

A dense collage of various scientific and educational icons, including a laptop, microscope, DNA helix, pi symbol, graduation cap, and chemical flask, all rendered in shades of gray.

State Testing Requirements for Middle School Students

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- 6th Grade: Math & Reading
- 7th Grade: Math, Reading, & Writing
- 8th Grade: Math, Reading, Science, & Social Studies

Successful performance on the reading and math assessments in grade 8 is required by law, unless the student is enrolled in a reading or math course intended for students over the student's current grade level, in order for the student to be promoted to the next grade level.

STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

Alternative Methods for Earning Credit

CISD students have the opportunity to earn credit beyond enrollment in the traditional classroom setting. Specific requirements must be met in using the following alternative methods for earning credit.

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

CISD students have the option of accelerating coursework without prior instruction and earning course credit by examination (CBE). Students must follow the district procedures and schedule for taking a CBE and must score “80” or above to receive credit. The district will offer four testing dates in the calendar year. Students may choose from one of these dates and must submit a written request to the campus principal. Students in grades 6-8 must successfully complete CBEs in all four core areas in order to earn promotion. Texas State Board of Education rules put a cap on the number of times a student may attempt to earn CBE for a course. Students who are unsuccessful may retest during one additional administration in the same school year; however, students will not be eligible to take a CBE for a particular course more than two times. If a student fails to earn credit before the beginning of the school year in which the student would be required to enroll in the course, then the student would need to complete the course instead of taking a CBE. Courses completed through CBEs are unweighted.

SUMMER SCHOOL

The purpose of the CISD Summer School Program is credit recovery. Courses taught during summer school are not eligible for acceleration or for first time enrollment. These courses supplement instruction in courses that students did not successfully complete during the regular school year. Summer school courses have a course weight of 1.1.

Honors Courses

What are Honors Courses?

Preparing and motivating middle school and high school students for AP classes and college-level work must begin before they reach eleventh or twelfth grade. The earlier students acquire analytical thinking and communication skills, the more likely they are to succeed in academically challenging courses such as AP. Therefore, CISD offers honors courses beginning with grade 6. Although honors courses are not prerequisites for AP courses, they are highly recommended.

What background is needed for students to succeed in Honors Courses?

Students must be dedicated to complete a more rigorous course of study. The keys to success are maturity, motivation, self-discipline, and academic preparation. In the Honors program, students are encouraged to ask good questions, to acquire deep understandings, to apply comprehensive analytical techniques, and to construct good written and verbal arguments.

PARENT OVERRIDE

In an effort to place students in appropriate level classes, admission criteria have been established for honors courses:

6th Grade Honors Courses

All students must successfully complete a state required readiness assessment. In addition, students must meet both of the following two requirements.

1. Must have achieved a final course grade of “90” or above in the previous year.
2. Must have met passing standard of “Meets” or “Masters” on the state assessment.

7th & 8th Grade Honors Courses

All students must successfully complete a state required readiness assessment. In addition, students must meet both of the following two requirements.

1. Must have achieved a final course grade of “90” or above in regular courses or “85” or above in Honors courses in the previous year
2. Must have met passing standard of “Meets” or “Masters” on the state assessment. For 8th grade Honors English you must have “meets” or “masters” on the Reading **and** Writing assessment.

Accelerated Math Courses

What is the Accelerated Math Program?

Algebra I is the foundation for all high school and college mathematics. In addition, significant portions of both the ACT and SAT college entrance exams assess the foundational concepts of Algebra. It is our goal to build the accelerated math curriculum in such a way that students have the foundation to be successful in advanced math. We have carefully designed the accelerated math curriculum with these goals in mind:

- Students will have the foundation they need to be successful in Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and dual credit (DC) math courses at the high school level.
- Students will master Algebra I knowledge and skills at the required level of rigor to be successful on the State of Texas End-of-Course Exam.
- Course curriculum and instructional strategies will equip students with 21st century knowledge and skills to pursue a rigorous STEM education at C.H. Yoe High School.
- Students will acquire algebraic knowledge and skills essential for success on college entrance exams.

Entrance Requirements for the Accelerated Math Program

Math 6 Accelerated

All students must successfully complete a state required readiness assessment. In addition, students must meet both of the following two requirements.

