Independent School District**

**Mission Statement**

**Waller ISD believes that all students will be successful learners and graduate with skills that will allow them to compete in the 21<sup>st</sup> century workplace. It is therefore the intent of the District to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.**

# WALLER I.S.D. JUNIOR HIGH REGISTRATION INFORMATION

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## General Registration Information

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### New Students

All students new to the school district should report to the registrar's office with the documents listed below:

1. Birth certificate
2. Immunization records as follows:
  - Immunization records from a previous school
  - Or**
  - A validated document of immunization issued by a public health clinic or one signed by a licensed physician.

#### **IMMUNIZATION REQUIREMENTS**

**A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.**

- Proof of DT booster and/or second measles vaccine must be presented to the school nurse at the beginning of the semester in which they are due. Parents and students will be notified when vaccines are due. Immunization requirements differ for elementary school children. See elementary school nurse.
3. Copy of the student's academic record from the previous school
  4. A copy of his/her STAAR Confidential Student Report for the most recent test administration (students enrolling from another Texas school)
  5. Social Security number
  6. Proof of residency in the district (lease agreement, proof of home ownership, etc.)
  7. Documentation of participation in any special programs (Special Education, 504, Gifted and Talented, and ESL.)

## 2019-2020 Waller I.S.D. Junior High Course Offerings

This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, § § 97.61-97.72. This chart is not intended as a substitute for consulting the TAC, which has other provisions and details. The Department of State Health Services is granted authority to set immunization requirements by the Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level			NOTES
	K – 6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup> - 12 <sup>th</sup>	
Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap) <sup>1</sup>	5 doses or 4 doses	3 doses primary series and 1 Tdap/Td booster <i>within last 5 years</i>	3 doses primary series and 1 Tdap/Td booster <i>within last 5 years</i>	<p><b>For K - 6<sup>th</sup> grade:</b> 5 doses or diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the 4<sup>th</sup> birthday. However, 4 doses meet the requirement if the 4<sup>th</sup> dose was received on or after the 4<sup>th</sup> birthday.</p> <p><b>For 7<sup>th</sup> grade:</b> 1 dose of Tdap is required if at least <b>5 years</b> have passed since the last dose of tetanus-diphtheria-containing vaccine.</p> <p><b>For 8<sup>th</sup> – 12<sup>th</sup> grade:</b> 1 dose of Tdap is required when <b>10 years</b> have passed since the last dose of tetanus-diphtheria-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.</p>
Polio <sup>1</sup>	4 doses or 3 doses			<p><b>For K - 12<sup>th</sup> grade:</b> 4 doses of polio; 1 dose must be received on or after the 4<sup>th</sup> birthday. However, 3 doses meet the requirement if the 3<sup>rd</sup> dose was received on or after the 4<sup>th</sup> birthday.</p>
Measles, Mumps, and Rubella <sup>1,2</sup> (MMR)	2 doses of MMR	2 doses of measles and 1 dose each of rubella and mumps vaccine		The 1 <sup>st</sup> dose of MMR must be received on or after the 1 <sup>st</sup> birthday. For K –6 <sup>th</sup> grade, 2 doses of MMR are required.
Hepatitis B <sup>2</sup>	3 doses			For students aged 11-15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. (Two 10 mcg/1.0 ml of Recombivax). If Recombivax was not the vaccine received, a 3-dose series is required.
Varicella <sup>1,2,3</sup>	2 doses			The first dose of varicella must be received on or after the 1 <sup>st</sup> birthday. <b>For K - 12<sup>th</sup> grade:</b> 2 doses are required.
Meningococcal		1 dose		For 7 <sup>th</sup> – 12 <sup>th</sup> grade, 1 dose of meningococcal vaccine is required upon enrollment. For students 11-12 years of age entering 7 <sup>th</sup> grade, 1 dose of meningococcal vaccine is required.
Hepatitis A <sup>1,2</sup>	2 doses			The 1 <sup>st</sup> dose of hepatitis A must be received on or after the 1 <sup>st</sup> birthday. <b>For K - 8<sup>th</sup> grade:</b> 2 doses are required. Special note: a child will not be considered delinquent in this series until 18 months have elapsed since receiving the 1 <sup>st</sup> dose.

<sup>1</sup>Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

<sup>2</sup>Serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella or serologic evidence of infection is acceptable in place of vaccine.

<sup>3</sup>Previous illness may be documented with a written statement from a physician, school nurse, or the child’s parent or guardian containing working such as: “This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine.” This written statement will be acceptable in place of any and all varicella vaccine doses required.

**Waller ISD Graduation Plan 2019-2020  
(Students Entering High School in 2014-2015 and Thereafter)**

<b>Discipline</b>	<b>Foundation Plan with Endorsements</b>
English/Language Arts	Four (4) Credits <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• Advanced English Course*</li> </ul>
Mathematics	Four (4) Credits <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Advanced Mathematics Course*</li> <li>• Advanced Mathematics Course*</li> </ul>
Science	Four (4) Credits <ul style="list-style-type: none"> <li>• Biology</li> <li>• IPC or Advanced Science Course*</li> <li>• Advanced Science Course*</li> <li>• Advanced Science Course*</li> </ul>
Social Studies	Three (3) Credits <ul style="list-style-type: none"> <li>• World Geography or World History</li> <li>• US History</li> <li>• US Government (.5 credit)</li> <li>• Economics (.5 credit)</li> </ul>
Language Other Than English (LOTE)	Two (2) Credits
Fine Arts	One (1) Credit
Physical Education	One (1) Credit
Health (Waller ISD Requirement)	One-half (.5) Credit
Speech (Waller ISD Requirement)	One-half (.5) Credit
Elective Courses	Six (6) Credits <ul style="list-style-type: none"> <li>• At least two (2) credits in endorsement area as specified</li> </ul>
<b>Total Credits</b>	<b>Twenty Six (26) Credits</b>

\*Refer to Waller High School Course Offerings Book for a list of eligible courses within each subject area.

## Endorsements

Students shall specify in writing an endorsement the student intends to earn upon entering Grade 9. Students must earn at least twenty-six (26) credits to earn an endorsement:

- Must demonstrate proficiency for the foundation high school program (22 credits)
- An additional credit (1.0) in mathematics
- An additional credit (1.0) in science
- Two (2.0) additional elective credits that may be selected from endorsement area

Endorsement Options	Specified Requirements
<p><b>STEM (Science, Technology, Engineering, and Math)</b></p> <ul style="list-style-type: none"> <li>• STEM endorsement includes courses related to science, technology, engineering and advanced mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Alg. II, Chemistry &amp; Physics required</li> </ul>
<p><b>Business and Industry</b></p> <ul style="list-style-type: none"> <li>• Includes courses related to database management, information technology, accounting, finance, graphic design, automotive technology and agricultural science</li> </ul>	
<p><b>Public Services</b></p> <ul style="list-style-type: none"> <li>• Includes courses related to health sciences, education and training, law enforcement, culinary arts and hospitality</li> </ul>	
<p><b>Arts and Humanities</b></p> <ul style="list-style-type: none"> <li>• Includes courses related to fine arts, history, world languages, cultural studies, English literature, and political science</li> </ul>	
<p><b>Multidisciplinary Studies</b></p> <ul style="list-style-type: none"> <li>• Allows a student to select courses from the curriculum of each endorsement area</li> </ul>	

## **Distinguished Level of Achievement**

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement, including Algebra II as one of the four mathematics credits. In order to graduate in the top 10% and qualify for automatic admissions to a public university in Texas, a student must graduate with the distinguished level of achievement.

