

# Eagle Pass Independent School District

Revised 7/20/18

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## 2013-2014 Junior High Course Catalog



# EAGLE PASS INDEPENDENT SCHOOL DISTRICT

GILBERTO GONZALEZ, SUPERINTENDENT OF SCHOOLS

Dear Students and Parents:

The goal of the Eagle Pass Independent School District is to thoroughly prepare students for college and offer them a strong foundation for a lifetime of learning. Working together, parents, students and the schools can ensure that wise decisions are made concerning programs and course selections during the secondary school years.

This junior high school Course Catalog is designed to explain the basic requirements for successful steps from seventh through eighth grades plus giving the tools to start to prepare for a smooth transition into the high school program. .

Counselors will be meeting with students and their parents to aid them in developing the appropriate educational plans from their junior high school through their high school experience. Again, I encourage parents and students to use all of the sources of information provided in this catalog and provided by the school counselors as they plan for future goals.

Sincerely,

Gilberto Gonzalez  
EPISD Superintendent of Schools

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## **DESCRIPTION OF JUNIOR HIGH COURSES OFFERED**

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## **MISSION**

### **... statement of purpose and function**

We are committed to meet the diverse needs of all students and to empower them to become productive, responsible and successful members of a global community by providing a high quality education in a safe and nurturing learning environment.

## NOTE TO STUDENTS AND PARENTS

The purpose of this Student Program Guide is to assist students and parents in planning a high school course of study tailored to individual student needs, interests, and aspirations. After an introductory section on graduation requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the high school courses offered by the Eagle Pass Independent School District. These descriptions should be consulted in selecting courses for next year. Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with building counselors.

Availability of courses listed in the program guide depends on student requests at each campus. THE EAGLE PASS INDEPENDENT SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDES EDUCATIONAL PROGRAMS AND SERVICES WHICH DO NOT DISCRIMINATE ON THE BASIS OF AGE, NATIONAL ORIGIN, RACE, GENDER, COLOR, RELIGION, DISABILITY OR AGAINST ANY OTHER LEGALLY PROTECTED GROUP. COMPLAINTS SHOULD BE ADDRESSED TO THE DISTRICT'S DEPARTMENT OF HUMAN RESOURCES AT (830) 773-5181 EXT. 1092. EL DISTRITO ESCOLAR DE EAGLE PASS DA IGUALDAD DE OPORTUNIDAD Y PROVEE PROGRAMAS EDUCACIONALES Y SERVICIOS QUE NO DESCRIMINAN EN BASE A EDAD, ORIGEN, NACIONAL, RAZA, GENERO, COLOR, RELIGION, DESCAPACIDAD, O CONTRA NINGUN GRUPO PROTEGIDO POR LEY. EN CASO DE QEJAS, DIRIJASE AL DEPARTAMENTO DE RECURSOS HUMANOS AL TELFONO (830) 773-5181, EXT. 1092.

### Semester System

The Eagle Pass Independent School District high schools operate on the semester plan with each school year being divided into two parts called semesters. A student earns one-half credit per semester for each semester of each course successfully completed. Courses vary from one to two semesters in length.

### Attendance

Students must be in attendance a minimum of 90 percent of the days during a semester to receive credit in a course. The State of Texas has provided means of appeal for extenuating circumstances should a student's absences exceed the maximum allowed each semester. Students may be required to attend afternoon, evening, or Saturday classes to make up absences.

### Grading System

The State Board of Education has set 70 as a minimum passing grade. The statewide grading system is as follows:

**A = 90-100**

**B = 80-89**

**C = 75-79**

**D = 70-74**

**F = 69 and below (not achieving mastery)**

**I = Incomplete**

Actual student numerical grades are recorded in the grade book. Grades for the 1<sup>st</sup> and 3<sup>rd</sup> nine-weeks shall be determined according to the approved formula of 50/30/20. Grades for the 2<sup>nd</sup> and 4<sup>th</sup> nine-week, shall be determined according to the approved formula of 60/40 due to semester exam testing. For further explanation please consult the EPISD grading procedures. The actual numerical score earned on the semester exam is recorded on the report card. Starting 2011-2012 school year incoming 9<sup>th</sup> grade students will have to take 12 End-of-Courses and pass them. A student's score on an End-of-Course (EOC) assessment will be worth 15% of the student's final grade for that course. PLEASE SEE PAGE 8

### Make-up Work

It is the student's responsibility to ask the teacher for make-up work immediately upon returning to school. If a test was scheduled before the student was absent, then the student may be required to take the test the day he/she returns. If a student has missed work and his/her absence is not due to truancy, the teacher will give the student the opportunity to make up the work. Generally one day for each day of excused absence will be provided for the make-up work. Failure to meet the deadline will result in a "O".

## Eagle Pass Independent School District

### Department of Curriculum & Instruction

#### *Administrative Procedures for Grading*

#### ACADEMIC ACHIEVEMENT

In grades 7-8, all nine-week grades shall be determined according to the approved formula of 50/35/15: (50% Tests / 35% Daily / 15% Nine Weeks Test)

Grades 7-8

**All grades shall be updated on txGradebook on a weekly basis.**

- a. Fifty percent of the nine-week grade shall be the average of the student's grades from major tests, district assessments, major projects/activities. *[No less than 5 grades will be taken during the nine-week period and teachers will drop the lowest grade in its category.]*
- b. Thirty-five percent shall be the average from daily assignments, homework, notebooks, or other activities determined by the teacher not to be included in the 50 percent category; and **[no less than 15 grades will be taken during the nine-week period]**.
- c. Fifteen percent shall be the nine-week test and **cannot be dropped**.

**Note: Teachers must confirm that the lowest major grade is dropped in txGradebook.**

- ❖ Benchmarks will not be used as grade.
- ❖ STAAR state assessment scores may NOT be used as a grade.
- ❖ If a grading cycle is less than nine weeks, then the required number of grades will be 4 major and 13 daily.

Teachers shall allow a student a reasonable opportunity to make up and redo a class assignment or examination for which the student receives a failing grade except in cases involving academic dishonesty. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. [See EIA (Local)].

**Each teacher will provide his or her class procedures regarding make-up and redo opportunities at the beginning or upon enrolling in a course within one of the following: course syllabus, class rules, grade level rules, department rules or campus rules, etc.**

#### ALTERNATIVE ACHIEVEMENT STANDARDS FOR STUDENTS WITH DISSABILITIES

The Admission, Review, and Dismissal (ARD) committee as appropriate may alter passing standards or grade-level classification of students with disabilities. Such students shall have an individual education plan (IEP) or 504 Accommodation Plan, which may provide for Alternative Achievement Standards. Alternative Achievement Standards shall only be established after intensive interventions or when grade-level standards are to meet grade-level standards within a reasonable time due to his/her disability.