1. Must have achieved a final mathematics course grade of “90” or above in 5th grade Math
AND
2. Must have met passing standard of “Meets” or “Masters” on the state assessment.

Math 7 Accelerated

All students must successfully complete a state required readiness assessment. In addition, students must meet both of the following two requirements.

1. Must have achieved a final mathematics course grade of “85” or above in Accelerated Math 6 (7th grade curriculum).
AND
2. Must have met passing standard of “Meets” or “Masters” on the state assessment.

Honors Math 8

All students must successfully complete a state required readiness assessment. In addition, students must meet both of the following two requirements.

1. Must have achieved a final mathematics course grade of “90” in Math 7
AND
2. Must have met passing standard of “Meets” or “Masters” on the state assessment.

Algebra 1

1. Must have achieved a final mathematics course grade of “85” or above in Accelerated Math 7 (8th grade curriculum)

AND

2. Must have met passing standard of “Meets” or “Masters” on the state assessment.

If your child does not meet these requirements, as a parent you may request that admission requirements be waived for your child by completing the *Parent Override Form for Admissions* for Honors courses. This form must be submitted prior to beginning the course.

When you submit the *Parent Override Form*, you must understand that your child must remain in the course for the first grading period. **A schedule change will not be made until the end of the first six weeks.** Schedule changes will only be made with the approval of the principal, counselor, teacher, and parent. The grade earned will appear on the report card.

Students who enter a honors class based on a parent override will be placed on academic probation for the first six week grading period. At the end of the grading period, the student’s performance will be evaluated based on the maintenance requirements listed below.

MAINTENANCE REQUIREMENTS

To remain in these courses, students must maintain certain academic standards:

- A student who earns a 69 or below in a six week grading period will be placed on academic probation.
- If a student earns 69 or below in any two six weeks during the first semester, the student will be placed into the corresponding regular level class. Under extenuating circumstances, the probationary period may be extended if the teacher, parent, and principal are in consensus.
- Students enrolled in these courses should expect high standards and an additional time requirement.

HONOR CODE

The following honor code will be placed in all honors course syllabi:

This class will be conducted under an honor code. All students will be expected to do their own work. Occasionally, students will be given projects or exams that must be completed outside of class. If a student breaks this code, the student may be removed from the course.

Student & Parent Responsibilities:

STUDENT: I understand the expectations laid out in this contract and agree to organize my time and effort to successfully complete my honors course(s). I will notify the teacher immediately if I fall behind in class readings or assignments.

PARENT: I agree to be familiar with the honors course requirements and to help my son/daughter organize study time in support of class assignments. I will notify the instructor(s) immediately of any concerns that I have relating to the honors class or my child's progress.

Student Signature: _____

Parent Signature: _____

Date: _____

Gifted/Talented Program

Gifted students perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. Cameron ISD gifted students may receive services through Independent Research, as well as Honors, Pre-AP and AP courses.

Special Education

Special Education Program

Special education and related services are a part of a free, appropriate public education designed to meet the unique needs of students with disabilities. The mission of special education in CISD is to create a learning environment through a unified educational system which respects and values all students. The primary focus of CISD special education programs is first and foremost the provision of services that will ensure each student's success.

Special education students are those whose identified disabilities are so limiting as to require the provision of special services in addition to, or in place of, instruction in the regular classroom. Students with disabilities have equal access to compensatory, remedial, tutorial, and other appropriate programs available to students without disabilities. Students are identified and served by special education through the utilization of the child-centered process and are educated with their peers (as appropriate) who do not have disabilities.

Special education provides all students with disabilities full educational opportunity through the utilization of a wide range of instructional arrangements and programs. Services are provided to students who are disabled beginning on their 3rd birthday and who have not reached their 22nd birthday by September 1 of the current

scholastic year. Students who are identified as having a visual or auditory impairment may begin services at birth.

Instruction is designed to help the student most effectively develop those skills and concepts necessary for independent functioning. Emphasis is placed upon determining first the academic and affective strengths and deficits, then prescribing those learning activities which foster the development of those skills and concepts. Because students differ both in the preferred modality of learning and in levels of functioning, a variety of methods, materials, and techniques are utilized, with the Admission, Review, and Dismissal Committee determining which are most beneficial for the individual student's growth in mastery of skills and in acquisition of compensatory behaviors.