## **Performance Acknowledgments**

A student may earn a performance acknowledgement on the student's transcript for outstanding performance by successfully completing one or more of the following:

- Dual Credit
- Bilingualism/Bi-literacy
- College Board Placement Test/International Baccalaureate Examination
- PSAT, ACT-Plan, SAT, ACT
- National or Internationally Recognized Business or Industry Certification or License

## **Testing Requirements for Graduation**

Students take EOC (End-of-Course) assessments for courses in which they are enrolled as part of their graduation requirement. Students must earn a "satisfactory" score on each of the five (5) assessments. The five (5) EOC assessments required for graduation are:

- English I
- English II
- Biology
- Algebra I
- US History



## Junior High Three-Year Planning Guide

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts	Language Arts	Language Arts
Reading	Reading	Math
Math	Math	Science
World History	Texas History	American History
Science	Science	
Physical Fitness Class	Physical Fitness Class	
1 Elective*	1 Elective*	3 Electives*

\*Students not mastering STAAR requirements may have fewer electives. Students are required to take one year of a Fine Arts credit in junior high.

The Technology Applications TEKS are integrated into the language arts, reading, math, science, and social studies curriculum in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.

**This course catalog has been developed to assist you in planning your junior high course of study. Listing of a course description in this catalog does not guarantee a course will be offered during the 2019-2020 school year. If not enough students register for the course or the campus does not have a teacher to teach the course, then the course will not be offered.**

## High School Credit Courses Offered At Junior High

All students graduating from Waller High School must complete 26 units of credit under the foundation with endorsement plan and meet the passing standard on the EOC/STAAR assessments. It is our vision to see that every student has the opportunity to take as many courses for high school credit as possible. Therefore, the following courses are offered for high school credit at the junior high level.

<u>Course</u>	<u>Credits</u>
● Algebra 1	1
● Art I	1
● Communication Applications (Speech)	½
● Dance I	1
● Health	½
● Journalism	½
● Touch Data Entry System (Keyboarding)	½
● Spanish I	1
● Spanish I for Native Speakers	1
● Spanish II	1
● Spanish II for Native Speakers	1
● Theatre Arts I	1

**Grades for high school credit taken at a junior high level campus shall not count towards class rank; however, grades earned by eighth grade students in high school courses taken at the high school campus shall count towards class rank.**

## **COURSE WORK**

### **Attendance**

State law mandates that “every student must be in attendance for **90%** of the semester IN ORDER TO RECEIVE CREDIT.”

### **Course Selection and Schedule Changes**

Students receive information about course offering and advisement about appropriate course selection from the counselors either in early spring. During that time, students have the opportunity to discuss their course options with parents, teachers, and counselors. Based on input, students may request a change in course selections for the following year until the conclusion of the spring semester. The master schedule and staffing for the following year is built based upon student requests during the spring semester. All requests for changes must be submitted in writing by the last day of the spring semester to the appropriate counselor.

Changes in a schedule or a course may only be made within the published timeframe. After the course change deadline, the following guidelines will be used in honoring changes/requests made after that date.

- 1) Schedule changes will be made through the first three weeks (first 15 days) of a semester for the following reasons:
  - Error in scheduling on part of school such as a data entry error
  - Course completed/credit earned via Credit by Exam
  - Student does not meet prerequisite(s) for the course
  - Student requests a change in program (Athletics or Band)
  - Student did not meet standard on the STAAR/EOC
  - Level changes from an advanced course to an appropriate regular course with parent approval
- 2) No schedule changes are allowed after the third week (first 15 days) of each semester. The only exception to this rule is removal from Honors courses. See Exit Information Regarding Advanced Courses below.
- 3) A student may exit a full year course at the end of the fall semester pending space available in a semester-long course for the spring semester. Requests should be made three weeks before the semester ends.

### **Entrance/Exit Information for Honors/PAP/AP Courses**

Advanced courses have a more rigorous and in-depth content focus than on-level/regular classes. Classes often move at a faster pace, include different types of assignments, and require additional outside reading. These classes are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced coursework. Students may require additional encouragement and support from both family and campus staff to be successful in advanced classes. Students enrolled in advanced classes in English, math, science, LOTE, and social studies should have an interest in and an aptitude for the subject. Waller ISD is committed to expanded access in challenging courses and recognizes the value of student participation in advanced courses.

### **Entrance Information Regarding Advanced Courses**

We encourage students who are interested in advanced courses to enroll. The following information provides a profile of a student who typically experiences success in advanced courses:

- Successful completion of prerequisite coursework
- Current or previous successful performance in related area/course
- Demonstrates mastery on course-related state-mandated performance assessments including STAAR
- Students must have parent permission to enroll in advanced courses (signed course selection sheet) **AND**
- Teacher recommendation
- Careful consideration of demands of extracurricular activities, employment, community service, outside of school activities, and homework

### **Exit Information Regarding Advanced Courses**

- Students who have a 65 or lower average for the first grading period for **semester-long courses** can be removed from the advanced course and placed in the appropriate regular course for the remainder of the **semester**.

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- Students who earn a 60 or lower for the first six weeks for **year-long courses** can be removed from the advanced course and placed in the appropriate regular course for the following six weeks in that subject area.
- Students who earn a 65 or lower for the semester average for **year-long courses** can be removed from the advanced course and placed in the appropriate regular course for the following semester in that subject area.
- A student may, upon his/her request and with parent approval, transfer from an advanced course to an appropriate regular course during the first grading period pending availability in the on-level course. The student will take the previous grade to the new course, but will not receive the 5.0 points in the case of Pre-AP, AP or DC courses.
- Due to the special training required of teachers along with the rigor or classroom interaction required of advanced courses, they cannot be taught in an alternative setting. Students who are removed from the classroom and placed in a district disciplinary alternative school setting (DAEP) will be removed from the advanced course and placed in the appropriate regular course for the remainder of the semester/year. The student will take the previous grade to the new course, but will not receive the 5.0 points in the case of Pre-AP, AP or DC courses. The student will also be dropped from their college course with Lone Star College – Tomball.

## **ACCELERATION ALTERNATIVES**

### **Gifted/Talented**

Gifted/Talented learners are currently being served through the Honors program and are also provided instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently. This allows students the opportunity to accelerate in the areas of their strengths. Parents, teachers, and students may nominate in 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 junior high 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.

## **TESTING INFORMATION**

### **State of Texas Assessment of Academic Readiness (STAAR)**

The State of Texas assessment of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS) in 2011-2012. STAAR includes the 5 end-of-course (EOC) assessments for high school graduation and the grade 3-8 assessments.

In junior high school, students take the following STAAR tests:

Grade 6: reading, math

Grade 7: reading, writing, and math

Grade 8: reading, math, science, social studies. Students enrolled in Algebra I will take the Algebra I EOC instead of the 8<sup>th</sup> grade STAAR math.

State law requires that students entering 8<sup>th</sup> grade in Fall 2007 and thereafter must meet state standards on the 8<sup>th</sup> grade STAAR math and reading exams in order to be promoted to high school. Students have three opportunities during spring and summer to take the test and meet state standards. Students who do not meet the standard on the first or second testing date receive small group accelerated instruction prior to the next administration of the test. A Grade Advancement/Placement Committee (GPC) determines the grade placement for students who do not meet STAAR standards after three attempts. A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument shall be retained at the same grade level for the next school year. A GPC may promote a student only if it concludes by unanimous decision, upon review of all facts and circumstances and in light of local school board standards, that the student is likely to perform on grade level given additional accelerated instruction during the next school year and if the student completes all required accelerated instruction (including summer school).

The state testing program continues in high school. In order to receive a diploma and graduate from a Texas public high school, students must pass their required classes as well as meet the satisfactory standard score on the STAAR EOC: Algebra I, English I, English II, Biology, and U.S. History.

