Revised August 31, 2021

Eagle Pass Independent School District

2017-2018 Jr. High School Course Catalog

Eagle Pass Junior High
1750 North Bibb St.
(830) 758-7037

Memorial Junior High
1800 Lewis St.
(830) 758-7053

Eagle Pass Independent School District

Acknowledgment Form

Acknowledgment of Electronic Distribution of Course Catalog

My child and I have been offered the option to receive a paper copy of or to electronically access at www.eaglepassisd.net the Eagle Pass Independent School District Junior High School Course Catalog for the 2017-2018 school year.

I have chosen to:

- ☐ Receive a paper copy of the Junior High School Course Catalog [Available for pick-up at the campus by August 7, 2017.]

- ☐ Accept responsibility for accessing the Junior High School Course Catalog by visiting the web address mentioned above.

I understand that the course catalog contains the lists and descriptions of the courses that EPISD junior high schools generally make available to students. Parents and students are urged to carefully review the information contained in the course catalog, and to work closely with the junior high school counselors in order to prepare for next year's courses.

Printed name of student: _____

Signature of student: _____ Date: _____

Signature of parent: _____ Date: _____

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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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.

VISION

"Create Opportunities for Tomorrow's Leaders to Succeed."

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 all nine-weeks shall be determined according to the approved formula of 50/35/15: [50% Tests/35% Daily/15% Nine Weeks Test]. For further explanation please consult the EPISD grading procedures on the following page. Starting 2011-2012 school year incoming 9th grade students will have to take five EOC exams: English I [Reading & Writing], English II [Reading & Writing], Algebra I, Biology, US History End-of-Course exams as requirement for graduation.

Guidelines for Determining Grade Points for High School Courses

(English Language Arts, Social Studies, Mathematics, & Science courses only)

Basic Level I		Pre-Advanced Placement Level II		Dual Enrollment Level III		Advanced Placement Level IV	
Grade	Pts	Grade	Pts	Grade	Pts	Grade	Pts
0 - 100	0	100 - 70	+10	100 - 70	+10	100 - 70	+20

Grades below 70 no points will be added

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 "0".

EIA (Academic Achievement)

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 60/40. (60% Major Grades and 40% Daily Grades)

Grades 7-8

All grades shall be entered/updated to Ascender Teacher Portal on a weekly basis

Major Grades:

Sixty percent (60%) of the nine-week grade shall be the average of the student's grades from major tests, major projects & district common assessments;

- No less than **4 major grades** will be taken during the nine-week period.
- Teachers shall drop the lowest major grade.

Daily Grades:

Forty percent (40%) of the nine-weeks grade shall be the average from daily assignments, projects, homework, notebooks, or other activities determined by the teacher.

- No less than **15 daily grades** will be taken during the nine-week period

Notes:

- Administration must confirm that the lowest major grade is dropped in the Ascender Parent Portal.
- *Benchmarks & state assessment scores shall NOT be used as a grade.*

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 meet grade-level standards within a reasonable time due to their disability

Revised: July 29, 2021

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, and social studies. 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 1st semester at junior high school and 2nd semester at summer school.

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, 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 or 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.

PROCEDURE FOR ADMISSION TO
PROCEDURE FOR ADMISSION TO AND EXIT FROM THE GIFTED AND TALENTED PROGRAM

I. Eagle Pass Independent School District offers educational opportunities for gifted and talented students and all regular students. Gifted and Talented students at the secondary level, grades 7-12, must be enrolled in at least **one** Pre-AP, AP or Dual Credit course per school year in order to retain the Gifted and Talented code. Students that are not in the Gifted and Talented Program can enroll in a Pre-AP, AP or Dual Credit courses but will not receive a Gifted and Talented code. Students wanting to be coded as G/T must be screened for placement in the Gifted and Talented Program based on the secondary level G/T assessment matrix.