Limited English Proficiency

Students who have been identified as limited English proficient may participate in a special language program that is an integral part of the total school program. The program emphasizes the mastery of basic English language skills so that students will be able to participate effectively in the regular school program as soon as practical.

Dyslexia Program

The Dyslexia Program offers instruction in a small class setting that includes reading, writing, and spelling as appropriate. The major instructional strategies utilize individualized, intensive, and multisensory methods. The program emphasizes the mastery of basic English language skills so students will be able to participate effectively in the regular school program.

Textbooks/Digital Textbooks

Textbooks are state-owned and are issued to students free of charge. Each student is responsible for paying for lost or damaged books.

Nondiscrimination Policy

The policy of the Cameron Independent School District is to comply fully with the nondiscrimination provisions of all state and federal laws and regulations by assuring that students are afforded equal access to regular, vocational, special education programs, and activities without regard to race, religion, color, national origin, sex, or handicapping conditions as provided in these laws and regulations.

101 Great Books

Recommended for College-Bound Readers by the College Board

- Beowulf*
Things Fall Apart (Chinua Achebe)
A Death in the Family (James Agee)
Pride and Prejudice (Jane Austen)
Go Tell It on the Mountain (James Baldwin)
Waiting for Godot (Samuel Beckett)
The Adventures of Augie March (Saul Bellow)
Jane Eyre (Charlotte Bronte)
Wuthering Heights (Emily Bronte)
The Stranger (Albert Camus)
Death Comes for the Archbishop (Willa Cather)
The Canterbury Tales (Geoffrey Chaucer)
The Cherry Orchard (Anton Chekov)
The Awakening (Kate Chopin)
Heart of Darkness (Joseph Conrad)
The Last of the Mohicans (James Fenimore Cooper)
The Red Badge of Courage (Stephen Crane)
Inferno (Dante)
Don Quixote (Miguel de Cervantes)
Robinson Crusoe (Daniel Defoe)
A Tale of Two Cities (Charles Dickens)
Crime and Punishment (Fyodor Dostoyevsky)
Narrative of the Life of Frederick Douglass (Frederick Douglass)
An American Tragedy (Theodore Dreiser)
The Three Musketeers (Alexandre Dumas)
The Mill on the Floss (George Eliot)
Invisible Man (Ralph Ellison)
Selected Essays (Ralph Waldo Emerson)
As I Lay Dying (William Faulkner)
The Sound and the Fury (William Faulkner)
Tom Jones (Henry Fielding)
The Great Gatsby (F. Scott Fitzgerald)
Madame Bovary (Gustave Flaubert)
The Good Soldier (Ford Madox Ford)
Faust (Johann Wolfgang von Goethe)
Lord of the Flies (William Golding)
of the D'Urbervilles (Thomas Hardy)
The Scarlet Letter (Nathaniel Hawthorne)
Catch 22 (Joseph Heller)
A Farewell to Arms (Ernest Hemingway)
The Iliad (Homer)
The Odyssey (Homer)
The Hunchback of Notre Dame (Victor Hugo)
Their Eyes Were Watching God (Nora Neale Hurston)
Brave New World (Aldous Huxley)
A Doll's House (Henrik Ibsen)
The Portrait of a Lady (Henry James)
The Turn of the Screw (Henry James)
A Portrait of the Artist as a Young Man (James Joyce)
The Metamorphosis (Franz Kafka)
Native Son (Richard Wright)
The Woman Warrior (Maxine Hong Kingston)
To Kill a Mockingbird (Harper Lee)
Babbitt (Sinclair Lewis)
The Call of the Wild (Jack London)
The Magic Mountain (Thomas Mann)
One Hundred Years of Solitude (Gabriel Garcia Marquez)
Bartleby the Scrivener (Herman Melville)
Moby Dick (Herman Melville)
The Crucible (Arthur Miller)
Beloved (Toni Morrison)
A Good Man is Hard to Find (Flannery O'Connor)
Long Day's Journey into Night (Eugene O'Neill)
Animal Farm (George Orwell)
Doctor Zhivago (Boris Pasternak)
The Bell Jar (Sylvia Plath)
Selected Tales (Edgar Allan Poe)
Swann's Way (Marcel Proust)
The Crying of Lot 49 (Thomas Pynchon)
All Quiet on the Western Front (Erich Maria Remarque)
Cyrano de Bergerac (Edmond Rostand)
Call It Sleep (Henry Roth)
The Catcher in the Rye (J.D. Salinger)
Hamlet (William Shakespeare)
Macbeth (William Shakespeare)
A Midsummer Night's Dream (William Shakespeare)
Romeo and Juliet (William Shakespeare)
Pygmalion (George Bernard Shaw)
Frankenstein (Mary Shelley)
Ceremony (Leslie Marmon Silko)
One Day in the Life of Ivan Denisovich (Alexander Solzhenitsyn)
Antigone (Sophocles)
Oedipus Rex (Sophocles)
The Grapes of Wrath (John Steinbeck)
Treasure Island (Robert Louis Stevenson)
Uncle Tom's Cabin (Harriet Beecher Stowe)
Gulliver's Travels (Jonathan Swift)
Tess
Vanity Fair (William Thackeray)
Walden (Henry David Thoreau)
War and Peace (Leo Tolstoy)
Fathers and Sons (Ivan Turgenev)
The Adventures of Huckleberry Finn (Mark Twain)
Candide (Voltaire)
Slaughterhouse-Five (Kurt Vonnegut, Jr.)
The Color Purple (Alice Walker)
The House of Mirth (Edith Wharton)
Collected Stories (Eudora Welty)
Leaves of Grass (Walt Whitman)
The Picture of Dorian Gray (Oscar Wilde)
The Glass Menagerie (Tennessee Williams)
To the Lighthouse (Virginia Woolf)