## **SPECIAL PROGRAMS**

### **Special Education**

Through the Response to Intervention Team (RTI), students experiencing difficulties in school may be referred for services in Special education. Contact the counseling center for more information. 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 a committee. A full array of special education services is available to eligible students. These services are designed to support the student's efforts in the Least Restrictive Environment. 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) on a separate campus. Program information can be obtained by contacting Schultz Junior High 936-931-9103 or Waller Junior High 936-931-1353 or the Waller ISD Special Education Department at 936-931-9146.

### **§504**

If the RTI Team (Response to Intervention) determines that a student has an impairment that substantially limits his/her daily activities, a request for referral is made to the campus §504 coordinator. A §504 committee of persons knowledgeable about the student is convened to determine eligibility. Periodic reviews are held at all grades to insure transition from one campus to another or to facilitate the transition following graduation to either work, school, military, trade/technical school, etc. The periodic review may be for the purpose of continuing the accommodations for the individual student or for possible dismissal from services. Program information can be obtained by contacting the junior high counselors or 504 Coordinators.

### **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 developmental 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 to provide an appropriate education for dyslexic students. Flexible scheduling, individualized instruction, and frequent communication dovetail to provide optimal services for each student.

### **ESL**

The **English as a Second Language (ESL) Program** is designed for students whose first language is not English. Teachers modify instruction to help students comprehend the content of various subjects while also continue to improve the English language proficiency. The ultimate goal is to have excellent academic and language proficiency. The district ESL coordinator may be reached at 936-931-3685.

### **Response to Intervention (RTI)**

As principals, teachers, staff, or parents become aware of a student struggling to meet his/her educational needs, the RTI campus coordinator is contacted. Following the RTI timeline, the campus coordinator organizes a student support team consisting of campus personnel who have knowledge concerning that individual student's academics, health, or behavioral concerns. After gathering pertinent information, the RTI committee recommends a course of action for each individual student. The course of action will vary depending upon the individual student's needs. Program information can be obtained by contacting the junior high counselors or the RTI Coordinators.

## **LOOKING AHEAD TO WALLER HIGH SCHOOL**

### **Honor Roll**

#### **Six Weeks**

Students making all A's or all A's and B's during a six weeks grading period are placed on the six weeks honor roll.

#### **Annual**

Annual honor roll is determined by your GPA for the current year in all courses.

A Honor Roll – GPA of 3.75 – up

A/B Honor Roll – GPA of 3.50 – 3.74

#### **Top 10%**

All eligible students whose grade point averages comprise the top ten percent of the graduating class as determined by the district's procedure to qualify for automatic admission under Education Code 51.803 shall be recognized as honor graduates.

Note: Colleges may limit the number of first time freshmen eligible for admission due to enrollment caps (e.g., University of Texas). In some instances, students may be admitted to the university but not to the college of choice within the university. Colleges may admit students on a first-come-first-admitted basis or may use a lottery system.

SB 175, passed by the 81<sup>st</sup> Legislature in the spring of 2009, modifies the automatic admission program for The University of Texas at Austin. Under the new law, the University is to automatically admit enough students to fill 75% of available Texas resident spaces. Each fall, the university will notify Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted two years out.

### **Honor Graduates**

**Summa Cum Laude:** Top 2 Highest-ranking students in graduating class

The following honors are based on the number of students in the graduating class of the given year.

**Magna Cum Laude:** Top 5% students in graduating class

**Cum Laude:** Next 10% students in graduating class

### **Determination of Class Rank**

The following provisions shall apply to students entering ninth grade in the school year **1999 and thereafter**.

### **Cumulative GPA**

Grade Point Average (GPA) is calculated by using only credits earned on the high school campus in the following content areas:

- 1) English
- 2) Mathematics
- 3) Science
- 4) Social Studies
- 5) Languages Other Than English (LOTE)

## 2019-2020 Waller I.S.D. Junior High Course Offerings

### Limitations and Exclusions

Credits earned in the following courses are **not used** in calculating class rank:

- 1) Correspondence courses
- 2) Distance learning courses
- 3) Credit by examination with prior instruction
- 4) Credit by examination for acceleration

\*Please note: Texas Virtual School Course credit is included in grade point average.

**Grades for high school credit taken at a junior high or middle school level campus shall not count toward class rank; however, grades earned by eighth grade students in high school courses taken at the high school campus shall count toward class rank.**

Courses taken at the college or university campus for college credit **ONLY** shall not count toward class rank.

\*Please refer to the Waller ISD website ([www.wallerisd.net](http://www.wallerisd.net)) for actual grade point equivalence. (i.e. 99-1.98 on a 2.0 scale per semester equivalent to the 4.0 scale)

Points for each grade are awarded according to each course weight (AP, Dual Credit, Regular, etc.)

A	100-90
B	89-80
C	79-75
D	74-70
F	69 and below

### Class Rank

Class rank for senior students shall be calculated by averaging grades earned in grades 9-12 for which the student earned state graduation credit in English, mathematics, science, social studies, and foreign language. The numeric semester average shall earn grade points according to the District's weighted grade point scale. An estimated class rank will be calculated at the end of the fifth six week grading period. The sixth six-week estimated average will be calculated based on the fourth and fifth six-week performance. The actual class rank will be determined after all grades are reported on the final transcripts.

# **2019-2020 Course Offerings**

## REQUIRED COURSES

### LANGUAGE ARTS

**6<sup>th</sup> Writing** **1 year** **(LA6RG)**

**Prerequisite:** None

**Co-requisite:** Students taking this course must also enroll in the On-level Reading course

**Course Description:** The goal of 6<sup>th</sup> grade English Language Arts is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on written compositions, oral and written conventions. Students focus on the correct usage of Standard English grammar and spelling through direct grammar instruction. Revising and editing activities are used to develop students' skills in applying grammar principles to written texts. Students' composition skills are enhanced through the writing of expository, persuasive and narrative texts. Students' creative writing abilities are enhanced through writing poetry and narrative texts.

**6<sup>th</sup> Honors Writing** **1 year** **(LA6HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Co-requisite:** Students taking this course must also enroll in the Honors Reading course

**Course Description:** The goal of 6<sup>th</sup> grade Honors English Language Arts is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on written compositions, oral and written conventions. The Honors class follows the same scope and sequence as the on-level class. Through increased rigor, deeper thinking, and the development of advanced level products, students will further refine their reading and writing skills. Honors students are expected to use and apply advanced level vocabulary to their writing and more complex conventions in grammar and editing exercises. All Honors students will respond to increasingly challenging prompts in the expository content.

**7<sup>th</sup> Writing** **1 year** **(LA7RG)**

**Prerequisite:** None

**Co-requisite:** Students taking this course must also enroll in the On-level Reading course

**Course Description:** The goal of 7<sup>th</sup> grade English Language Arts is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on written compositions, oral and written conventions. Students will use elements of the writing process (planning, drafting, revising, and editing) to compose text. Students are expected to write clearly focused and organized narrative, expository and persuasive compositions using their own experiences, attitudes or opinions. Students must use and apply conventions of writing, which include capitalization, punctuation, spelling, sentence structure and revision within paragraphs and sentences.

**7<sup>th</sup> Honors Writing** **1 year** **(LA7HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Co-requisite:** Students taking this course must also enroll in the Honors Reading course

**Course Description:** The goal of 7<sup>th</sup> grade English Language Arts is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on written compositions, oral and written conventions. The Honors class follows the same scope and sequence as the on-level class. Through increased rigor, deeper thinking, and the development of advanced level products, students will further refine their reading and writing skills. Honors students are expected to use and apply advanced level vocabulary to their writing and more complex conventions in grammar and editing exercises. All Honors students will respond to increasingly challenging prompts in the expository content.