## JUNIOR HIGH PROGRAM

### **Textbooks**

Textbooks are state-owned (the property of the state of Texas) and are issued to students in Eagle Pass ISD free of charge. Each student is responsible for his/her textbook issued by their school and is responsible for payment for lost and/or damaged textbooks occurring in the school year.

### **Pre-Advanced Placement Courses (Pre-AP)**

Pre-Advanced Placement courses are those courses with specific entry criteria for highly motivated students. A differentiated Pre-Advanced Placement curriculum includes a wider range and greater depth of subject matter than that of the regular course. Emphasis will be placed on higher level and critical thinking skills, on creative, productive thinking, and on independent guided research. In the junior high program, these courses are offered in English, mathematics, science, social studies and Spanish. Students must meet the selection criteria for these courses and must sign a Pre-Advanced Placement Agreement.

### **Band Program**

Students must maintain a 70 in all subjects in order to participate in competitions and other extra curricular components of the music program. Attendance at after school curricular rehearsals and performances will be expected to order to meet performance requirements outlined by state course objectives.

### **Athletic Program**

Eagle Pass ISD offers a wide range of University Interscholastic League (UIL) competitive sports in which the students may participate. (Activities will require tryouts to select team members) Students must maintain a 70 in all subjects and must pass the physical examination required by University Interscholastic League (UIL). Interested students should contact the head coach at the individual school campus to obtain the necessary required forms.

### **Cheerleading Program**

The cheerleading program is open to any eighth grade student who desires to participate in the program. Interested students should contact the individual school campus cheerleading sponsor.

### **English as a Second Language (ESL)**

All students who register in this school district will complete a home language survey form. If this survey indicates that a language other than English is spoken in the home or is spoken by the student most of the time, the student must be referred to the ESL teacher or secondary ELS coordinator for evaluation. Tests will be administered, and students who are found to be limited English proficient (LEP) may enroll in ESL classes. ESL classes, which focus on intensive development of listening, speaking, reading, and writing skills in English are offered to eligible English proficient students.

### **Required Courses**

These courses are required to fulfill local and state educational requirements. A course may or may not have a prerequisite. A prerequisite is a course that must be taken prior to the course under consideration.

### **Elective Courses**

In addition to these required courses, students may choose other courses to complete their schedules. The number of elective courses that students may choose varies from year to year.

### **Courses Taken In Junior High for High School Credit**

Junior High credit is **NOT** granted until **BOTH** semesters are completed **AT** junior high. Students can **NOT** complete 1<sup>st</sup> semester at junior high school and 2<sup>nd</sup> semester at summer school.

Students may complete Pre-AP Algebra I and Pre-AP Spanish I in junior high and credit toward high school graduation is awarded for these courses. If Algebra I is taken in junior high, three additional math credits above Algebra I are required for high school graduation. Grades for these courses will be used to figure high school GPA and class rank.

For junior high students who are enrolled in Algebra I, which is a high school course with a state mandated end of course test will be required to take the STAAR end of course EOC for Algebra I, but will not require to take the grade level STAAR grade 8 mathematics assessment. The test score will be included in their final high school course grade and the score will count in their high school cumulative EOC score.

## **Acceleration**

### **Credit by Examination (CBE)**

The District shall provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration shall be administered in grades 1 through 12. District wide Credit by Examination (CBE) testing schedule will be published by the Instructional Services Department Director, Mr. Jose G. Hernandez, EPISD Policy EHDC (LOCAL) in the appropriate District publications and/or on the District's or Instructional Service Dept. Web sites.

- Student will only be administered the tests for which they have an official registration.
- The Eagle Pass ISD shall not charge for examinations given for the purpose of acceleration. However, the student's parent shall pay for an alternative examination approved by the District.
- The Superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration, in accordance with State Board rules.
- The CBE grade recorded will not be used in calculating the Grade Point Average (GPA) or for the purpose of determining class ranking.

## **Promotion and Retention**

### **Requirements**

In junior high promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level standards (essential knowledge and skills) for all subjects areas and a grade of 70 or above in language arts, mathematics, science and social studies. Also STAAR assessment scores will be used as part of the promotion decisions.

Students who fail to meet the above requirements shall attend summer school and successfully master the requirements prior to being promoted.

The parent or guardian of each student who has not successfully completed a subject or course for any semester shall be notified by the campus as soon as practical of any summer program available in the District that may permit the student to complete successfully the failed subjects or courses.

### **Requirements Special Education**

Students receiving special education services shall be promoted and shall graduate according to the criteria state in their Individual Education Programs and by the decisions of the ARD/IEF committees.

<b>Graduation Requirements</b>			
<b>Courses</b>	<b>Minimum Program</b>	<b>Recommended Program</b>	<b>Advanced/ Distinguished Achievement Program</b>
English/Language Arts	4 credits	4 credits	4 credits
Mathematics	3 credits	4 credits	4 credits
Science	2 credits	4 credits	4 credits
Social Studies	2.5 credits	3.5 credits	3.5 credits
Economics	0.5 credit	0.5 credit	0.5 credit
Physical Education	1 credit	1 credit	1 credit
Speech	0.5 credit	0.5 credit	0.5 credit
Language other than English		2 credits	3 credits
Fine Arts	1 credit (effective for grade 9 in 2010-2011 school year and thereafter)	1 credit	1 credit
Locally required courses	1 credit in BIM (Business Information Management) .5 credit of Health 1 credit in Science	1 credit in BIM .5 credit of Health	1 credit in BIM .5 credit of Health
Electives	7 credits (2010-2011 and thereafter)	4 credits	3 credits
Miscellaneous			Completion of 4 Advanced Measures
<b>TOTAL</b>	<b>24 credits</b>	<b>26 credits</b>	<b>26 credits</b>



## STAAR EOC Assessments and Your Graduation Plans

Students entering the ninth grade in the 2011-2012 school year and there after will be required to take the State of Texas Assessment of Academic Readiness (STAAR) end of course (EOC) assessments as a graduation requirement.