A dense collage of various scientific and educational icons in shades of gray. The icons include a laptop, microscope, DNA helix, atom, lightbulb, and mathematical symbols like pi and infinity. The icons are arranged in a way that they overlap and fill the entire frame, creating a rich, textured background.

6th Grade Course Descriptions

English Language Arts/Reading

English Language Arts/Reading 6

Grade Placement: 6th

Prerequisite: None

Credit: 1

What's Next? English Language Arts/Reading 7 or

Honors English Language Arts/Reading 7

Students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations, organize and summarize spoken messages, and evaluate their own oral presentations. The students will read widely in classic and contemporary selections and informational texts. The students will be able to select and to use different forms of writing for specific purposes such as to inform, to persuade, or to entertain. Sixth grade students will evaluate the purposes and effects of film, print, and technology presentations.

Honors English Language Arts/Reading 6

Grade Placement: 6th

Prerequisites:

3. Must have met passing standard of "Meets" or "Masters" on the state assessment.

AND

- Have a final average of at least a 90 in 5th grade English Language Arts/Reading.

Credit: 1

What's Next? English Language Arts/Reading 7 or

Honors English Language Arts/Reading 7

Students master previously learned skills in increasingly complex presentations, reading selections, and written compositions. Sixth grade students take notes during oral presentations, organize and summarize spoken messages, and evaluate their own oral presentations. The students will read widely in classic and contemporary selections and informational texts. The students will be able to select and to use different forms of writing for specific purposes such as to inform, to persuade, or to entertain. Sixth grade students will evaluate the purposes and effects of film, print, and technology presentations. In addition to the grade level requirements, this course prepares intrinsically motivated, task-oriented, proficient readers and disciplined writers for success in our Honors Program. Students will grasp and master grade level curriculum and move beyond basic concepts through rapid transition from concrete to abstract conceptual learning.

Mathematics

Math 6

Grade Placement: 6th

Prerequisite: None

Credit: 1

What's Next? Math 7 or Accelerated Math 7

Students will explore the essential academic elements of mathematics. In this course, the primary focal points are ratios and proportions, equations and inequalities, rational number and integer operations, geometry, measurement, data analysis, and financial literacy. The students will build a foundation of basic understandings in number and quantitative reasoning, patterns, relationships, algebraic thinking, geometry, measurement, and statistics. Students also will use problem solving in meaningful context, language and communication, connections within and outside mathematics, and formal and informal reasoning along with technology to develop conceptual understanding and to solve problems in mathematics.

Accelerated Math 6

Grade Placement: 6th

Prerequisites:

4. Must have met passing standard of “Meets” or “Masters” on the state assessment.
AND
- Have a final average of at least a 90 in 5th grade Math.