## 2019–2020 Waller I.S.D. Junior High Course Offerings

**8<sup>th</sup> Language Arts** **1 year** **(LA8RG)**  
**Prerequisite:** None  
**Course Description:** This course concentrates on the fundamental language skills of reading, writing, conventions of written and oral language, research, and listening/speaking in an effort to build a foundation for student success that will be demanded in high rigor of high school English classes. Students practice both reading and writing as a process and perform an array of reading strategies as they work to become proficient in understanding and responding appropriately to a variety of texts. Students refine their reading comprehension skills through the study of fiction, literary nonfiction, poetry, drama, and informational text throughout the year. Students will also compare and contrast these different types of pieces in order to allow students to meet the stated standards as well as to have students participate in higher level thinking skills. Students write for varied audiences and purposes and work to develop ideas, voice, word choice, fluency, and organization in their writing while applying conventions of the English language. Throughout the year, students develop skills to enhance media literacy.

**8<sup>th</sup> Honors Language Arts** **1 year** **(LA8HON)**  
**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)  
**Course Description:** Honors English Language Arts engages students in becoming skilled readers of a variety of literary selections and skilled writers who compose for varied audiences and purposes. Students become adept at identifying and analyzing varied rhetorical features used in writing as these features contribute to purpose and meaning of a selection. Reading selections include fiction, poetry, drama, literary nonfiction, and informational texts. Fused with the study of literature is the refinement of composition skills, usage skills, and research skills. Practice in listening/speaking and the enhancement of media literacy occur throughout the course. Students will also be required to complete several literary projects that include introducing students to the use of MLA and/or APA format, analyzing, synthesizing, and evaluating literature, and researching additional information about the author’s personal influences on the content of the book they choose to read. This project, as well as others that will be done in class, will help prepare students for the high level of rigor that will be required of them in Pre-AP/AP English classes at the high school level.

## **READING**

**6<sup>th</sup> Reading** **1 year** **(RR6RG)**  
**Prerequisite:** None  
**Co-requisite:** Students taking this course must also enroll in the On-level Writing course  
**Course Description:** The goal of 6<sup>th</sup> grade Reading is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on reading comprehension, listening, and speaking. Students will read and understand a wide variety of literary and informational texts. Students are also expected to listen and respond to the ideas of others, while contributing their own ideas in conversations and in groups.

**6<sup>th</sup> Honors Reading** **1 year** **(RR6HON)**  
**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)  
**Co-requisite:** Students taking this course must also enroll in the Honors Writing course  
**Course Description:** The goal of 6<sup>th</sup> grade Honors Reading is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on reading comprehension, listening, and speaking. The Honors class follows the same scope and sequence as the on-level class. Through increased rigor, deeper thinking, and the development of advanced level products, students will further refine their reading and writing skills.

**7<sup>th</sup> Reading** **1 year** **(RR7RG)**  
**Prerequisite:** None  
**Co-requisite:** Students taking this course must also enroll in the On-level Writing course  
**Course Description:** The goal of 7<sup>th</sup> grade Reading is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on reading comprehension, listening, and speaking. Students are expected to read grade level text with fluency and comprehension while building on reading skills previously taught. Students will develop skills in word recognition, vocabulary, fluency, understanding, comprehension, study strategies, and research. Students will read a variety of materials, including fiction, nonfiction, and content-area selections.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

**7<sup>th</sup> Honors Reading** **1 year** **(RR7HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Co-requisite:** Students taking this course must also enroll in the Honors Writing course

**Course Description:** The goal of 7<sup>th</sup> grade Honors Reading is to master the Texas Essential Knowledge and Skills (TEKS) with an emphasis on reading comprehension, listening, and speaking. The Honors class follows the same scope and sequence as the on-level class. Through increased rigor, deeper thinking, and the development of advanced level products, students will further refine their reading and writing skills.

**6<sup>th</sup> Reading Lab** **1 year** **(RR6180)**

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the first administration of the fifth grade STAAR Reading exam. This course focuses on word analysis, vocabulary, fluency, comprehension skills, literary responses, and reading strategies. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one sixth grade elective.**

**7<sup>th</sup> Reading Lab** **1 year** **(RR7180)**

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the sixth grade STAAR Reading exam. Students will practice reading strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary responses using a variety of materials differentiated to meet student needs. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one seventh grade elective.**

**8<sup>th</sup> Reading Lab** **1 year** **(RR8180)**

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the seventh grade STAAR Reading exam. Students will practice reading/cognitive strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary responses using a variety of materials differentiated to meet student needs. Targeted intervention closes gaps identified by reading diagnostic assessments to ensure academic success. **This course will take the place of one eighth grade elective.**

## **MATHEMATICS**

**6<sup>th</sup> Mathematics** **1 year** **(MM6RG)**

**Prerequisite:** None

**Course Description:** Sixth grade students will explore essential academic elements of mathematics throughout the school year. In this course, the primary focal points are numbers and operations, proportionality, expressions, equations, relationships, measurement and data. Students will add, subtract, multiply and divide integers and positive rational numbers fluently. Students will connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Also, students will use problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology and mathematical tools to develop conceptual understanding and to solve problems in mathematics.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### 6<sup>th</sup> Honors Mathematics

1 year

(MM6HON)

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** Sixth grade Honors is an advanced course to prepare students for Algebra I that is offered in the eighth grade. In this course, students will explore 6<sup>th</sup> and 7<sup>th</sup> grade essential elements of mathematics throughout the school year. The primary focal points are proportionality, expressions, equations, relationships, measurement and data. Students use the concepts of proportionality to explore, develop, and communicate mathematical relationships, including numbers, geometry, measurement, and statistics and probability. Also, students will use problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology and mathematical tools to develop conceptual understanding and to solve problems in mathematics. **Success in honors classes requires a high level of commitment and responsibility. The increased rigor of this course provides a challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.**

### 7<sup>th</sup> Mathematics

1 year

(MM7RG)

**Prerequisite:** None

**Course Description:** Seventh grade students will explore the essential academic elements of mathematics throughout the school year. In this course, the primary focal areas are proportionality, expressions, equations, relationships, measurement and data. Students use the concepts of proportionality, algebraic relationships, and multiple representations of mathematical relationships to effectively communicate mathematical ideas. Also, students will communicate information about geometric figures or situations by their attributes and use procedures to solve problems. Students will use appropriate statistics, representations of data, and reasoning to draw conclusions and make recommendations. The emphasis of algebra readiness skills necessitates the implementation of graphing technology.

### 7<sup>th</sup> Honors Pre-Algebra

1 year

(MM7HON)

**Prerequisite:** 6<sup>th</sup> Honors Mathematics (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** Seventh grade Honors is an advanced course to prepare students for Algebra I that is offered in the eighth grade. Students entering 7<sup>th</sup> grade Honors should have a complete understanding of all 6<sup>th</sup> grade TEKS and those 7<sup>th</sup> grade mathematics TEKS included in 6<sup>th</sup> grade Honors curriculum. The students will build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasing complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in another. The connection between verbal, numeric, graphic, and symbolic representations of relationships will be extensively investigated. The emphasis of algebra readiness skills necessitates the implementation of graphing technology. **Success in honors classes requires a high level of commitment and responsibility. The increased rigor of this course provides a challenge and deep understanding for students who have shown a need for enrichment in the area of mathematics.**

### 8<sup>th</sup> Mathematics

1 year

(MM8RG)

**Prerequisite:** None

**Course Description:** The primary focal areas in Grade 8 are proportionality, expressions, equations, inequalities, foundations of functions, measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. The concept of proportionality, that will include slope, will be used to explore, develop, and communicate mathematical relationships. Algebraic thinking will be extended from the previous grades to describe and further the developed functional relationships. Students will use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations to solve problems. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### Algebra I

(High School Credit)

1 credit

(MALG1)

**Prerequisite:** 7<sup>th</sup> Honors Pre-Algebra (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Students successfully completing Algebra I in eighth grade will receive high school credit and should enroll in geometry in ninth grade. **\*\*\*Students will take the Algebra I End of Course Assessment which is required for high school graduation\*\*\* One high school credit is awarded if student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