**STAAR EOC** assessments are required for different graduation plans as follows:

	Minimum HS Plan		Recommended HS Plan		Distinguished HS Plan	
<b>ELA</b>	English I	EOC	English I	EOC	English I	EOC
	English II	EOC	English II	EOC	English II	EOC
	English III	EOC	English III	EOC @ PS*	English III	EOC @ CCR**
	English IV		English IV		English IV	
	4 credits		4 credits		4 credits	
<b>Math</b>	Algebra I	EOC	Algebra I	EOC	Algebra I	EOC
	Geometry	EOC	Geometry	EOC	Geometry	EOC
	3 <sup>rd</sup> Math		Algebra II	EOC @ PS*	Algebra II	EOC @ CCR**
	4 <sup>th</sup> Math		4 <sup>th</sup> Math		4 <sup>th</sup> Math	
	4 credits		4 credits		4 credits	
<b>Science</b>	Biology	EOC	Biology	EOC	Biology	EOC
	IPC		Chemistry	EOC	Chemistry	EOC
	3 <sup>rd</sup> Science		Physics	EOC	Physics	EOC
	4 <sup>th</sup> Science		4 <sup>th</sup> Science		4 <sup>th</sup> Science	
	4 credits		4 credits		4 credits	
<b>Social Studies</b>	US History	EOC	US History	EOC	US History	EOC
	World History	EOC	World History	EOC	World History	EOC
	World Geography	EOC	World Geography	EOC	World Geography	EOC
	Govt. / Econ.		Govt. / Econ.		Govt. / Econ.	
	4 credits		4 credits		4 credits	

\* Students on the Recommended Plan must meet the passing standard (PS) in Algebra II and English III.

\*\*Students on the Distinguished Plan must meet the college and career readiness (CCR) standard in Algebra II and English III.

## **Junior High School Pre-Advanced Placement Program Frequently Asked Questions**

### **What are Pre-Advanced Placement (Pre-AP) courses?**

Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. Eagle Pass ISD offers Pre-AP courses in English, math, science, social studies and Spanish. The curricula for the courses are built on the core academic curriculum following the Texas Assessment of Academic Readiness (STARR), and career and college readiness standards..

Pre-AP middle school courses are designed to prepare students for high school Pre-AP and Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college.

### **Are there entry criteria for enrolling in Pre-AP courses?**

Eagle Pass ISD offers for Pre-AP courses for students that exhibit Academic Characteristics. EPISD has a Pre-AP Course Agreement that must be completed. Students who experience success in Pre-AP courses typically exhibit the following personal and academic characteristics.

Personal Characteristics: · Reading on or above grade level · Strong study skills and self-motivation · Proficient oral and written communications skills · Self-discipline to plan, organize, and carry out tasks to completion · Interest and self-directedness in a particular subject

Academic Characteristics:

- Successful completion of prerequisite coursework
- Grade of 90 or higher in an academic class
- Grade of 80 or higher in a Pre-AP class
- Successful performance in related content area courses (Example: math and science or English and social studies)
- Teacher recommendation
- Scores at the commended level on the most recent TAKS test closely related to the Pre-AP course being considered.

### **How many Pre-AP courses should a student take?**

Students are encouraged to take Pre-AP courses that are appropriate to their interests and academic strengths. The number of Pre-AP courses also varies with students' motivation, self-discipline, and available time outside of class. Students are not expected to enroll in Pre-AP courses in all core subject areas. It is recommended but it is not a requirement that student only take two Pre-AP courses in 7<sup>th</sup> grade. Additional Pre-AP courses can be taken in 8<sup>th</sup> grade based on the student's academic strengths.

### **Must a student take Pre-AP courses in order to be prepared for college?**

All academic courses in EPISD offer appropriate instruction to prepare students for college or university work. Many EPISD students without Pre-AP and AP coursework will successfully complete college educations.

### **What is the purpose of the agreement for Pre-AP courses?**

The agreement describes general course expectations and the entrance and exit guidelines for Pre-AP courses. Signatures of parents and students on the Pre-AP Course Agreement are verification that they are familiar with and agree to follow the standards and general expectations for Pre-AP courses.

### **What are the exit and probation guidelines for Pre-AP courses?**

- If an average of 70 is not maintained the student will be dropped at the end of the following weeks: 4<sup>th</sup> week of 1<sup>st</sup> Nine Weeks, end of the 1<sup>st</sup> Nine Weeks or 1<sup>st</sup> Semester.
- Teacher/parent conference **must** be held prior to withdrawal from the course. The principal will be informed of impending transfers.
- For Algebra I, if an average of 70 is not maintained, the student will be dropped at the end of the 4<sup>th</sup> week of the 1<sup>st</sup> Nine Weeks or 1<sup>st</sup> Semester.

**Eagle Pass Independent School District**  
**(7<sup>th</sup> Grade) Pre-Advanced Placement (Pre-AP) Course Agreement**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Campus: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_ Next Year Campus: \_\_\_\_\_

**RECOMMENDATION TO BE FILLED OUT COMPLETELY BY ELEMENTARY COUNSELOR:**

**5<sup>th</sup> Grade STAAR Scores:**

\_\_\_\_\_ Reading \_\_\_\_\_ Math

**5<sup>th</sup> Grade Final Course Work Averages:**

\_\_\_\_\_ ELA \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies

\_\_\_\_\_  
Counselor Signature

**TO BE FILLED OUT COMPLETELY BY JR. HIGH COUNSELOR:**

**6<sup>th</sup> Grade STAAR Scores:**

\_\_\_\_\_ Reading \_\_\_\_\_ Math

**6<sup>th</sup> Grade Final Course Work Averages:**

\_\_\_\_\_ ELA \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies

\_\_\_\_\_  
Counselor Signature

**PRE-AP COURSES** (It is recommended but not a requirement that only two Pre-AP courses be taken.)

ELAR       Math       Science       Social Studies

**RECOMMENDATION:**

- Pass 5<sup>th</sup> Grade STAAR with 80%.
- Pass 5<sup>th</sup> Grade course work with an 85 average.