Credit: 1

What’s Next? Math 7 or Accelerated Math 7

This is a rigorous, fast-paced and accelerated course that offers a study of 6th and 7th grade curriculum and prepares students to take Algebra I in 8th grade. The primary focal points are using direct proportional relationships in numbers, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data.

Students will take **STAAR Math 7**

Science**Science 6**

Grade Placement: 6th

Prerequisite: None

Credit: 1

What’s Next? Science 7

The study of science includes conducting field and laboratory investigations using scientific methods, analyzing data, making informed decisions, and using tools such as beakers, test tubes, and spring scales to collect, analyze and record information. Students also use computers and information technology tools to support scientific investigations. The students will identify components of the solar system, investigate the rock cycle, identify sources of water, identify changes in objects when acted upon by a force, and identify life processes.

Social Studies**Social Studies 6**

Grade Placement: 6th

Prerequisite: None

Credit: 1

What’s Next? Texas History

Students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. To support the teaching of the essential knowledge and skills, the students will use a variety of rich primary and secondary source materials such as biographies and autobiographies, novels, speeches, letters, poetry, songs, and artwork.

Physical Education**Students must complete at least 4 semesters of physical education in grades 6-8.****Physical Education 6**

Grade Placement: 6th

Prerequisite: None

Credit: 1

What’s Next? Physical Education or Athletics

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the life span.

Pre-Athletics Boys**Pre-Athletics Girls**

Grade Placement: 6th

Prerequisite: None

Credit: 1

What’s Next? Physical Education or Athletics

Students will practice basic skills under the supervision of certified personnel in an intramural setting. Students will learn the rules and fundamentals of football (boys), volleyball (girls), basketball, and track. Cardiovascular exercises and weight training also will be taught. A physical is not required.

Fine Arts

2 semesters of a Fine Arts class(es) is required

Band 6

Grade Placement: 6th

Prerequisite: None

Credit: 1

What's Next? Concert Band

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In Beginning Band, students are introduced to their chosen instruments and spend their first year on fundamentals in like-instruments classes. Classes will be offered in brass, clarinet, trumpet, woodwinds, and percussion/French horns. Performances will be scheduled periodically throughout the year including a Christmas concert, spring concert, and a solo and ensemble contest. Parents of students enrolled in this course will be contacted by the band director for an appointment to decide which instrument will be played. A rental-purchase plan is available to obtain instruments; however, the school does provide some instruments.

Art I

Grade Placement: 6-8

Prerequisite: None

Credit: .5

By analyzing artistic styles and historic periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of Lifelong skills of making informed judgments and evaluations. The curriculum will include a review of the elements and principles of art, with use of varied media being explored. A foundation of art criticism and art history will be studied. Procedures concerning banner design and banner printing will be covered. Drawing and other art foundations will also be emphasized.

7th Grade Course Descriptions

English Language Arts/Reading

English Language Arts/Reading 7

Grade Placement: 7th

Prerequisite: English Language Arts/Reading 6

Credit: 1

What's Next? English Language Arts/Reading 8 or

Honors English Language Arts/Reading 8

Students refine and master previously learned knowledge and skills in increasingly complex presentations and reading selections. Students evaluate a spoken message in terms of its content, credibility and delivery and continue to read widely in classic and contemporary selections and informational texts. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis.

Honors English Language Arts/Reading 7

Grade Placement: 7th

Prerequisites:

5. Must have met passing standard of "Meets" or "Masters" on the state assessment.
AND
- Have a final average of at least a 90 in 6th grade English Language Arts/Reading or an 85 in Honors English Language Arts/Reading.

Credit: 1

What's Next? English Language Arts/Reading 8 or

Honors English Language Arts/Reading 8

Students refine and master previously learned knowledge and skills in increasingly complex presentations and reading selections. Students evaluate a spoken message in terms of its content, credibility and delivery and continue to read widely in classic and contemporary selections and informational texts. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. 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.

Mathematics

Math 7

Grade Placement: 7th

Prerequisite: Math 6

Credit: 1

What's Next? Math 8, Honors Math 8

Students will explore the essential academic elements of mathematics. In this course, students will focus on proportional relationships, expressions and equations, probability and statistics, data analysis, and financial literacy. The students will continue to build a foundation in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Seventh grade students will use technology along with other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.