### 6<sup>th</sup> Math Lab

1 year

(MM6LAB)

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the first administration of the fifth grade STAAR Math exam. This course focuses on addition, subtraction, multiplication and division fluency, all operations with decimals and fractions, integer operations fluency, solving equations and inequalities, geometry concepts, and problem solving strategies. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one sixth grade elective.**

### 7<sup>th</sup> Math Lab

1 year

(MM7LAB)

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the sixth grade STAAR Math exam. This course focuses on addition, subtraction, multiplication and division fluency, all operations with decimals and fractions, integer operations fluency, solving equations and inequalities, geometry concepts, and problem solving strategies. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one seventh grade elective.**

### 8<sup>th</sup> Math Lab

1 year

(MM8LAB)

**Prerequisite:** None

**Course Description:** This course may be required for any student who did not meet the required passing standard on the seventh grade STAAR Math exam. This course focuses on all operations with rational numbers, solving multi-step equations, geometry comprehension, problem solving strategies, and proper use of the TI-84 calculator to solve problems. This class will also reinforce the skills and concepts that are being taught in the regular math class. Targeted intervention closes gaps identified by math diagnostic assessments to ensure academic success. **This class will take the place of one eighth grade elective.**

## **SCIENCE**

### **6<sup>th</sup> Science** **1 year** **(SC6RG)**

**Prerequisite:** None

**Course Description:** Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade science. However, emphasis will be placed upon the Matter and Energy, and the Force, Motion, and Energy strands within 6<sup>th</sup> grade science. These physical science topics will also form the foundation in which we investigate the remaining four strands throughout the year. The strands for grade 6 include: (a) Scientific investigations and reasoning, (b) Matter and energy, (c) Force, motion, and energy, (d) Earth and space, (e) Organisms and environments.

### **6<sup>th</sup> Honors Science** **1 year** **(SC6HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** Students follow the same scope and sequence as on-level students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open-ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

### **7<sup>th</sup> Science** **1 year** **(SC7RG)**

**Prerequisite:** None

**Course Description:** Grade 7 science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade science. However, emphasis will be placed upon the Organisms and the Environment strand within 7<sup>th</sup> grade science. These life science topics will also form the foundation in which we investigate the remaining four strands throughout the year. The strands for grade 7 include: (a) Scientific investigations and reasoning, (b) Matter and energy, (c) Force, motion, and energy, (d) Earth and space, (e) Organisms and environments.

### **7<sup>th</sup> Honors Science** **1 year** **(SC7HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** Students follow the same scope and sequence as on-level students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open-ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

### **8<sup>th</sup> Science** **1 year** **(SC8RG)**

**Prerequisite:** None

**Course Description:** Grade 8 science is interdisciplinary in nature; however, much of the content focus is on earth and space science. Middle school science objectives are organized into five separate strands of concepts. All of these strands are investigated in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade science. However, emphasis will be placed upon the Earth and Space strand within 8<sup>th</sup> grade science. These Earth science topics will also form the foundation in which we investigate the remaining four strands throughout the year. The strands for grade 6 include: (a) Scientific investigations and reasoning, (b) Matter and energy, (c) Force, motion, and energy, (d) Earth and space, (e) Organisms and environments.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### **8<sup>th</sup> Honors Science** **1 year** **(SC8HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** Students follow the same scope and sequence as on-level students. The curriculum is enriched with activities that nurture the gifts and talents of these advanced students. Emphasis will be placed on student problem solving, open-ended tasks, analysis of research, and application of theory to real world situations. Students will work as self-directed learners as they do more in-depth research on topics interesting to them. They will use their science process skills to design and implement procedures in order to investigate the validity of their hypotheses.

## **SOCIAL STUDIES**

### **6<sup>th</sup> Social Studies** **1 year** **(SS6RG)**

**Prerequisite:** None

**Course Description:** In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian Republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students will utilize social studies skills such as interpreting maps and graphs, and political cartoons in each unit.

### **6<sup>th</sup> Honors Social Studies** **1 year** **(SS6HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** The Honors class follows the same scope and sequence as the on-level class. Through increased rigor, depth, and complexity of assignments, students will expand their knowledge in the study of people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian Republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. This course requires outside reading including novels, articles, textbooks, and primary sources, and students will be expected to write on the topics covered in class. Students will also be expected to use the information presented to create presentations using technology.

### **7<sup>th</sup> Social Studies** **1 year** **(SS7RG)**

**Prerequisite:** None

**Course Description:** 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.

### **7<sup>th</sup> Honors Social Studies** **1 year** **(SS7HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** This course focuses on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period. Differentiation of on-level and honors is accomplished through pacing, depth, and complexity of assignments. Emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### **8<sup>th</sup> Social Studies**

**1 year**

**(SS8RG)**

**Prerequisite:** None

**Course Description:** 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 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. Further social studies disciplines are examined, including the structure of the United States government, principles of good citizenship, and defining characteristics that shaped the development of the United States. Special emphasis will be placed on critical thinking, problem solving, examining primary and secondary sources, interpreting charts and graphs, and creating deeper connections to the content through role playing, simulations, and the use of technology.

### **8<sup>th</sup> Honors Social Studies**

**1 year**

**(SS8HON)**

**Prerequisite:** None (Refer to Entrance Information Regarding Advanced Courses on page 7.)

**Course Description:** This course focuses on the same units of study as on-level students; however, the curriculum is compressed and accelerated within each grading period. Differentiation of on-level and honors is accomplished through pacing, depth, and complexity of assignments. Emphasis will be placed on problem solving, role playing, simulations, independent research, and the use of technology.

# **ELECTIVES**

## **PHYSICAL FITNESS**

### **6<sup>th</sup> - 8<sup>th</sup> Physical Education**

**1 year**

**(PEFITB/PEFITG)**

**Prerequisite:** None

**(PEF2B/PEF2G)**

**Course Description:** Students are exposed to a variety of activities that promote health-related fitness. This course is designed to help students understand, develop, improve or maintain the skills needed to participate in team sports such as volleyball, basketball, football, and soccer as well as individual sports such as tennis, strength training and conditioning, tumbling, aerobics and orienteering. While the acquisition of physical fitness and the development of skill remain important, this course emphasizes participation for enjoyment and challenge. Students' knowledge of safety and the ability to manage their own behavior is reinforced. All students are expected to dress out accordingly and participate daily.

### **7<sup>th</sup> - 8<sup>th</sup> Boys Athletics**

**1 year**

**(PE7BA1/PE8BA1)**

**Prerequisite:** Athletic physical for current school year

**Course Description:** The athletics class is open to boys interested in playing football, basketball, track or soccer. Students are required to attend mandatory practices after school and students are responsible for all equipment issued. Students will have to pay for all equipment not returned. A doctor's physical is required before entering the program. An athlete's 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 8<sup>th</sup> grade athletics. 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.

### **7<sup>th</sup> - 8<sup>th</sup> Girls Athletics**

**1 year**

**(PE7GA1/PE8GA1)**

**Prerequisite:** Athletic physical for current school year

**Course Description:** Unlike physical education, girls' athletics requires high intensity conditioning and physical training with in-depth skill development in volleyball, basketball, track and soccer. Students are required to attend mandatory practices after school and students are responsible for all equipment issued. Students will have to pay for all equipment not returned. 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.



## **FINE ARTS**

**6<sup>th</sup> Art, Grade 6** **1 year** **(FA1AR)**

**Prerequisite:** None

**Course Description:** This course is recommended for students who want to take three years of art in junior high and earn the Art I high school credit in grade 8. Art, Grade 6 is a comprehensive, full year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art media, techniques, and vocabulary. Emphasis is placed on art production, incorporating the study of art and styles, the elements of art, and principles of design. Each student will maintain a portfolio.