**PLACEMENT:**

- 6<sup>th</sup> Grade STAAR with 80% in the subject area considered.
- 6<sup>th</sup> Grade course work with an 85 average
- For Science & Social Studies: students must pass 6<sup>th</sup> STAAR Reading with an 80%

**AGREEMENT:**

- **I have read, understand and will abide by the Pre-AP Course Agreement.**
- If an average of 70 is not maintained the student will be dropped at the end of the following weeks: 4<sup>th</sup> week of 1<sup>st</sup> Nine Weeks, the end of the 1<sup>st</sup> Nine Weeks, or 1<sup>st</sup> Semester
- Teacher/Parent conference **must** be held prior to withdrawal from the course. The principal will be informed of impending transfers.
- Sign Agreement

NOTE:      1. Student must re-qualify yearly for Pre-AP course work.  
              2. The Pre-AP curriculum is rigorous. It is recommended that only two Pre-AP courses be taken.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

November 2012

**Eagle Pass Independent School District**  
**(8<sup>th</sup> Grade) Pre-Advanced Placement (Pre-AP) Course Agreement**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Campus: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Cell Phone #: \_\_\_\_\_ Next Year Campus: \_\_\_\_\_

**TO BE FILLED OUT COMPLETELY BY COUNSELOR:**

**7<sup>th</sup> Grade STAAR Scores:**

\_\_\_\_\_ Reading      \_\_\_\_\_ Writing      \_\_\_\_\_ Math

**7<sup>th</sup> Grade Final Course Work Averages:**

\_\_\_\_\_ ELAR      \_\_\_\_\_ Math      \_\_\_\_\_ Science      \_\_\_\_\_ Social Studies

\_\_\_\_\_  
Counselor Signature

**PRE-AP COURSES** (It is recommended but not a requirement that only two Pre-AP courses be taken.)

ELAR       Algebra I       Science       Social Studies

**PLACEMENT:**

- Algebra I: Minimum 80% on 7<sup>th</sup> grade Math STAAR and must have maintained an 85 average in 7<sup>th</sup> grade Pre-AP Math or 90 in 7<sup>th</sup> grade Regular Math
- English Language Arts/Reading: Minimum 80% on 7<sup>th</sup> grade Reading and Writing STAAR and must have maintain an 85 average in 7<sup>th</sup> grade Pre-AP ELAR or 90 in 7<sup>th</sup> grade Regular ELAR
- Science: Maintain an 85 average in 7<sup>th</sup> grade Pre-AP Science or 90 in Regular Science
- Social Studies: Maintain an 85 average in 7<sup>th</sup> grade Pre-AP Social Studies or 90 in Regular Social Studies

**AGREEMENT:**

- I have read, understand and will abide by the Pre-AP Course Agreement.
- If an average of 70 is not maintained the student will be dropped at the end of the following weeks: 4<sup>th</sup> week of 1<sup>st</sup> Nine Weeks, the end of the 1<sup>st</sup> Nine Weeks, or 1<sup>st</sup> Semester
- Teacher/parent conference **must** be held prior to withdrawal from the course. The principal will be informed of impending transfers.
- For Algebra I, if an average of 70 is not maintained, the student will be dropped at the end of the 4<sup>th</sup> week of the 1<sup>st</sup> Nine Weeks or 1<sup>st</sup> Semester.
- Sign Agreement

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Eagle Pass ISD  
159901

weighted as Pre-AP and Dual Credit courses.

ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC (LOCAL)

Regular  
Courses

All other eligible courses shall be designated as Regular courses.

**Consistent  
Application  
for  
Graduating  
Class**

The District shall apply the same rules for class rank calculation and local graduation honors to all students in a graduating class, regardless of the school year in which a student entered grade 9 or the graduation program under which the student completes requirements for graduation.

Weighted  
Numerical  
Grade Average

In accordance with the following scale, the District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average per semester if the grade earned is 70 or above:

Category	Weight
AP Courses	Plus 20
Pre-AP and Dual Credit Courses	Plus 10
Regular Courses	Plus zero

**Grade 9  
before the  
2017-18  
School Year  
Calculation**

The following provisions shall apply to students who entered grade 9 before the 2017–18 school year.

The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned in the following subjects: English, mathematics, science, social studies, languages other than English, any Advanced Placement (AP) course not associated with these subjects, and approved dual credit courses.

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EIC (LOCAL)-X

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*Exclusions*

The calculation of class rank shall exclude grades earned in or by a local credit course; a course for which a pass/fail grade is assigned; and credit by examination, with or without prior instruction. In addition, the calculation of class rank shall exclude grades earned through distance learning and in dual credit courses taken through a college with which the District does not have a partnership agreement.

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ACADEMIC ACHIEVEMENT  
CLASS RANKING

EIC (LOCAL)

The District shall record unweighted numerical grades on student transcripts.

Weighted  
Grade System  
*Categories*

The District shall categorize and weight eligible courses as AP courses, Pre-AP and Dual Credit courses, and Regular courses in accordance with provisions of this policy.

*Early  
Graduates*

A student who completes all coursework for graduation in fewer than four years shall have his or her class rank calculated using the weighted grade system of the graduating class, and the student shall be ranked with the class in the school year in which he or she graduates.

AP Courses

Eligible AP courses designated in the course catalog shall be categorized and weighted as AP courses.

*Transferred  
Grades*

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Pre-AP and  
Dual Credit

Eligible Pre-AP and dual credit courses designated in the course catalog shall be categorized and

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

If the tie is still not broken, the District shall recognize all students involved in the tie as sharing the honor and title.

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For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District’s eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

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159901

ACADEMIC ACHIEVEMENT CLASS RANKING EIC (LOCAL)

Honor Graduates The District shall recognize with white cords each student in the top five percent of the graduating class, including the valedictorian and the salutatorian.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for such recognition, a student must:

The District shall recognize with gold cords each student who has completed the distinguished level of achievement under the foundation program with a cumulative weighted numerical grade average no lower than 90.

1. Have been continuously enrolled in the same high school in the District for the two academic school years immediately preceding graduation;
2. Have completed the distinguished level of achievement under the foundation program for graduation; and
3. Be graduating after exactly four years of enrollment in high school.

Highest-Ranking Graduate The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the scholarship certificate from the state of Texas.

**Grade 9 in the 2017-18 School Year** Application of the following provisions began with students who entered grade 9 in the 2017–18 school year.

Breaking Ties

In case of a tie in weighted numerical grade averages, the District shall compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken to determine recognition as valedictorian or salutatorian.

Calculation The District shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned in the following subjects: English, mathematics, science, social studies, languages other than English, any AP course not associated with these subjects, and approved dual credit courses.

*Exclusions*

The calculation of class rank shall exclude grades earned in or by a local credit course; a course for which a pass/fail grade is assigned; and credit by examination, with or without prior instruction.

In addition, the calculation of class rank shall exclude grades earned through distance learning and in dual credit courses taken through a college with which the District does not have a partnership agreement.