II. Procedures for Admission

All new to EPISD that are incoming G/T students from another district must be retested at the end of the student's first year of enrollment in G/T. To continue as a G/T student, a student must meet the required matrix score for enrollment. Reassessment of G/T students coming from outside the district is done to assure consistency among all Gifted and Talented coded students. Gifted and Talented students who transfer within the district automatically continue G/T Program Placement.

A. The referral form (available at school) is completed prior to the designated deadline. A student, parent, teacher, counselor,

administrator or other professionals may make referrals. Students screened for Gifted and Talented placement must have parental permission to participate in G/T.

B. Screening data is collected. Data may include the following:
   1 Naglieri Non-verbal Ability Test (NNATE) based on student's grade level.
   2 STAAR State Assessment results in Language Arts, Writing and Math and I.T.B.S
   3 K-2nd in Reading and Language Arts
   4 Teacher(s) recommendation based on content teacher making recommendation.
   5 Writing sample based on content teacher making recommendation.
   6 Parent nomination.
   7 Semester grades – minimum score average of 80 on all content area courses.

C. Placement committee meets and considers all students who meet criteria based on matrix criteria of minimum overall score of 15.

D. G/T recommended students must have written permission from parents for G/T Program Placement.

III. Procedures for Exit

A. At secondary level grades 7-12 student is not taking at least one Pre-AP or AP or Dual Credit course.
B. At Elementary level student must maintain and 80 average on all core area subjects reading, math, science and social studies

C. Conference(s) with student, parents and professional are held.

D. The campus placement committee meets to act on G/T exit.

E. Counselor initiates exit process, and gets parent to sign GT Exit letter.

SPECIAL EDUCATION SERVICES

I. Eagle Pass Independent School District offers special education services for students from age 3 through 21. Children with vision and hearing impairments may begin services at birth.

II. Procedures for Admission/Review/Dismissal/Transfer

A. New referrals
1. Parents, school personnel or community agencies may make referrals for special education evaluations.
2. All referrals are directed to the campus assessment team.
3. The campus assessment team collects information from teachers and parents.
4. The campus assessment team requests a Full Individual Evaluation (FIE) if there is a suspected disability **and** an educational need for special education services.
5. A meeting may be held prior to the evaluation for the purpose of defining the specific areas to be assessed.
6. Parents provide written consent for the evaluation. The evaluation must be completed within 45 school days from the date the district receives written consent from the parent. Timeline is extended day for day for student absences of 3 or more days.
7. The Admission, Review, Dismissal / Individualized Education Program (ARD/IEP) Committee, which includes parents, will meet to consider eligibility, goals, objectives and placement.
8. Parents provide written consent for the initial provision of special education services if eligibility is established and services are recommended.

B. Transfers from special education programs outside the district
1. Parents/Students provide campus personnel with documentation of prior special education services at the time of registration.
2. Campus staff confirms the provision of prior special education services. A transfer ARDC meeting is held.
3. Services begin immediately. Within 30 school days, any changes determined necessary in the current IEP must be addressed by the ARD/IEP Committee.

C. Continuation in the Program
1. ARD/IEP/Adult Students Committee conducts an annual review of student progress and placement.
2. Parents and other committee members agree upon student's continuation of services or dismissal from special education based on current performance data and demonstrated educational need.

D. Grading Procedures
1. Students receiving special education services must achieve the grade or mastery level indicated in his/her IEP or report card for each course in order to pass and earn credit for the course. Grades should reflect progress toward completion of IEP goals and objectives as well as demonstrated mastery of course content. To promote a successful academic experience for the student, the ARD/IEP committee may modify course content as needed, altering curriculum and/or adjusting mastery levels.
2. General Education Credit: For courses in which the mastery of the Texas Essential Knowledge and Skills (TEKS) has not been modified, the report card / transcript reflects general education credit. In this

case, accommodations can be made for the student (e.g., extended time for tests or assignments, shortened assignments, highlighted texts). The ARD/IEP committee determines needed accommodations.

