



# State Testing Requirements for Middle School Students

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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:

- 6<sup>th</sup> Grade: Math & Reading
- 7<sup>th</sup> Grade: Math, Reading
- 8<sup>th</sup> 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**

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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.

## **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. Prior STAAR scores will be taken into consideration.

#### **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 (7<sup>th</sup> grade curriculum).  
AND
2. Prior STAAR scores will be taken into consideration.

#### **Algebra 1**

1. Must have achieved a final mathematics course grade of “85” or above in Accelerated Math 7 (8<sup>th</sup> grade curriculum)  
AND
1. Prior STAAR scores will be taken into consideration.

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.

## **Gifted/Talented Program**

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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 Pre-AP and AP courses.

Special Education

## **Special Education Program**

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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**

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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**

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The Dyslexia Program offers instruction 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**

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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**

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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

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- 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)



## 6<sup>th</sup> 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.

### 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:

- Prior STAAR Assessments will be considered AND
- Have a final average of at least a 90 in 5<sup>th</sup> grade Math.

Credit: 1

What's Next? Accelerated Math 7

This is a rigorous, fast-paced and accelerated course that offers a study of 6<sup>th</sup> and 7<sup>th</sup> 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

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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.

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## 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.

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## 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.

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### 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.

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## 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

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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.

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### **Theater Arts**

Grade Placement: 6-8

Prerequisite: None

Credit: 1

Students will learn the fundamentals of stage presentation as well as stage terminology, characterization, stage movement and improvisation. Students will have the possibility of exploring performances in a one act play.

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## **7<sup>th</sup> Grade Course Descriptions**

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### **English Language Arts/Reading**

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#### **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.

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### **Mathematics**

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#### **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.

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#### **Accelerated Math 7**

Grade Placement: 7th

Prerequisites:

- Prior STAAR Assessments will be considered.

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**

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### **Science**

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**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.

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**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.

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**Physical Education**

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

**Physical Education 7/8**

Grade Placement: 7<sup>th</sup> – 8<sup>th</sup>  
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.

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**Boys Athletics 7****Girls Athletics 7**

Grade Placement: 7<sup>th</sup>  
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.

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**Aerobic Running**

Grade Placement: 7<sup>th</sup>/ 8<sup>th</sup>  
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.

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**Electives****Concert Band**

Grade Placement: 7<sup>th</sup>  
Prerequisite: Band 6

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide broad, unifying structures for organizing the knowledge

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<p>Credit: 1 What's Next? Symphonic Band</p>	<p>and skills students are expected to acquire. Seventh grade band performs at selected home football games, pep rallies, concerts, and competitions.</p>
<p><b>Journalism</b> Grade Placement: 7<sup>th</sup>/8<sup>th</sup> Prerequisite: None Credit: .5 What's Next?</p>	<p>Students write and edit school publications, including the yearbook. Production will involve photography, layout and design, and extensive writing.</p>
<p><b>Teen Leadership</b> Grade Placement: 7<sup>th</sup>/8<sup>th</sup> Prerequisite: None Credit: .5 What's Next?</p>	<p>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.</p>
<p><b>Introduction to Culinary Arts</b> Grade Placement: 7<sup>th</sup>/8<sup>th</sup> Prerequisite: None Credit: .5 What's Next?</p>	<p>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.</p>
<p><b>Introduction to Horticulture</b> Grade Placement: 7<sup>th</sup> Prerequisite: None Credit: 1 What's Next? AG 101/102</p>	<p>An understanding of common horticultural management practices as they relate to food and ornamental plant production.</p>
<p><b>Introduction to Woodworking</b> Grade Placement: 7<sup>th</sup> Prerequisite: None Credit: 1 What's Next? AG 101/102</p>	<p>An introduction to the fundamentals and principles of tools and technologies using wood materials in an agricultural shop class.</p>
<p><b>Introduction to Welding</b> Grade Placement: 7<sup>th</sup> Prerequisite: None Credit: .5 What's Next? AG 101/102</p>	<p>An introduction to the fundamentals of equipment used in welding, including welding and cutting safety and basic welding and cutting.</p>
<p><b>Introduction to Ag Mechanics</b> Grade Placement: 7<sup>th</sup> Prerequisite: None Credit: .5 What's Next? AG 101/102</p>	<p>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.</p>
<p><b>Principles of Information and Technology (High School Credit)</b> Grade Placement: 7<sup>th</sup>/8<sup>th</sup> Prerequisite: None Credit: 1</p>	<p>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</p>

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college and career readiness, learn about the labor market and develop skills for success in the workplace.

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### **Theater Arts**

Grade Placement: 6-8  
Prerequisite: None  
Credit: 1

Students will learn the fundamentals of stage presentation as well as stage terminology, characterization, stage movement and improvisation. Students will have the possibility of exploring performances in a one act play.

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## **8<sup>th</sup> Grade Course Descriptions**

### **English Language Arts/Reading**

#### **English Language Arts/Reading 8**

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

Students refine and master previously learned 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.

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### **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.

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#### **Algebra I**

Grade Placement: 8th  
Prerequisites:

- Prior STAAR Assessments will be considered  
AND
- Have a final average of at least an 85 in Accelerated Math 7.

Credit: 1  
What's Next? Geometry

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 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.

***Students enrolled in this course will take Algebra I EOC.***

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### **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.

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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.

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## 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.

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## Physical Education

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

### Physical Education 7/8

Grade Placement: 7<sup>th</sup> – 8<sup>th</sup>

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.

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### Boys Athletics 8

### Girls Athletics 8

Grade Placement: 8<sup>th</sup>

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.

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### Aerobic Running

Grade Placement: 7<sup>th</sup>/ 8<sup>th</sup>

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.

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## Electives

### Symphonic Band

Grade Placement: 8<sup>th</sup>

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation provide

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Prerequisite: Concert Band Credit: 1 What's Next? YHS Band	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.
<b>Journalism</b> Grade Placement: 7 <sup>th</sup> /8 <sup>th</sup> Prerequisite: None Credit: .5	Students write and edit school publications, including the yearbook. Production will involve photography, layout and design, and extensive writing.
<b>Teen Leadership</b> Grade Placement: 7 <sup>th</sup> /8 <sup>th</sup> 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.
<b>Health</b> <b>(High School Credit)</b> Grade Placement: 8 <sup>th</sup> 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. <b>*Note: This course is offered for high school credit.</b>
<b>Introduction to Culinary Arts</b> Grade Placement: 7 <sup>th</sup> /8 <sup>th</sup> 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.
<b>Principles of Agriculture, Food, and Natural Resources</b> <b>(High School Credit)</b> Grade Placement: 8 <sup>th</sup> Prerequisite: None Credit: 1 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. <b>Note: Students in 8<sup>th</sup> grade must be enrolled in this course to participate in FFA</b>
<b>Principles of Information and Technology</b> <b>(High School Credit)</b> Grade Placement: 7 <sup>th</sup> /8 <sup>th</sup> Prerequisite: None Credit: 1	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.
<b>Theater Arts</b> Grade Placement: 6-8 Prerequisite: None Credit: 1	Students will learn the fundamentals of stage presentation as well as stage terminology, characterization, stage movement and improvisation. Students will have the possibility of exploring performances in a one act play.