**Note: Students are responsible for purchasing basic art supplies in addition to items provided by the school. Some supplies that get used up during the course of the year may need to be replenished by each student as needed.**

**7<sup>th</sup> Art, Grade 7** **1 year** **(FA2AR)**

**Prerequisite:** None

**Course Description:** Art, Grade 7 expands upon the basic elements of art and principles of design by challenging students to problem solve at higher levels, communicating personal ideas and emotions. Students will develop a strong foundation for future art courses through the study and processes of design, drawing, painting, three-dimensional work, and art history. The course will emphasize the development of originality, creativity, craftsmanship, and effort in personal artworks. Each student will maintain a portfolio.

**Note: Students are responsible for purchasing basic art supplies in addition to items provided by the school. Some supplies that get used up during the course of the year may need to be replenished by each student as needed.**

**8<sup>th</sup> Art I**  
**(High School Credit)** **1 credit** **(FAAR1)**

**Prerequisite:** None

**Course Description:** Four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluations--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students will rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. Students will express their thoughts and ideas creatively, while challenging their imagination, foster reflective thinking, and development disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for traditions and contributions of diverse cultures. Students will respond to and analyze artworks, thus continuing to the development of lifelong skills of making informed judgments and evaluations. **This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

**Note: Students are responsible for purchasing basic art supplies in addition to items provided by the school. Some supplies that get used up during the course of the year may need to be replenished by each student as needed.**

**6<sup>th</sup> - 8<sup>th</sup> Beginning Band** **1 year** **(FA1BB)**

**Prerequisite:** Instrument Fitting and Placement by Band Director

**Course Description:** Beginning band is the initial opportunity for students to acquire skills in playing a musical instrument. No previous musical experience is required. Beginning band classes are divided into like-instrument classes that are taught by the band staff. While the primary focus will be on acquiring and developing the skills needed to play their chosen instrument, students will also cover the basics of music reading, music theory, music history, and instrument maintenance. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline. **Students are responsible for attaining the necessary instrument and supplies. Loaner instruments and financial assistance may be available for those with hardships. Please contact your school's band director for more information.**

## 2019–2020 Waller I.S.D. Junior High Course Offerings

**Concert Band** 1 year (FA2BCB/FA3BCB)  
**Prerequisite:** Beginning Band, Band Director Placement  
**Course Description:** This course will focus on the further development of the skills learned in beginning band and allow students the opportunity to develop the necessary skills to be placed in Symphonic Band or Wind Ensemble. Students will perform at least one concert per semester and may be required to attend some extra rehearsals after school. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline. **Students are responsible for attaining the necessary instrument and supplies. Loaner instruments and financial assistance may be available for those with hardships. Please contact your school's band director for more information.**

**Symphonic Band** 1 year (FA1BSY/FA2BSY/FA3BSY)  
**Prerequisite:** Audition and Band Director Placement  
**Course Description:** The Symphonic Band is the non-varsity performing ensemble. This class will give students the opportunity to further develop musical skills through the performance of music appropriate for their ability level. Symphonic band will perform in a variety of competitions and concerts throughout the school year, and will be given the opportunity to audition for the all-region band and participate in solo and ensemble contest. This class will require a minimum amount of rehearsal outside the school day. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline. **Students are responsible for attaining the necessary instrument and supplies. Loaner instruments and financial assistance may be available for those with hardships. Please contact your school's band director for more information.**

**Wind Ensemble** 1 year (FA2BWE/FA3BWE)  
**Prerequisite:** Audition and Band Director Placement  
**Course Description:** The Wind Ensemble is the varsity performing ensemble consisting of students who have demonstrated a high level of skill and commitment. This class will give students the opportunity to further develop musical skills through the performance of higher level music. Wind Ensemble will perform in a variety of contests and concerts throughout the year. Members of this ensemble are required to learn the all-region audition music, participate in the Waller ISD All-District audition, and participate in solo and ensemble contest. Due to the advance ability level of students in this ensemble, they are highly encouraged to participate in the all-region audition. This class will require a limited amount of rehearsal outside the school day. The Waller ISD band program also helps students develop the qualities of leadership, responsibility, cooperation, and self-discipline. **Students are responsible for attaining the necessary instrument and supplies. Loaner instruments and financial assistance may be available for those with hardships. Please contact your school's band director for more information.**

**6<sup>th</sup> - 8<sup>th</sup> Beginning Chorus** 1 year (FA1CH)  
**Prerequisite:** None  
**Course Description:** Beginning Chorus (Music Minors) is a performing arts course intended to give students increased understanding and appreciation of choral music. This course is intended for students who are beginning their choral music and music theory instruction. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluation. Students will be introduced to basic element of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students will be required to attend several concerts throughout the year. Students will also have the opportunity to go on choir field trips. Each student is required to pay an annual membership fee.

**7<sup>th</sup> - 8<sup>th</sup> Intermediate Women's Chorus** 1 year (FA2ICH/FA3ICH)  
**Prerequisite:** Beginning Chorus  
**Course Description:** Intermediate Women's Chorus (Bella Voce) is a performing arts course intended to give students increased understanding and appreciation of choral music through the study of intermediate choral music. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluation. Students will learn more advanced elements of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students in this choir will have the opportunity to perform in UIL events. Students will be required to attend several concerts throughout the year, and students will have the opportunity to go on choir field trips. Each student is required to pay an annual membership fee.

## 2019–2020 Waller I.S.D. Junior High Course Offerings

**7<sup>th</sup> - 8<sup>th</sup> Advance Women's Chorus** **1 year** **(FA2ACH/F3ACH)**

**Prerequisite:** Audition and Choir Director Placement

**Course Description:** Advance Women's Chorus (Bel Canto) is a performing arts course intended to give students increased understanding and appreciation of choral music through the study of advance choral repertoire. This course is comprised of students who have proven themselves to perform at high levels of choral music knowledge and performance. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluation. Students will learn more advanced elements of music theory, literacy, and vocabulary while sharpening previous acquired choral skills. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students in this choir will have the opportunity to perform in UIL events. Students will be required to attend several concerts throughout the year, and students will have the opportunity to go on choir field trips. Each student is required to pay an annual membership fee.

**7<sup>th</sup> - 8<sup>th</sup> Men's Ensemble** **1 year** **(FA2ICH/FA3ICH)**

**Prerequisite:** Beginning Chorus

**Course Description:** Men's Ensemble (Meistersingers Singers) is a performing arts course intended to give students increased understanding and appreciation of choral music through the study of intermediate level men's choral music. The study of choral music will be seen through four aspects: perception, creative expression, historical/cultural heritage, and critical evaluations. Students will learn more advanced elements of music theory, literacy, and vocabulary. Students will have rehearsals daily during the class period and will have occasional after school rehearsals. Students in this choir will have the opportunity to perform in UIL events. Students will be required to attend several concerts throughout the year, and students will have the opportunity to go on choir field trips. Each student is required to pay an annual membership fee.

**6<sup>th</sup> Dance, Grade 6** **1 year** **(FA1DN)**

**Prerequisite:** None

**Course Description:** A beginning dance class that incorporates terminology, history, and technique at the beginner level. Students will participate in the study of ballet, modern, jazz and various other dance genres.

**7<sup>th</sup> Dance, Grade 7** **1 year** **(FA2DN)**

**Prerequisite:** None

**Course Description:** Dance, Grade 7 expands the difficulty level in the performance of ballet/lyrical, modern, jazz, tap and choreography/production. An extension of terminology, history and technique will be included.