3. Modified Course Credit: Courses in which the Texas Essential Knowledge and Skills (TEKS) are modified, will be coded with a different code number. A general education teacher or special education teacher may assign grades.

E. **§89.1070. Graduation Requirements.**

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).

(b) A student entering Grade 9 in the 2014-2015 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required state assessments.

(d) Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.

(e) In order for a student receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, the student must satisfactorily complete the course without any modified curriculum.

(f) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a high school diploma under the Foundation High School Program as provided in §74.1021 of this title (relating to Transition to the Foundation High School Program), if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection. As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

(g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008) or Chapter 74, Subchapter G, of this title (relating to Graduation Requirements, Beginning with School Year 2012-2013)), as applicable, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.

(2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

(3) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the minimum high school program in Chapter 74, Subchapter F or G, of this title), as applicable, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(4) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74, Subchapter F or G, of this title, as applicable, as well as the satisfactorily completed credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's IEP and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or

educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section.

(i) Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section.

(j) Employability and self-help skills referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(k) For students who receive a diploma according to subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

Statutory Authority: The provisions of this §89.1070 issued under the Texas Education Code, §§28.002, 28.025, 28.0258, 29.001, 29.005, and 39.025 and 34 Code of Federal Regulations, §300.100.

Source: The provisions of this §89.1070 adopted to be effective March 6, 2001, 26 TexReg 1837; amended to be effective August 1, 2002, 27 TexReg 3061; amended to be effective November 11, 2007, 32 TexReg 8129; amended to be effective August 22, 2011, 36 TexReg 413; amended to be effective January 1, 2015, 39 TexReg 10446; amended to be effective September 16, 2015, 40 TexReg 6107; amended to be effective February 15, 2018, 43 TexReg 763.

Junior High School Pre-Advanced Placement [Pre-AP] 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, and social studies. 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 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 85 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 STAAR 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 that student only take two Pre-AP courses in 7th grade. In 8th grade it is recommended but it is not a requirement that student only take two Pre-AP courses.

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

All academic courses 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: 4th week of 1st Nine Weeks, end of the 1st Nine Weeks or 1st 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 4th week of the 1st Nine Weeks or 1st Semester.

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, and 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

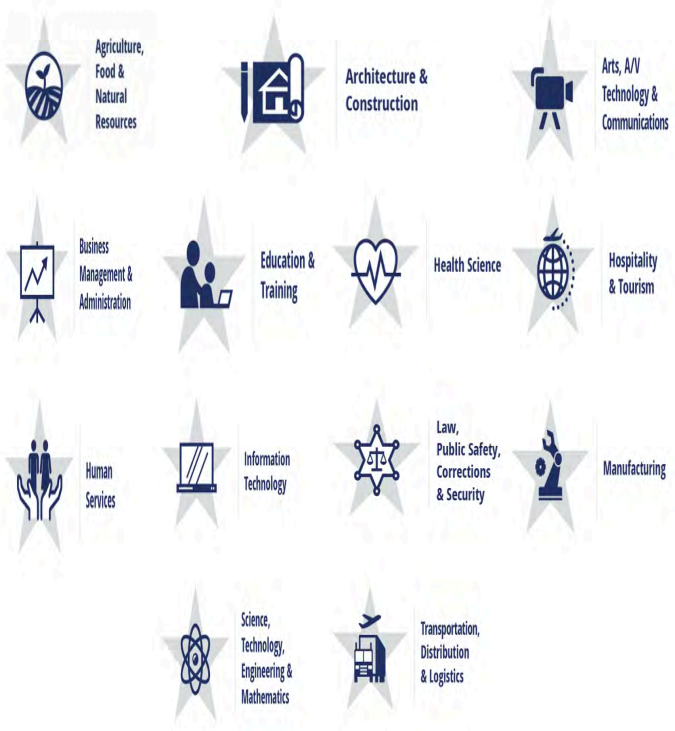
- www.careeronestop.org - Allows investigation of careers with detailed information
  www.mappingyourfuture.org/ -Planning a career, selecting a school, and paying for school

- www.mappingyourfuture.org/espanol - same as above in Spanish
- www.careers.com – Search geographically, by job type, alphabetically, and has general advice on careers
- https://www.texascollegeandcareer.org/Ext/Texas/Home/students-and-families/students.html- a TEA launched free online college and career planning 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. EPISD offers 13 Career Clusters of Education with 23 Programs of Study which align education to the diverse needs of the Texas' economy to increase opportunities for students.