Accelerated Math 7

Grade Placement: 7th

Prerequisites:

6. Must have met passing standard of “Meets” or “Masters” on the state assessment.
AND
- Have a final average of at least an 85 in Accelerated Math 6.
- Credit: 1

What’s Next? Honors Math 8 or Algebra I

This is a rigorous, fast-paced and accelerated course that offers a study of 7th and 8th grade curriculum and prepares students to take Algebra I in 8th grade. The primary focal points for 7th grade accelerated Mathematics are using relationships in numbers, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; using statistical measures to describe data; using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions.

Students will take STAAR Math 8

Science**Science 7**

Grade Placement: 7th

Prerequisite: Science 6

Credit: 1

What’s Next? Science 8

Students will conduct field and laboratory investigations using scientific methods, critical thinking, and problem solving. They will use tools such as weather instruments and calculators to collect and to analyze information in explaining a phenomenon. Students also use computers and information technology tools to support scientific investigations.

Social Studies**Texas History 7**

Grade Placement: 7th

Prerequisite: Social Studies 6

Credit: 1

What’s Next? U.S. History 8

Students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. The students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens.

Physical Education**Students must complete at least 4 semesters of physical education in grades 6-8.****Physical Education 7/8**Grade Placement: 7th – 8th

Prerequisite: None

Credit: 1

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the life span.

Boys Athletics 7**Girls Athletics 7**Grade Placement: 7th

Prerequisite: None

Credit: 1

Students will engage in team competition with students from other schools. Boys will compete in the areas of football, basketball, and track; girls will compete in volleyball, basketball, and track. A physical is required. Passing grades of 70 or above in all classes must be maintained.

Aerobic Running Grade Placement: 7 th / 8 th Prerequisite: None Credit: 1	Aerobic running is a form of cardiovascular conditioning/discussion topics including weather-related conditions, proper running mechanics, and types of training and benefits of cardiovascular conditioning. Students participate in races in the fall and in track in the spring.
Electives	
Concert Band Grade Placement: 7 th Prerequisite: Band 6 Credit: 1 What's Next? Symphonic Band	Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Seventh grade band performs at selected home football games, pep rallies, concerts, and competitions.
Journalism Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Students write and edit school publications, including the yearbook. Production will involve photography, layout and design, and extensive writing.
Teen Leadership Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Students learn to take responsibility, to express themselves, and to handle problems and decisions when they arise. Students also learn to recognize and resist peer pressure, to set personal and professional goals, and to become better family members and citizens. The course builds personal responsibility and leadership skills through role playing, group activities, speeches, and projects.
Leading Through Character Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Promotes key leadership skills while emphasizing positive character traits, such as honesty, integrity, compassion, and courage. Students evaluate the lives and works of key historical and present day individuals who serve as positive role models. Students also analyze ethical dilemmas and discuss personal choices that lead to positive solutions to problems.
Introduction to Culinary Arts Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	An introduction to the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.
Introduction to Horticulture Grade Placement: 7 th Prerequisite: None Credit: .5 What's Next? AG 101/102	An understanding of common horticultural management practices as they relate to food and ornamental plant production.
Introduction to Woodworking Grade Placement: 7 th Prerequisite: None Credit: .5 What's Next? AG 101/102	An introduction to the fundamentals and principles of tools and technologies using wood materials in an agricultural shop class.
Introduction to Welding Grade Placement: 7 th Prerequisite: None Credit: .5 What's Next? AG 101/102	An introduction to the fundamentals of equipment used in welding, including welding and cutting safety and basic welding and cutting.

Introduction to Ag Mechanics Grade Placement: 7 th Prerequisite: None Credit: .5 What's Next? AG 101/102	This course is designed as an introduction to the understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.
3D Design Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course provides students the opportunity to create and manipulate computer graphics, work with multimedia, take on the role of a designer, and uses 3D solid modeling software to design and present ideas, and learn how to effectively use presentation software to communicate your ideas. While doing fun and engaging activities, you will also explore the skills needed for college and career readiness, learn about the labor market and develop skills for success in the workplace.
Introduction to Game Programming and Design Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.
Concepts of Engineering and Technology Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system.
Digital Art and Animation Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course consists of computer images and animations created with digital imaging software. The course has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations.
Digital Video and Audio Design Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Students will apply academic knowledge and skills in audio and video projects. Students will examine problem-solving methods and will employ critical-thinking and interpersonal skills independently and in teams. Students also will apply information technology applications and professional

communication strategies while demonstrating an understanding of pre-production and post-production processes. The course will emphasize ethical decision making and compliance with laws regarding the use of technology in audio and video production.