**8<sup>th</sup> Dance I**  
**(High School Credit)** **1 credit** **(FADN1)**

**Prerequisite:** None

**Course Description:** Dance I 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 improvisations, 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 and 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 and will choreograph a complete dance during the second semester. **This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

**6<sup>th</sup> Theatre Arts, Grade 6** **1 year** **(FA1TH)**

**Prerequisite:** None

**Course Description:** In this full year course, students explore the fundamentals of performance, technical theatre, and theatre appreciation (including historical and cultural heritage and critical evaluation). Students learn the basics of stage direction and acting through individual and group performances. Activities include pantomime, improvisation, role playing, characterization, storytelling, costume and set design, makeup, lighting and sound, play/movie reviews, play production, and audience etiquette. **Students will be required to participate in a class production which will require after school rehearsals.**

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### **7<sup>th</sup> Theatre Arts, Grade 7**

**1 year**

**(FA2TH)**

**Prerequisite:** None

**Course Description:** This full year course is a continuation and progression of Theatre Arts, Grade 6 course. Students are given more challenging activities in the areas of creative expression; effective use of voice and diction; story creation; play direction; creation of technical elements such as scenery, props, lighting, sound, costumes, makeup, and publicity. **Students will be required to participate in a class production which will require after school rehearsals.**

### **8<sup>th</sup> Theatre Arts I**

**(High School Credit)**

**1 credit**

**(FATH1)**

**Prerequisite:** None

**Course Description:** 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 theater subjects including, but not limited to improvisation, pantomime, acting, design, play production, and scriptwriting. **Student will be required to participate in a class production which will require after school rehearsals.**

**This course will satisfy the fine arts requirement for graduation. One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement.**

## **Languages Other Than English (LOTE)**

**7<sup>th</sup> - 8<sup>th</sup> Spanish I** **1 credit** **(FLSP1)**  
**(High School Credit)**

**Prerequisite:** None

**Course Description:** An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

**7<sup>th</sup> - 8<sup>th</sup> Spanish I for Native Speakers** **1 credit** **(FLNS1)**  
**(High School Credit)**

**Prerequisite:** None

**Course Description:** An elementary introduction to the Spanish language beginning with oral Spanish of everyday life situations. It progresses to more difficult language patterns and a study of two simple tenses. Grammar patterns necessary for the comprehension of the language are studied. Speaking, writing, reading, and comprehension of the language are studied and experienced. Materials used include audiovisuals made by native Spanish teachers. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

**8<sup>th</sup> Spanish II** **1 credit** **(FLSP2)**  
**(High School Credit)**

**Prerequisite:** *Required* Spanish I or demonstrated equivalent proficiency as determined by the district

**Course Description:** Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

**8<sup>th</sup> Spanish II for Native Speakers** **1 credit** **(FLSNS2)**  
**(High School Credit)**

**Prerequisite:** *Required* Spanish I or demonstrated equivalent proficiency as determined by the district

**Course Description:** Grammar patterns are extended to include additional tenses. Reading lessons are concerned with the Hispanic nations, their history, culture, economy, etc. More time is devoted to reading and writing language than the first year. Speaking and comprehending the spoken language are still primary aims. **One high school credit is awarded if the student earns an average of 70 or above at the end of the school year and meets the 90% attendance requirement. Grade Point Average (GPA) is calculated by using only credits earned on the high school campus.**

## OTHER ELECTIVES

- 8<sup>th</sup> Investigating Careers** **1 year** **(CTCP1)**  
**Prerequisite:** None  
**Course Description:** The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals.
- 8<sup>th</sup> Communications Application** **½ credit** **(COMAPP)**  
**(High School Credit)**  
**Prerequisite:** None  
**Course Description:** 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 presentation for formal and informal situations. **Communication Applications meets the speech requirement for graduation. One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**
- 8<sup>th</sup> Health** **½ credit** **(PHLTH)**  
**(High School Credit)**  
**Prerequisite:** None  
**Course Description:** This course provides opportunities for students to acquire facts, to develop proper attitudes, and to establish practices and habits that contribute to personal and community health. An abstinence based human sexuality program and the Parenting and Paternity Awareness program is a unit taught through this course. Hands only CPR is a state graduation requirement and will be covered in this course. **This course is required for graduation. One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement. See Appendix C for PAPA Parent Information and Sample Letter.**
- 8<sup>th</sup> Journalism** **½ credit** **(JOUPH)**  
**(High School Credit)**  
**Prerequisite:** None  
**Course Description:** This course covers general journalism knowledge, with focus on preparation for the production of a class newspaper. Survey portion of the class includes history of journalism in the United States; general guidelines for design, ethics, typography, layout, and photography skills used to produce campus on-line newspaper. **One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**
- 8<sup>th</sup> Teen Leadership** **½ credit** **(TEENL)**  
**(High School Credit)**  
**Prerequisite:** None  
**Course Description:** Teen Leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, and will develop skills to counteract those effects. **One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**

## 2019–2020 Waller I.S.D. Junior High Course Offerings

### 6<sup>th</sup> Technology Applications, Grade 6

1 year

(FA6TEC)

**Prerequisite:** None

**Course Descriptions:** Through the study of technology applications foundations, including technology-related terms, concepts and data input strategies; students learn to make informed decisions about technologies and their applications. The curriculum for this course has four strands: foundations, information acquisition, work in solving problems, and communications. The Technology Applications course includes instruction in the use of hardware and software, keyboarding basics, digital portfolios, coding basics, multi-presentation software, spreadsheets, word processing, desktop publishing, and graphic design.

### 7<sup>th</sup> Technology Applications, Grade 7

1 year

(FA7TEC)

**Prerequisite:** None

**Course Descriptions:** This elective will build upon proficiencies students acquired from the Technology Applications course. Students will integrate previously learned tools, such as word processing, multi-media, desktop publishing, and spreadsheets into cumulative projects. Students will use appropriate technology skills to conduct research and complete curriculum projects that reinforce and integrate core subject areas. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced.

### 8<sup>th</sup> Touch System Data Entry (Keyboarding)

½ credit

(CTKYBD)

**(High School Credit)**

**Prerequisite:** None

**Course Description:** Touch System Data Entry is strongly recommended before taking any of the high school technology applications courses. This course develops keyboarding skills (using the touch method) and formatting skills (arrangement, placement, and spacing of common business documents) that all students need for personal applications as well as for success in the workplace. **One-half high school credit is awarded if the student earns an average of 70 or above at the end of the semester and meets the 90% attendance requirement.**

# APPENDIX



**WALLER ISD**  
**PRELIMINARY SIX-YEAR GRADUATION PLAN (GRADES 7-12)**

The following information is provided to help assist you in the planning of your child's education. Please review and fill out the Post High School Plan Section and return to the campus counselor.

<b>Preliminary Junior High School Plan</b>		
<b>7<sup>th</sup> Grade Required Courses</b>		<b>8<sup>th</sup> Grade Required Courses</b>
English Language Arts and Reading		English Language Arts
Math		Math
Science		Science
Texas History		American History
Physical Fitness		Electives (3)*
Elective (1)*		
*Students meeting placement criteria may take High School credit courses as electives in Jr. High School		
<b>Jr. High School Course and Electives for High School Credit</b>		
<b>7<sup>th</sup> Grade Elective Offerings</b>		<b>8<sup>th</sup> Grade Course and Elective Offerings</b>
Spanish I (1 credit)		Algebra I (1 credit)      Art I (1 credit)
Spanish I for Native Speakers (1 credit)		Comm Apps (1/2 credit)      Dance I (1 credit)
Spanish II (1 credit)		Journalism (1/2 credit)      Health (1/2 credit)
Spanish II for Native Speakers (1 credit)		Touch Data Systems (1/2 credit)      Theater Arts I (1 credit)
		Spanish I (1 credit)      Spanish II (1 credit)
		Spanish I for Native Speakers (1 credit)      Spanish II for Native Speakers (1 credit)