Notes

Eagle Pass Independent School District

Junior High-7th Grade Course Offerings

Student Name: _____ ID# _____

STUDENT INSTRUCTIONS: Discuss your course selections with your parents, teachers and counselor.
Circle only one choice under each subject. "A Course Agreement Form" must be turned in for any Pre-AP course selected. There is a required summer reading assignment for English Language Arts & Reading Pre-AP. Your Counselor will provide you with the summer reading assignment.

Neatly circle course name and number

COURSE	*Regular English*	*Pre-AP English*	*Resource English*	*ESOL II 2nd YR. IMMIGRANT*
ELA & Reading	*7101*	*7100*	*6700*	*7020*

COURSE	*Regular Math*	*Pre-AP Math*	*Resource Math*
MATH	*7301*	*7200*	*6710*

COURSE	*Regular Science*	*Pre-AP Science*
Science	*7451*	*7400*

COURSE	*Regular Social Studies*	*Pre-AP Social Studies*
Social Studies	*7601*	*7600*

COURSE	*PE*	*Boys Athletics Football Only*	*Girls Athletics*
PE & Athletics	*4500*	*4750*	*4770*

Select Band or Art. For Band also circle the instrument and corresponding course number.

COURSE	*Band*	*Art*
Electives	↓	*4090*

4200 Flute	*4204 French Horn*	*4206 Saxophone*	*4208 Trombone*	*4208 Tuba*
4208 Baritone	*4212 Trumpet*	*4230 Clarinet*	*4201 Mallets (Drums)*	

_____ _____ _____
Student's Signature **Parent's Signature** **Counselor's Signature**

Final schedule will be adjusted depending on student's academic needs pending STAAR and/or academic performance*

Eagle Pass Independent School District

Junior High-8th Grade Course Offerings

2017-2018

Student Name: _____ ID# _____

STUDENT INSTRUCTIONS: Discuss your course selections with your parents, teachers and counselor.
Circle only one choice under each subject. "A Course Agreement Form" must be turned in for any Pre-AP course selected. There is a required summer reading assignment for English Language Arts & Reading Pre-AP. Your Counselor will provide you with the summer reading assignment.

Neatly circle course name and number

COURSE	*Regular ELA/Rdg*	*Pre-AP ELA/Rdg*	*Resource English/Rdg*	*ESOL I*	*ESOL II*	*Language Arts ESOL I*	*Language Arts Enrichment*
ELA & Reading	*8101*	*8100*	*6800*	*8010*	*8020*	*8106*	*8105*

COURSE	*Regular Math*	*Pre-AP Math*	*Block Math*	*Resource Math*
MATH	*8301*	*8200*	*8303*	*6810*

COURSE	*Regular Science*	*Pre-AP Science*
Science	*8451*	*8400*

COURSE	*Regular Social Studies*	*Pre-AP Social Studies*
Social Studies	*8601*	*8600*

COURSE	*PE*	*Boys Athletics Football Only*	*Girls Athletics*
PE & Athletics	*4600*	*4850*	*4870*

Select Band or Art. For Band also circle the instrument and corresponding course number.