**Weighted Grade System Categories**

The District shall categorize and weight eligible courses as AP courses, Pre-AP and Dual Credit courses, and Regular courses in accordance with provisions of this policy.

**AP Courses**

Eligible AP courses designated in the course catalog shall be categorized and weighted as AP courses.

**Pre-AP and Dual Credit**

Eligible Pre-AP and dual credit courses designated in the course catalog shall be categorized and weighted as Pre-AP and Dual Credit courses.

**Regular Courses**

All other eligible courses shall be designated as Regular courses.

**Weighted Numerical Grade Average**

In accordance with the following scale, the District shall assign weights to grades earned in eligible courses and shall calculate a weighted numerical grade average per semester if the grade earned is 70 or above:

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159901

**ACADEMIC  
ACHIEVEMENT  
CLASS RANKING**

**EIC (LOCAL)**

<b>Category</b>	<b>Weight</b>
AP Courses	Plus 20
AP Foreign Language and AP Fine Arts Courses	Plus 10
Pre-AP and Dual Credit Courses	Plus 10
Regular Courses	Plus zero

The District shall record unweighted numerical grades on student transcripts.

**Early Graduates**

A student who completes all coursework for graduation in fewer than four years shall have his or her class rank calculated using the weighted grade system of the graduating class, and the student shall be ranked with the class in the school year in which he or she graduates.

**Transferred Grades**

When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

**Local Graduation Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank using grades available at the time of calculation at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic

<i>Valedictorian and Salutatorian</i>	admission under state law. [See EIC(LEGAL)]	shall be graduating after exactly eight semesters of enrollment in high school.
	The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for such recognition, a student must:	The District shall recognize with gold cords each student who has completed the distinguished level of achievement under the foundation program with a cumulative weighted numerical grade average no lower than 90.
	<ol style="list-style-type: none"> <li>1. Have been continuously enrolled in the same high school in the District for the two academic school years immediately preceding graduation;</li> <li>2. Have completed the distinguished level of achievement under the foundation program for graduation; and</li> </ol>	The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the scholarship certificate from the state of Texas.
DATE ISSUED: 3/19/2018 LDU 2018.01 EIC (LOCAL)-X	4 of 5	<p>Highest-Ranking Graduate</p> <p>DATE ISSUED: 3/19/2018    ADOPTED                      5 of 5 LDU 2018.01 EIC (LOCAL)-X</p>

Eagle Pass ISD  
159901

ACADEMIC ACHIEVEMENT  
CLASS RANKING                      EIC (LOCAL)

3. Be graduating after exactly four years of enrollment in high school.

Breaking Ties                      In case of a tie in weighted numerical grade averages, the District shall compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken to determine recognition as valedictorian or salutatorian.

If the tie is still not broken, the District shall recognize all students involved in the tie as sharing the honor and title.

*Honor Graduates*                      The District shall recognize with white cords each student in the top five percent of the graduating class, including the valedictorian and the salutatorian. To be recognized as a top five percent graduate, a student



# Career Planning Checklist

Here are a few things you can do as early as junior high to get started on a successful path to your future career. Don't worry if you don't yet know what that career is!

➤ **Be a good student and work hard to get good grades.**

You may wonder how your grades in junior high can affect your future career path. Believe it or not, your grades count a lot. Grades are the only way colleges, employers, and others in positions of authority can objectively measure your performance.

Junior High is the perfect time to identify what kind of student you are and where there's room for improvement. You may even want to talk to your teachers about ways you can better your grades. If you wait until high school, it will be too late.

**There is simply no downside to getting good grades.**

➤ **Develop good study habits.**

Not only do good study habits lead to good grades, they provide the foundation for a lifetime of learning. After all, learning doesn't stop when you finish high school or college...

A good way to improve your study habits is to figure out how you learn best. For example, if you're a visual learner, flash cards may help you study more effectively. And if you're an auditory learner, it may help you to read your assignments out loud. Knowing how you learn will make it easier for you to absorb new information.

**Good study habits will benefit you long after your school years end.**

➤ **Do your homework.**

Homework may seem like a hassle, especially when you've got so many other things on your plate, like soccer practice and marching band. But doing homework is part of your job as a student.

Homework is a great way to show that you can get things done without supervision. (When you're part of the working world, many work-related responsibilities will seem no different from homework.) So get in to the habit of doing your homework and finishing it on time.

**Homework is practice.**

➤ **Read books, magazines, and online publications for fun.**

Don't limit learning to just your schoolwork. Reading in your free time, just for fun, will help you increase your vocabulary, reading comprehension, and reading speed.

Reading for fun also allows you to study topics that interest you but may not be taught in the classroom—maybe skateboarding or gaming. Do some research on your own and stay up to date on what's going on in that field. You never know when a hobby may turn into something more.

**The more interests you have, the more opportunities you have.**

➤ **Get involved in extracurricular activities.**

When admissions counselors or employers review your application, your extracurricular activities—sports, music, clubs—give them a glimpse into your character. That's because extracurricular activities require skills you won't necessarily learn in class: teamwork, leadership, responsibility.

Such real-world skills contribute to the strength of your character. And the stronger your character, the more attractive you are as a potential candidate.

**Extracurricular activities can help you strengthen your character.**

➤ **Identify several career areas that may interest you.**

Junior High is not too early to begin looking at some careers that may appeal to you. The earlier you can narrow down the field, the more time you have to explore your options and "try them on for size."

Don't know where to begin? First, think of some things you enjoy doing and then search the web to find careers that match your skills.

**It is never too early to explore some career options.**

### Career Exploration Information

- [www.careeronestop.org](http://www.careeronestop.org) - Allows investigation of careers with detailed information
- [www.mapping-your-future.org](http://www.mapping-your-future.org) - Planning a career, selecting a school, and paying for school
- [www.mapping-your-future.org/espanol](http://www.mapping-your-future.org/espanol) - same as above in Spanish
- [www.careers.com](http://www.careers.com) – Search geographically, by job type, alphabetically, and has general advice on careers
- [www.texascollegeandcareer.org](http://www.texascollegeandcareer.org) a free on-line college and career website for Texas students, parents and educators

It is never too early to begin setting goals toward a specific college or career plan. Many seventh and eighth grade students already have given at least some thought to their future educational plans. The district administration believes that all students should give careful attention to planning ahead for their career preference. Most career choices require college. The college-bound students – even those in seventh and eighth grades – need to know something about what colleges will require. College websites are a great source of information regarding entrance requirements.