<b>Graduation Requirements for the Foundation Plan with Endorsements</b>		
English Language Arts		4
Math		4
Science		4
Social Studies		3
Language Other Than English		2
Fine Arts		1
Physical Education		1
Health (Waller ISD requirement)		1/2
Speech (Waller ISD requirement)		1/2
Elective Courses		6
Total Credits		26 credits
<b>Endorsement Options</b>		
Stem (Science, Technology, Engineering and Math)		
Business and Industry		
Public Services		
Arts and Humanities		
Multidisciplinary Studies		

**Note: Refer to the High School course description booklet located at [www.wallerisd.net](http://www.wallerisd.net) each year for updated information from the Texas Education Agency & Waller ISD regarding graduation requirements.**

<b>Post High School Plan</b>	
<b>After Graduation I will enroll in:</b>	
<input type="checkbox"/>	Four year University (Bachelor's Degree)
<input type="checkbox"/>	Community College (Associate's Degree)
<input type="checkbox"/>	Technical School
<input type="checkbox"/>	Military
<input type="checkbox"/>	Other (specify) _____

**Date:** \_\_\_\_\_      **Student Signature:** \_\_\_\_\_      **Parent Signature:** \_\_\_\_\_

Parenting and Paternity Awareness Program  
P.A.P.A.  
Parent Information

Students enrolled in Health, a semester course designed to motivate students to live healthier lifestyles, will utilize adopted textbook materials. Units of instruction include Family, Parenting and Human Sexuality. The curriculum is abstinence based and promotes effective communication, positive relationships, self control and decision making skills.

It is important to keep parents informed regarding the subject matter that will be shared during instruction; therefore an opportunity for you to learn more about this curriculum will be announced once school begins in August 2018. A copy of the curriculum used will be available during a designated time period for you to review in the school's front office. The curriculum will provide you with information useful in communicating with your child regarding human sexuality. At the same time, the curriculum provides an overview of the topics that will be covered. The Journey into Life video will also be available for preview.

The Texas Legislature passed a law requiring school districts to teach P.A.P.A. Program which is a parenting and paternity awareness program developed by the office of the Texas Attorney General. The goal is to promote responsible parenthood and encourage the formation of strong, stable families. All Health teachers are trained and qualified to present this material in health classes.

The information included in the Human Sexuality unit and P.A.P.A. curriculum is important for all students. If you choose for your son/daughter not to participate in this unit, he or she will be given alternative assignments to be completed instead. If you have any questions feel free to call your child's school.

Date: 2019-2020 School Year

Dear Parent/Guardian

Your son/daughter is currently enrolled in Health, a semester course designed to motivate students to live healthier lifestyles. The Waller Independent School District (WISD) has adopted textbook material to be used in this course. I will be teaching units on Family, Parenting and Human Sexuality. The curriculum is abstinence based and promotes effective communication, positive relationships, self control and decision making skills.

It is important to keep parents in touch with this subject and exactly what information is being shared; therefore I am offering you an opportunity to learn more about this curriculum. A copy of the curriculum used will be available the first week of school for you to review in the school's front office. The curriculum will provide you with information useful in communicating with your child regarding human sexuality. At the same time, the book provides an overview of the topics that will be covered. The Journey into Life video will also be available for preview.

The Texas Legislature passed a law requiring school districts to teach P.A.P.A. Program which is a parenting and paternity awareness program developed by the office of the Texas Attorney General. The goal is to promote responsible parenthood and encourage the formation of strong, stable families. All Health teachers are trained and qualified to present this material in health classes.

The information included in the Human Sexuality unit and P.A.P.A. curriculum is important for all students. If you choose for your son/daughter not to participate in this unit, he or she will be given alternative assignments to be completed instead. If you have any questions feel free to call the school your child attends.

Your child's health teacher,

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Your child's Principal,

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Return this portion to your child's health teacher if you choose for your child **NOT** to participate in Human Sexuality and P.A.P.A. program.

\_\_\_\_\_ (name of student) is to receive an alternative assignment during this unit.

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Signature of Parent/Guardian

Date

**Parent Notification of Texas Student Success Initiative (SSI)**  
***Waller ISD/Waller Junior High & Schultz Junior High***

***2019-2020***

Dear Parents:

This letter is to inform you of the grade advancement requirements of the Texas Student Success Initiative (SSI), which was passed by the 76<sup>th</sup> Texas Legislature in 1999 and amended by the 81<sup>st</sup> Texas Legislature in June 2009. The purpose of this initiative is to ensure that every student makes the academic progress necessary to show a sufficient understanding of the knowledge and skills taught and tested at each grade level.

The SSI requires that grade 8 students must meet the passing standard on the ***State of Texas Assessments of Academic Readiness (STAAR)*** tests in reading and mathematics before they can be promoted to grade 9. These grade advancement requirements also apply to the reading and mathematics tests at grade 5. Students in grade 3 no longer need to meet SSI requirements to be promoted to grade 4.

Please note that these testing requirements are part of an overall system of support for student academic achievement. This system includes

- evaluation of student needs at grades that precede SSI grades and academic support for students who need additional instruction;
- ongoing evaluation of student progress during the school year for SSI grades (grades 5 and 8) with assistance provided to all students with identified academic weaknesses;
- three testing opportunities;
- additional instruction after each test administration for students who do not meet the passing standard on a subject-area test;
- a grade placement committee, consisting of the principal, teacher, and parent or guardian, that meets when a student has not met the passing standard after two testing opportunities and that decides the most effective way to support the child's academic success; and
- an instructional plan for every student who has not met the passing standard after three opportunities, regardless of whether the student is retained or, upon parent appeal, is promoted by the grade placement committee.

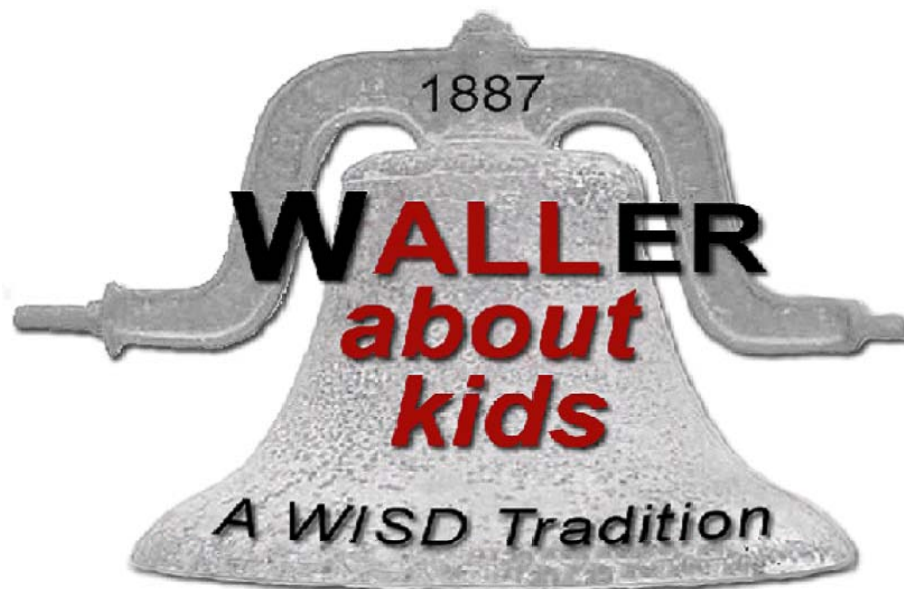
The SSI recognizes and supports the important role parents play in the education of their children. Your child's teacher and I depend upon and look forward to working with you to help your child succeed.

Waller ISD Junior High Principals

# WALLER I.S.D. JUNIOR HIGH SCHOOL

Course Offerings & Descriptions

2019-2020



## WALLER INDEPENDENT SCHOOL DISTRICT

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