COURSE	*Band*	*Art*	*Beg. Spanish*	*TSDATAEJ*	*Expl Careers*
Electives	↓	*4120*	*4320*	*2710*	*8848*

4258 Percussion *Must be in band this year*	*4254 Woodwinds (Clar./Flute)* *Must be in band this year*	*4252 Brass* *Must be in band this year*	*4255 Mariachi* *Must be in Brass, Woodwinds, or Percussion*	*4253 Violin* *Must be in Brass, Woodwinds, or Percussion*

4200 Flute	*4204 French Horn*	*4206 Saxophone*	*4208 Trombone*	*4208 Tuba*
4208 Baritone	*4212 Trumpet*	*4230 Clarinet*	*4201 Mallets (Drums)*	

_____ _____ _____
Student's Signature **Parent's Signature** **Counselor's Signature**

Final schedule will be adjusted depending on student's academic needs pending STAAR and/or academic performance.

Eagle Pass Independent School District
(7th 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:

5th Grade STAAR Scores:

_____Reading _____ Math

5th Grade Final Course Work Averages:

_____ELA _____ Reading _____ Math _____ Science _____ Social Studies

_____
Counselor Signature

TO BE FILLED OUT COMPLETELY BY JR. HIGH COUNSELOR:

6th Grade STAAR Scores:

_____Reading _____ Math

6th 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 5th Grade STAAR with 80%.
- Pass 5th Grade course work with an 85 average.

PLACEMENT:

- 6th Grade STAAR with 80% in the subject area considered.
- 6th Grade course work with an 85 average
- For Science & Social Studies: students must pass 6th 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: 4th week of 1st Nine Weeks, the end of the 1st Nine Weeks, or 1st 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
(8th 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:

7th Grade STAAR Scores:

_____Reading _____ Writing _____ Math

7th 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 ☐ Math ☐ Science ☐ Social Studies

PLACEMENT:

- Pre-AP English Language Arts/Reading: Minimum 80% on 7th grade Reading and Writing STAAR and must have maintain an 85 average in 7th grade Pre-AP ELAR or 90 in 7th grade Regular ELAR
- Pre-AP Math: Minimum 80% on 7th grade Math STAAR and must have maintained an 85 average in 7th grade Pre-AP Math or 90 in 7th grade Regular Math
- Pre-AP Science: Maintain an 85 average in 7th grade Pre-AP Science or 90 in Regular Science
- Pre-AP Social Studies: Maintain an 85 average in 7th 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: 4th week of 1st Nine Weeks, the end of the 1st Nine Weeks, or 1st Semester
- Teacher/parent conference **must** be held prior to withdrawal from the course. The principal will be informed of impending transfers.
- Sign Agreement

_____ _____ _____
Student Signature Parent Signature Date

Eagle Pass Independent School District
Assessment Appeal for 7th or 8th Grade Pre-Advanced Placement (Pre-AP)

(Complete and return this form with required documentation to the Instructional Services Dept.)

Date: _____

Criteria to Appeal:

- Student must have a course average of 90% or above on a regular course or 85% or above in a Pre-AP course on the subject requesting appeal.
- Student must have a Level II Satisfactory on STAAR on the subject requesting appeal.

Required Documentation Needed for Appeal:

- Copy of Confidential Student Report (CRS) [STAAR Results]
- Copy of Report Card
- Letter of recommendation from previous course teacher
- Letter from parent explaining the reason for the appeal
- Completed Pre-AP Course Agreement

STUDENT INFORMATION

Student: _____ ID#:_____ Current Campus: _____

Subject: _____ Grade Level:_____ Next Year's Campus: _____

Telephone #:_____ Cell Phone #: _____

PARENT INFORMATION

Parent/Guardian Name: _____

Address: _____ City: _____ Zip Code: _____

Home Phone Number: _____ Work Phone Number: _____

Cell Phone Number: _____ E-mail address: _____

If appeal is approved, the student will be enroll in the Pre-AP course(s) on a first-come, first served basis. **(Subject to course availability)**

Please Initial

_____I am aware that my child is not guaranteed enrollment in the requested course and that there is no appeal process at the High School Level.