### Career and Technical Education

Eagle Pass ISD recognizes that there is an immediate need to strengthen not only the current workforce, but also the workforce of tomorrow. Academic concepts must be reinforced and applied through high quality, rigorous technical education. Students are encouraged to seek post secondary educational opportunities. EPISD CTE programs seek to close the gaps by preparing students for postsecondary education and the workforce.

### Achieve Texas Career Clusters

Achieve Texas is a state initiative to implement the U.S. Department of Education’s 16 career clusters. Career pathways within each cluster will help students plan their educational experience by combining rigorous academic and relevant career education. EPISD offers classes in 14 of the 16 clusters listed below. Plans are on the way to offer Science Technology, Engineering & Mathematics this school year. The only cluster not currently offered is Government & Public Administration.



Name: \_\_\_\_\_  
( Last, First, Middle Initial )

7<sup>TH</sup> Grade

Short-term goal for this school year: \_\_\_\_\_

Long-term goal after high school: \_\_\_\_\_

Career I think I would like to have as an adult: \_\_\_\_\_

I am considering the following options after high school: ( Check all options that you are considering. )

- |  |   |                                      |
|--|---|--------------------------------------|
| <input type="checkbox"/> Community College               | <input type="checkbox"/> Nursing School         | <input type="checkbox"/> Job Market  |
| <input type="checkbox"/> Junior College                  | <input type="checkbox"/> 4-year Public College  | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Business/Trade/Technical School | <input type="checkbox"/> 4-year Private College |                                      |
| <input type="checkbox"/> Military                        | <input type="checkbox"/> Apprenticeship         |                                      |

Sports: \_\_\_\_\_

Extracurricular activities and clubs: \_\_\_\_\_

Community service/volunteer and/or work experiences: \_\_\_\_\_

Days absent: \_\_\_\_\_ Days tardy: \_\_\_\_\_

Special honors/awards and achievements: \_\_\_\_\_

My favorite subject this year: \_\_\_\_\_

Areas I would like to improve in: \_\_\_\_\_

Top 3 careers that interest me:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Put money into a tuition savings plan on (date): \_\_\_\_/\_\_\_\_/\_\_\_\_

Name: \_\_\_\_\_  
( Last, First, Middle Initial )

8<sup>TH</sup> Grade

Short-term goal for this school year: \_\_\_\_\_

Long-term goal after high school: \_\_\_\_\_

Career I think I would like to have as an adult: \_\_\_\_\_

I am considering the following options after high school: ( Check all options that you are considering. )

- |  |   |                                      |
|--|---|--------------------------------------|
| <input type="checkbox"/> Community College               | <input type="checkbox"/> Nursing School         | <input type="checkbox"/> Job Market  |
| <input type="checkbox"/> Junior College                  | <input type="checkbox"/> 4-year Public College  | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Business/Trade/Technical School | <input type="checkbox"/> 4-year Private College |                                      |
| <input type="checkbox"/> Military                        | <input type="checkbox"/> Apprenticeship         |                                      |

Sports: \_\_\_\_\_

Extracurricular activities and clubs: \_\_\_\_\_

Community service/volunteer and/or work experiences: \_\_\_\_\_

Days absent: \_\_\_\_\_ Days tardy: \_\_\_\_\_

Special honors/awards and achievements: \_\_\_\_\_

My favorite subject this year: \_\_\_\_\_

Areas I would like to improve in: \_\_\_\_\_

Put money into a tuition savings plan on (date): \_\_\_/\_\_\_/\_\_\_

DESCRIPTIONS  
OF  
JUNIOR HIGH COURSES  
OFFERED  
TO  
EAGLE PASS ISD STUDENTS



## ENGLISH LANGUAGE ARTS

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
7101	7 English Language Arts /Reading	7	
7100	7 English Language Arts/Reading Pre-AP	7	
7106	7 Language Arts Lab (EPJH)	7	
4055	7 Reading Lab (MJH)	7	
7105	7 Language Arts Lab (EPJH)	7	
7010	7 ESOL I	7	
7020	7 ESOL II	7	
6700	7 Basic English	7	
6720	7 Basic Reading	7	
8101	8 English Language Arts/Reading	8	
8100	8 English Language Arts/Reading Pre-AP	8	
8106	8 Language Arts Lab (EPJH)	8	
4851	8 Reading Lab (MJH)	8	
8105	8 Language Arts Lab (EPJH)	8	
7106			
8106			
8010	8 ESOL I	8	
8020	8 ESOL II	8	
6800	8 Basic English	8	
6820	8 Basic Reading	8	

**7101                    7 English Language Arts/Reading**  
**Prerequisite:        Language Arts 6**

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Language studies emphasize the conventions of English. Composition includes development of paragraphs and multi-paragraph essays through the writing process as well as instruction in capitalization and punctuation. Literature studies encourage an appreciation of the short story, novel, poetry, and drama. Emphasis will also be given to expository writing.

**What's next?** English Language Arts 8<sup>th</sup> Grade or Pre-AP English Language Arts 8<sup>th</sup> Grade

**7100                    7 English Language Arts /Reading Pre-AP**  
**Prerequisite:        Approved Pre-Advanced Placement Course Agreement**

This course is designed to meet the needs of seventh grade students with well-developed language and reading skills. While it emphasizes the basics of language, composition, and literature, it also affords the student the opportunity to do wider reading and to develop upper level thinking, reading and writing skills. Emphasis will also be given to expository writing.

**What's next?** English Language Arts 8<sup>th</sup> Grade or Pre-AP English Language Arts 8<sup>th</sup> Grade

**4055                    7 Reading Lab (MJH)**  
**7105                    7 Language Arts Lab (EPJH)**  
**Prerequisite:        Placement based on Reading TAKS & TELPAS Scores (LEP students ONLY)**

Word attack, vocabulary, comprehension, strategies, and study skills are taught. Diagnostic testing is used to provide appropriate material for students. Personal reading is a part of the course. This course is two semesters in length.

**What's next?** Reading Lab/Language Arts Lab 8<sup>th</sup> Grade

**8101                    8 English Language Arts/Reading**  
**Prerequisite:        7 English Language Arts/Reading**

This course involves a fused program of reading, writing, speaking, listening, viewing and representing. Eighth grade language emphasizes correct English usage and sentence structure. Composition studies culminate in the writing of multi-paragraph papers. Literature studies are designed to develop appreciation and knowledge of the short story, novel, poetry, and drama. Emphasis will be given to expository writing and open-ended questions and writing activities.