Art I

Grade Placement: 6-8

Prerequisite: None

Credit: .5

What's Next? Art II

By analyzing artistic styles and historic periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of Lifelong skills of making informed judgments and evaluations. The curriculum will include a review of the elements and principles of art, with use of varied media being explored. A foundation of art criticism and art history will be studied. Procedures concerning banner design and banner printing will be covered. Drawing and other art foundations will also be emphasized.

Art II

Grade Placement: 7th/8th

Prerequisite: None

Credit: .5

What's Next?

Students will further explore the elements of art and principles of design, as presented in Art I. Students will be encouraged and expected to display a higher degree of initiative and creativity in the production of all work, regardless of chosen medium, whether it be ceramics, painting, drawing, cartooning, or computer art. Students may, at times, complete independent projects with a teacher- approved goal in mind.

8th Grade Course Descriptions

English Language Arts/Reading

English Language Arts/Reading 8

Students refine and master previously learned

Grade Placement: 8th
Prerequisite: English Language Arts/Reading 7
Credit: 1
What's Next? English I or Honors English I

knowledge and skills in increasingly complex presentations, reading selections, and writing. The students will read widely in classic and contemporary selections and informational texts and will identify characteristics of various literary forms. Students will produce multi-paragraph compositions with varied sentence structure. Eighth grade students present oral and written reports, including presentations strengthened by visuals and media.

Honors English Language Arts/Reading 8

Grade Placement: 8th

Prerequisites:

7. Must have met passing standard of "Meets" or "Masters" on the state assessment (**Reading AND Writing**).
- AND
- Have a final average of at least a 90 in 7th grade English Language Arts/Reading or an 85 in Honors English Language Arts/Reading.

Credit: 1

What's Next? English I or Honors English I

Honors Language Arts in 8th grade is designed for the student who expects to demonstrate higher level thinking skills. The course provides an opportunity for students to develop strong analytical thinking and writing skills necessary for success in the AP program. The course involves the study of themes in literature and literary terms. Various types of literature, such as poetry, drama, short stories, nonfiction and novels will be used as springboards for the writing of literary analysis. Students will be expected to do independent reading to prepare themselves for specific writing projects. Students also will focus on the analysis of language and literature and will develop critical reading skills. Students will then apply those analysis skills in their writing.

Mathematics

Math 8

Grade Placement: 8th

Prerequisite: Math 7

Credit: 1

What's Next? Algebra I

Math 8 is an in-depth study of introductory concepts necessary before taking Algebra I. Concepts of proportionality, expressions, equations, mathematical relationships, foundations of functions, geometry, measurement, data analysis, and personal finance are explored.

Honors Math 8

Grade Placement: 8th

Prerequisites:

8. Must have met passing standard of "Meets" or "Masters" on the state assessment.
- AND
- Have a final average of at least a 90 in 7th grade Math
- Credit: 1

What's Next? Algebra I

Honors Math 8 is designed to stimulate and challenge students with a higher level of mathematical reasoning. The course will provide students with the opportunity to cover the same content as Math 8 but with an accelerated pace, more extensions, more depth, and more complexity.

- *Will they take STAAR8 again, if took in 7th grade?(Not to put in guide)*

Algebra I

Grade Placement: 8th

Prerequisites:

9. Must have met passing standard of "Meets" or "Masters" on the state assessment.

Algebra I is considered the entry course for studying the higher mathematics strand, which will include Geometry, Algebra II, Pre-Calculus, and Calculus. In this advanced and rigorous course, students will

AND

- Have a final average of at least an 85 in Accelerated Math 7.
- Credit: 1

What's Next? Geometry

explore

real-life application of mathematic concepts, including functional relationships, linear functions, quadratic and non-linear functions, patterns, algebraic thinking and reasoning, measurement, and probability/statistics. The curriculum and the instructional strategies will facilitate critical thinking and problem solving skills.

Cooperative learning, project-based learning, and inquiry-based learning will be common practices in this challenging course.