☐ APPEAL APPROVED

☐ APPEAL DENIED

PARENT/GUARDIAN SIGNATURE	DIRECTOR OF INSTRUCTIONAL SERVICES

DESCRIPTIONS
OF
JUNIOR HIGH COURSES OFFERED
TO
EAGLE PASS ISD STUDENTS

ENGLISH LANGUAGE ARTS

Course No.	Subject	Grade
7101	7 English Language Arts /Reading	7
7100	7 English Language Arts/Reading Pre-AP	7
7106	7 Language Arts (EPJH)	7
4055	7 Reading Lab (MJH)	7
7105	7 Language Arts (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 (EPJH)	8
4851	8 Reading Lab (MJH)	8
8105	8 Language Arts (EPJH)	8
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 8th Grade or Pre-AP English Language Arts 8th 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 8th Grade or Pre-AP English Language Arts 8th Grade

4055 **7 Reading (MJH)**
7105 **7 Language Arts (EPJH)**
Prerequisite: **Placement based on Reading STAAR & 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 /Language Arts 8th 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 (MJH)**
8105 **8 Language Arts (EPJH)**
Prerequisite: **Placement based on STAAR 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.

Mathematics

Course No.	Subject	Grade
7301	7 Mathematics	7
7200	7 Mathematics Pre-AP	7
6710	7 Basic Math	7
8301	8 Mathematics	8
8200	8 Mathematics Pre-AP	8
8220	8 Mathematics PIE (MJH)	8
8303	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 8th 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 8th Grade and if approved Algebra I Pre-AP

8301 8 Mathematics

Prerequisite: All students are required to take 8 Mathematics or Pre-AP Math

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
8200 8 Mathematics 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
8301 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 8th 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

Course No.	Subject	Grade
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 8th Grade or Science 8th 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 8th Grade or Science 8th 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

Course No.	Subject	Grade
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? 8th Grade Social Studies or 8th 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? 8th Grade Social Studies or 8th Grade Pre-AP Social Studies

8601 8 Social Studies (United States History Part I)
Prerequisite: Social Studies 7th 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 7th or 8th grade.

Band

Course No.	Subject	Grade
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

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.

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

Art

Course No.	Subject	Grade
4090	Art	7-8
4120	Art (EPJH)	8

4090 **Art**
4120 **Art**
Prerequisite: **None**

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

Course No.	Subject	Grade
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

4500 **7 Physical Education**
4600 **8 Physical Education**
4610 **8 Physical Education**
Prerequisite: **None**

4750 **7 Athletics (Boys)**
4770 **7 Athletics (Girls)**
4850 **8 Athletics (Boys)**
4870 **8 Athletics (Girls)**
Prerequisite: **Coach Recommendation**

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 8th Grade or P.E./Athletics (High School)

Other Electives

Course No.	Subject	Grade	High School Credit
4320	8 Spanish	8	
8848	Exploring Careers	8	
2710	Touch System Data Entry (Keyboarding)	8	0.5

4320 **8 Spanish**
Prerequisite: **None**

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)

8848 **Exploring Careers**
Prerequisite: **None**

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.

2710 Touch System Data Entry (Keyboarding)
Prerequisite: None

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.

Eagle Pass Independent School District

House Bill 5 High School Graduation Requirements Overview

*** Distinguished Level of Achievement ***

Student must fulfill the Graduation Requirements of at least 1 Endorsement and successfully complete Algebra II.