**What's next?** English I or Pre-AP English I (high school)

**8100**                    **8 English Language Arts/Reading Pre-AP**  
**Prerequisite:**        **Approved Pre-Advanced Placement Course Agreement**

This course is designed to meet the needs of eighth grade students with well-developed language and reading skills. Students will concentrate on a fused program of language, composition, and literature. They will also have an opportunity for wider reading and for development of upper level thinking, reading and writing skills. Emphasis will be given to expository writing and open-ended questions and writing activities.

**What's next?** English I or Pre-AP English I (high school)

**4851**                    **8 Reading Lab (MJH)**  
**8105**                    **8 Language Arts Lab (EPJH)**  
**Prerequisite:**        **Placement based on TAKS Scores**

Word attack, vocabulary, comprehension skills, and learning strategies are taught. Diagnostic testing is used to provide appropriate instructional materials for students. Library reading is a part of the course. The course is two semesters in length.

**7010**                    **7 ESOL I**  
**7020**                    **7 ESOL II**  
**8010**                    **8 ESOL I**  
**8020**                    **8 ESOL II**  
**Prerequisite:**        **Placement in ESOL program is based on number of years in US schools. A student must be a recent immigrant with 1, 2, or 3 years in US schools. Placement is based on LAS and TELPAS Levels.**

ESOL classes focus on intensive development of listening, speaking, reading, and writing skills in English and are offered to eligible limited English proficient students.

**6700**                    **7 Basic English**  
**6800**                    **8 Basic English**  
**6720**                    **7 Basic Reading**  
**6820**                    **8 Basic Reading**  
**Prerequisite:**        **ARD Recommended**

This course is for Special Education students in a Resource Learning Environment.

**7106**  
**8106**  
**Prerequisite:**        **A student must be a first year immigrant**

The classes focus on intensive development of listening, speaking, reading, and writing skills in English and are offered to first year immigrants.

# Mathematics

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
7301	7 Mathematics	7	
7200	7 Mathematics Pre-AP	7	
6710	7 Basic Math	7	
8301	8 Mathematics	8	
2211	Algebra I Pre-AP	8	1
8102	Algebra I Pre-AP (EPJH)	8	1
8220	8 Mathematics PIE (MJH)	8	
8103	8 Mathematics (EPJH)	8	
6810	8 Basic Math	8	

**7301                    7 Mathematics**

**Prerequisite:        None**

Seventh grade mathematics includes the study of introductory algebraic concepts such as rational numbers, variables, tables, graphs and symbols of representation. Similarity, scale factors, congruence and 3-dimensional measurement will be covered in the area of geometry. Additional work is done on positive and negative numbers, probability, rate, ratio, proportion and percent.

**What's next?** Mathematics 8<sup>th</sup> Grade and if approved Algebra I Pre-AP (Based on Qualifications)

**7200                    7 Mathematics Pre-AP**

**Prerequisite:        Approved Pre-Advanced Placement Course Agreement**

Mathematics 7 – Pre-AP includes a study of topics contained in both regular seventh and Pre Algebra skills. Students will be expected to finish 7th grade objectives by the end of this course and have Algebraic skills to be able to transition into Algebra I Pre-AP.

**What's next?** Mathematics 8<sup>th</sup> Grade and if approved Algebra I Pre-AP

**8301                    8 Mathematics**

**Prerequisite:        All students are required to take 8 Mathematics**

Eighth grade mathematics includes the study of linear relationships expressed in words, graphs, symbols, tables and solutions of linear equations. The Pythagorean theorem, slope, area and irrational numbers will also be studied. Additional topics include exponential growth, quadratic growth and equivalent expressions. Transformations will be studied in the area of geometry.

**What's next?** Algebra I or Algebra I Pre-AP (high school)

**2211                    Algebra I Pre-AP**

**8102                    Algebra I Pre-AP**

**Prerequisite:        Approved Pre-Advanced Placement Course Agreement**

This course is the study of the real number system and its various subsystems; algebraic representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear representation, solution, and evaluation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational expressions; and properties of operations with square roots.

**What's next?** Geometry or Geometry Pre-AP or Algebra II or Algebra II Pre-AP

**8220                    8 Mathematics PIE**

**8103                    8 Mathematics**

**Prerequisite:        Placement based on the low Math STAAR scores from previous year**

This course provides students an opportunity to build their mathematical foundation. It focuses on the STAAR objectives and reinforces the student's weak areas to prepare them for the 8<sup>th</sup> grade math STAAR test.

**6710                    7 Basic Math**

**6810                    8 Basic Math**

**Prerequisite:        ARD Recommended**

This course is for Special Education students in a Resource Learning Environment.



## Science

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
7451	7 Science	7	
7400	7 Science Pre-AP	7	
8451	8 Science	8	
8400	8 Science Pre-AP	8	

**7451**                    **7 Science**  
**Prerequisite:**        **None**

Science Grade 7 is a course, which will focus on life science with an integration of chemistry, physics and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.

**What's next?** Science 8<sup>th</sup> Grade or Science 8<sup>th</sup> Grade Pre-AP

**7400**                    **7 Science Pre-AP**  
**Prerequisite:**        **Approved Pre-Advanced Placement Course Agreement**

This is a course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 7 course. The students are given a life science base with an integration of chemistry, physics, and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy and changes over time. Relevance to student learning and understanding of science will be shown. Independent science research is a requirement of Pre-AP Science, and emphasis will be given to expository writing.

**What's next?** Science 8<sup>th</sup> Grade or Science 8<sup>th</sup> Grade Pre-AP

**8451**                    **8 Science**  
**Prerequisite:**        **None**

Science Grade 8 is a course, which will focus on earth science with an integration of chemistry, physics, and life science. Concepts, which are found in common with other sciences, will be emphasized in themes covering environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.

**What's next?** IPC or Biology (high school)

**8400**                    **8 Science Pre-AP**  
**Prerequisite:**        **Approved Pre-Advanced Placement Course Agreement**

This is an accelerated course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science Grade 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science Grade 8 Pre-AP will focus on earth science with an integration of chemistry, physics and life science. Concepts, which are found in common with other sciences, will be emphasized in themes. Preparing the student to enter advanced high school sciences will be emphasized. Independent science research is a requirement of Grade 8 Pre-AP Science, and emphasis will be given to expository writing.