Students enrolled in this course will take Algebra I EOC.

Science

Science 8

Grade Placement: 8th

Prerequisite: Science 7

Credit: 1

What's Next? IPC, Biology, or Honors Biology

The study of science includes planning and conducting field and laboratory investigations using scientific methods, analyzing data, critical thinking, scientific problem solving, and using tools such as telescopes to collect and analyze information. Students also use computers and information technology tools to support scientific investigations. The students will identify the roles of both human activities and natural events in altering Earth systems. They will examine information on the periodic table, predict outcomes from different genetic combinations, and explore the extinction of some species.

Social Studies

U.S. History 8

Grade Placement: 8th

Prerequisite: Texas History

Credit: 1

What's Next? World Geography, Honors World Geography, or World History

Students will study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, the Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. The students will analyze the various economic factors that influenced the development of the early years of the Republic and will examine American beliefs and principles.

Physical Education

Students must complete at least 4 semesters of physical education in grades 6-8.

Physical Education 7/8

Grade Placement: 7th – 8th

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued

Prerequisite: None Credit: 1	social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the life span.
Boys Athletics 8 Girls Athletics 8 Grade Placement: 8 th Prerequisite: None Credit: 1	Students will engage in team competition with students from other schools. Boys will compete in the areas of football, basketball, and track; girls will compete in volleyball, basketball, and track. A physical is required. Passing grades of 70 or above in all classes must be maintained.
Aerobic Running Grade Placement: 7 th / 8 th Prerequisite: None Credit: 1	Aerobic running is a form of cardiovascular conditioning/discussion topics including weather-related conditions, proper running mechanics, and types of training and benefits of cardiovascular conditioning. Students participate in races in the fall and in track in the spring.
Electives	
Symphonic Band Grade Placement: 8 th Prerequisite: Concert Band Credit: 1 What's Next? YHS Band	Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Eighth grade band performs at selected home football games, pep rallies, concerts, and competitions.
Journalism Grade Placement: 7 th /8 th Prerequisite: None Credit: .5	Students write and edit school publications, including the yearbook. Production will involve photography, layout and design, and extensive writing.
Teen Leadership Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Students learn to take responsibility, to express themselves, and to handle problems and decisions when they arise. Students also learn to recognize and resist peer pressure, to set personal and professional goals, and to become better family members and citizens. The course builds personal responsibility and leadership skills through role playing, group activities, speeches, and projects.
Leading Through Character Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	Promotes key leadership skills while emphasizing positive character traits, such as honesty, integrity, compassion, and courage. Students evaluate the lives and works of key historical and present day individuals who serve as positive role models. Students also analyze ethical dilemmas and discuss personal choices that lead to positive solutions to problems.
Health and Wellness Grade Placement: 8 th Prerequisite: None Credit: .5 What's Next?	Health develops a general knowledge of how the body functions. By understanding the different functions, students can explore what activities make the body stronger or weaker. With this knowledge, students can begin developing healthy habits that can be used throughout their lives. *Note: This course is offered for high school credit.
Introduction to Culinary Arts Grade Placement: 7 th /8 th Prerequisite: None	An introduction to the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.

Credit: .5 What's Next?	
AG 101/102 Grade Placement: 8 th Prerequisite: None Credit: .5 What's Next? High School Ag Classes	This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standard, details, practices, and experiences in agriculture. It will allow students to begin their FFA careers. <i>Note: Students in 8th grade must be enrolled in this course to participate in FFA</i>
3D Design Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course provides students the opportunity to create and manipulate computer graphics, work with multimedia, take on the role of a designer, and uses 3D solid modeling software to design and present ideas, and learn how to effectively use presentation software to communicate your ideas. While doing fun and engaging activities, you will also explore the skills needed for college and career readiness, learn about the labor market and develop skills for success in the workplace.
Introduction to Game Programming and Design Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.
Concepts of Engineering and Technology Grade Placement: 7 th /8 th Prerequisite: None Credit: .5 What's Next?	This course provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system.
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Digital Video and Audio Design	Students will apply academic knowledge and skills in audio

Grade Placement: 7th/8th

Prerequisite: None

Credit: .5

What's Next?

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Art I

Grade Placement: 6-8

Prerequisite: None

Credit: .5

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