Foundation + Endorsement Plan - 26 Credits

STEM		Business & Industry		Public Service		Arts & Humanities		Multidisciplinary Studies	
English Language Arts (4 Credits)		**English Language Arts (4 Credits)**		**English Language Arts (4 Credits)**		**English Language Arts (4 Credits)**		**English Language Arts (4 Credits)**	
English I	1	English I	1	English I	1	English I	1	English I	1
English II	1	English II	1	English II	1	English II	1	English II	1
English III	1	English III	1	English III	1	English III	1	English III	1
Advanced English Course	1	Advanced English Course	1	Advanced English Course	1	Advanced English Course	1	**English IV**	1
Mathematics (4 -5 Credits) **		**Mathematics (4 Credits) ****		**Mathematics (4 Credits) ****		**Mathematics (4 Credits) ****		**Mathematics (4 Credits) ****	
Algebra I/PAP	1	Algebra I	1	Algebra I	1	Algebra I	1	Algebra I	1
Geometry/PAP	1	Geometry	1	Geometry	1	Geometry	1	Geometry	1
Algebra II/PAP * †	1	Algebra II *	1	Algebra II *	1	Algebra II *	1	**Algebra II/PAP * †**	1
Advanced Mathematics Course	1	Advanced Mathematics Course *	1	Advanced Mathematics Course *	1	Advanced Mathematics Course *	1	Advanced Mathematics Course *	1
Science (4-5 Credits) **		**Science (4 Credits) ****		**Science (4 Credits) ****		**Science (4 Credits) ****		**Science (4 Credits) ****	
IPC or Advanced Science	1	IPC	1	IPC	1	IPC	1	IPC	1
Biology PAP	1	Biology	1	Biology	1	Biology	1	Biology	1
Chemistry/PAP †	1	Advanced Science Course	1	Advanced Science Course	1	Advanced Science Course	1	**Chemistry/PAP or Physics/PAP**	1
Physics/PAP †	1	Advanced Science Course	1	Advanced Science Course	1	Advanced Science Course	1	Advanced Science Course	1
Social Studies (4 Credits)		**Social Studies (4 Credits)**		**Social Studies (4 Credits)**		**Social Studies (4-5 Credits)**		**Social Studies (4 Credits)**	
World Geography	1	World Geography	1	World Geography	1	World Geography	1	World Geography	1
World History	1	World History	1	World History	1	World History	1	World History	1
U. S. History	1	U. S. History	1	U. S. History	1	U. S. History	1	U. S. History	1
Economics	0.5	Economics	0.5	Economics	0.5	Economics	0.5	Economics	0.5
U. S. Government	0.5	U. S. Government	0.5	U. S. Government	0.5	U. S. Government	0.5	U. S. Government	0.5
Physical Education (1 Credit)	1	**Physical Education (1 Credit)**	1	**Physical Education (1 Credit)**	1	**Physical Education (1 Credit)**	1	**Physical Education (1 Credit)**	1
LOTE (Foreign Language 2 Credits)		**LOTE (Foreign Language 2 Credits)**		**LOTE (Foreign Language 2 Credits)**		**LOTE (Foreign Language 2 Credits)**		**LOTE (Foreign Language 2 Credits)**	
Foreign Language # 1	1	Foreign Language # 1	1	Foreign Language # 1	1	Foreign Language # 1	1	Foreign Language # 1	1
Foreign Language # 2	1	Foreign Language # 2	1	Foreign Language # 2	1	Foreign Language # 2	1	Foreign Language # 2	1
Fine Arts (1 Credit)	1	**Fine Arts (1 Credit)**	1	**Fine Arts (1 Credit)**	1	**Fine Arts (1 Credit)**	1	**Fine Arts (1 Credit)**	1
STEM Requirements		**CTE Electives**		**CTE Electives**		**CTE Electives**		**CTE Electives**	
STEM Course # 1	1	***B & I Course # 1***	1	**Public Service Course # 1**	1	**Arts & Humanities Course # 1**	1	**Multidisciplinary Course # 1**	1
STEM Course # 2	1	***B & I Course # 2***	1	**Public Service Course # 2**	1	**Arts & Humanities Course # 2**	1	**Multidisciplinary Course # 2**	1
STEM Course # 3	1	***B & I Course # 3***	1	**Public Service Course # 3**	1	**Arts & Humanities Course # 3**	1	**Multidisciplinary Course # 3**	1
STEM Course # 4	1	***B & I Course # 4***	1	**Public Service Course # 4**	1	**Arts & Humanities Course # 4**	1	**Multidisciplinary Course # 4**	1
BIM I	1	**BIM I**	1	**BIM I**	1	**BIM I**	1	**BIM I**	1
Prof. Communications	0.5	**Prof. Communications**	0.5	**Prof. Communications**	0.5	**Prof. Communications**	0.5	**Prof. Communications**	0.5
Health	0.5	**Health**	0.5	**Health**	0.5	**Health**	0.5	**Health**	0.5
Total	**26**	**Total**	26	**Total**	26	**Total**	26	**Total**	26