**What's next?** Biology or Biology Pre-AP or IPC or IPC Pre-AP (high school)

## Social Studies

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
7601	7 Social Studies	7	
7600	7 Social Studies Pre-AP	7	
8601	8 Social Studies	8	
8600	8 Social Studies Pre-AP	8	

**7601**                    **7 Social Studies (Texas History)**  
**Prerequisite:**        **None**

This course involves a detailed study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.

**What's next?** 8<sup>th</sup> Grade Social Studies or 8<sup>th</sup> Grade Pre-AP Social Studies

**7600**                    **7 Social Studies (Texas History) Pre-AP**  
**Prerequisite:**        **Approved Pre-Advanced Placement Course Agreement**

This course involves a detailed study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. The course includes a study of Texas from the period of discovery and exploration through the twentieth century. The study of the building of our state, which promotes an appreciation of the cultural heritage and geographic diversities, which shaped the destiny of Texas. In addition independent historical research will be required. Emphasis will be given to expository writing.

**What's next?** 8<sup>th</sup> Grade Social Studies or 8<sup>th</sup> Grade Pre-AP Social Studies

**8601**                    **8 Social Studies (United States History Part I)**  
**Prerequisite:**        **Social Studies 7<sup>th</sup> Grade**

This course is a survey course from the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course.

**What's next?** World Geography or World Geography Pre-AP (high school)

**8600**                    **8 Social Studies (United States History Part I) Pre-AP**  
**Prerequisite:**        **Approved Pre-Advanced Placement Course Agreement**

This course is a survey course from the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course. Independent historical research will be required. Emphasis will be given to expository writing.

**What's next?** World Geography or World Geography Pre-AP (high school)

## Fine Arts

**Students are required to take one year of Fine Arts. Students must take Fine Arts in 7<sup>th</sup> or 8<sup>th</sup> grade.**

### Band

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
4200	7 Band Flute	7	
4201	7 Band Mallets	7	
4204	7 Band French Horn	7	
4206	7 Band Saxophone	7	
4208	7 Band TTB	7	
4212	7 Band Trumpet	7	
4230	7 Band Clarinet	7	
4252	8 Band Brass	8	
4253	8 Band Violin	8	
4254	8 Band Woodwinds	8	
4255	8 Mariachi (MJH)	8	
4258	8 Band Percussion	8	

<b>4200</b>	<b>7 Band Flute</b>
<b>4201</b>	<b>7 Band Mallets</b>
<b>4204</b>	<b>7 Band French Horn</b>
<b>4206</b>	<b>7 Band Saxophone</b>
<b>4208</b>	<b>7 Band TTB</b>
<b>4212</b>	<b>7 Band Trumpet</b>
<b>4230</b>	<b>7 Band Clarinet</b>
<b>4252</b>	<b>8 Band Brass</b>
<b>4253</b>	<b>8 Band Violin</b>
<b>4254</b>	<b>8 Band Woodwinds</b>
<b>4255</b>	<b>8 Mariachi (MJH)</b>
<b>4258</b>	<b>8 Band Percussion</b>

Band provides an opportunity for students to learn to play an instrument, develop music reading and listening skills, and participate as a part of the total band program. Time will be required outside of class for practice and rehearsals. Students and parents must meet with the Band Director to determine the type of instrument that will be recommended.

### Art

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
4090	Art	7-8	
4120	Art (EPJH)	8	

<b>4090</b>	<b>Art</b>
<b>4120</b>	<b>Art</b>
<b>Prerequisite:</b>	<b>None</b>

Art allows the student the opportunity to learn how to work with a large variety of materials. The first semester of Art will introduce the student to drawing and color study using the elements and principles of design. Drawing will consist of sequential learning steps with emphasis on developing shading skills. Color studies will include, but not be restricted to, using water base paint. The second semester, which builds on first semester skills, will include the study of painting, printmaking, sculpture, and ceramics. Printmaking will involve relief printing; sculpture will include additive construction; ceramics will consist of hand building methods of pinch, coil, and slab. Computer-manipulated works are incorporated into the curriculum.

**What's next?** Art I (high school)

## Physical Education

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
4500	7 Physical Education	7	
4750	7 Athletics (Boys)	7	
4770	7 Athletics (Girls)	7	
4600	8 Physical Education	8	
4610	8 Physical Education (MJH)	8	
4850	8 Athletics (Boys)	8	
4870	8 Athletics (Girls)	8	

<b>4500</b>	<b>7 Physical Education</b>
<b>4600</b>	<b>8 Physical Education</b>
<b>4610</b>	<b>8 Physical Education</b>
<b>Prerequisite:</b>	<b>None</b>
<b>4750</b>	<b>7 Athletics (Boys)</b>
<b>4770</b>	<b>7 Athletics (Girls)</b>
<b>4850</b>	<b>8 Athletics (Boys)</b>
<b>4870</b>	<b>8 Athletics (Girls)</b>
<b>Prerequisite:</b>	<b>Coach Recommendation</b>

Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports.

**What's next?** Physical Education 8<sup>th</sup> Grade or P.E./Athletics (High School)

## Other Electives

Eagle Pass ISD Course No.	Subject	Grade	High School Credits
4320	8 Spanish	8	
2605	Spanish I Pre-AP (High School credit) (all year)	8	1
8848	Exploring Careers	8	
2710	Touch System Data Entry (Keyboarding)	8	0.5

<b>4320</b>	<b>8 Spanish</b>
<b>Prerequisite:</b>	<b>None</b>

Spanish is an introduction to the Spanish world, its language and its people. The main emphasis is on oral skills while developing reading and writing skills. The student will recognize the interrelationships of language and will develop a cultural appreciation of the Hispanic world. The focus of this course is on low novice proficiency.

**What's next?** Spanish I native Speaker or Spanish I Pre-AP(high school)

<b>2605</b>	<b>Spanish I Pre-AP (high school credit)</b>	<b>8</b>	<b>1</b>
<b>Prerequisite:</b>	<b>None</b>		

Spanish I is an introduction to the Spanish world, its language and its people. The main emphasis is on oral skills while developing reading and writing skills. The student will recognize the interrelationships of language and will develop a cultural appreciation of the Hispanic world. The focus of this course is on low novice proficiency.

**What's next?** Spanish II or Spanish II Pre AP (high school)

<b>8848</b>	<b>Exploring Careers</b>
<b>Prerequisite:</b>	<b>None</b>

This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.

<b>2710</b>	<b>Touch System Data Entry (Keyboarding) (high school credit)</b>	<b>8</b>	<b>0.5</b>
<b>Prerequisite:</b>	<b>None</b>		

Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

# *Notes*