Foundation Graduation Plan - 22 Credits

English Language Arts (4 Credits)
Mathematics (3 Credits)
Science (3 Credits)
Social Studies (3 Credits)
Physical Education (1 Credit)
Foreign Language (2 Credits)
Fine Arts (1 Credit)
BIM/Health/Communications (2 Credits)
Electives (3 Credits)

Parent or Legal guardian must request after sophomore year.

State Assessment Requirements

English I
English II
Algebra I
Biology
US History

Performance Acknowledgements

Outstanding Performance
Dual Credit Course Work
AP, PSAT, SAT or ACT

Certification
Nationally or Internationally recognized business or industry certification or license

* Algebra II is required for Distinguished Level of Achievement

** Required for any Endorsement

† Required for STEM Endorsement

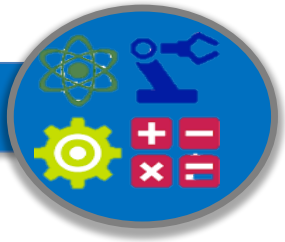
Endorsement Requirements

For a detailed 4 year plan see your counselor

HB5 Graduation Requirements

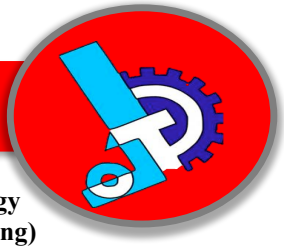
Endorsement Options: Requires the completion of a coherent sequence of four credits in one of the following:

Science, Technology, Engineering, & Mathematics STEM



- ☐ **Computer Science**
- ☐ **Engineering***
- ☐ **Math**
- ☐ **Science**

Business & Industry



- ☐ **Agriculture, Food, & Natural Resources**
- ☐ **Construction**
- ☐ **Arts, Audio/Video Technology, & Communication**
- ☐ **Business Management & Administration**
- ☐ **Hospitality & Tourism (Culinary Arts)**
- ☐ **Information Technology**
- ☐ **Manufacturing (Welding)**
- ☐ **Marketing**
- ☐ **Transportation, Distribution, and Logistics (Auto Tech)**
- ☐ **Advanced Journalism: Yearbook**

Multidisciplinary Studies

- ☐ **Four by Four**
- ☐ **AP or Dual Credit**

Arts & Humanities

- ☐ **Social Studies**
- ☐ **Foreign Language**
- ☐ **Fine Arts**
  - **Art**
  - **Theatre Arts**
  - **Music**

Public Service

- ☐ **Education & Training** ***(Teacher Training Program)***
- ☐ **Health Science** ***(Application Required)***
  - **Certified Nursing Assistant– CNA/ Phlebotomy / EKG *+**
  - **Emergency Medical Responder-EMR***
  - **Medical Billing & Coding – MBC***
  - **Pharmacy Tech***
- ☐ **Human Services**
  - **Cosmetology***
- ☐ **Law, Public, Safety, Corrections, & Security**
  - **Public Safety**
- ☐ **JROTC**

* *Application Required* *+ Dual Credit Course Agreement Required*

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.

Grade 9 before the 2017-18 School Year

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

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 Advanced Placement (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:

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

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ACADEMIC ACHIEVEMENT
CLASS RANKING EIC (LOCAL)

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 admission under state law. [See EIC(LEGAL)]

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:

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.

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.

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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.

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.

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.

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:

Category	Weight
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

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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:

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

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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 shall be graduating after exactly eight semesters of enrollment in high school.

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.

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.

MY NOTES