

# **COURSE SELECTION PARENT NIGHT**

**GEORGE JUNIOR HIGH**

# GEORGE JR. HIGH SCHOOL



## Parent Night/Noche de los Padres

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**IMPORTANT HEALTH NOTICE FOR PARENTS OF**  
**6<sup>TH</sup> GRADE STUDENTS**



There are **ADDITIONAL** vaccine requirements for students who will be entering 7<sup>th</sup> grade next year. The **ADDITIONAL** requirements are:

- Booster dose of a tetanus/diphtheria/pertussis (Tdap)-containing vaccine within the past 5 years
- Meningitis vaccine –given on or after the student’s 11th birthday

To ensure a smooth transition from 6<sup>th</sup> to 7<sup>th</sup> grade, PLEASE make sure that your child’s immunizations are up to date, including the new requirements, **AND** on file in the Navarro Nurse’s Clinic **BEFORE THE END OF THIS SCHOOL YEAR.** Your child’s complete and updated records will then be forwarded to the junior high school that he/she will be attending next school year.

**PLEASE BE AWARE THAT FAILURE TO PROVIDE THE 6<sup>TH</sup> GRADE NURSE WITH**  
**UPDATED VACCINE RECORDS THIS YEAR WILL RESULT IN YOUR CHILD BEING**  
**UNABLE TO ATTEND CLASSES IN 7<sup>TH</sup> GRADE NEXT YEAR UNTIL THE**  
**IMMUNIZATION RECORDS ARE COMPLETE!!!!**

Immunizations can be obtained from: your private physician/health clinic, the Fort Bend County Health Department (for eligible students) 281-342-6414 or the Memorial Hermann School Based Health Clinic at Terry High School (uninsured, Medicare/Medicaid only) 281-238-0852.

**IF YOU HAVE QUESTIONS, PLEASE CONTACT THE NAVARRO MS NURSE,**

**KERON SOUTH LVN AT 832-223-3706**

**LAURA MERTA RN GEORGE JH NURSE 832-223-3615**

**THANK YOU FOR YOUR PROMPT ATTENTION TO THIS IMPORTANT MATTER!!**

**AVISO IMPORTANTE SOBRE SALUD PARA LOS PADRES FAMILIA DE  
ESTUDIANTES DEL 6º GRADO**



Los estudiantes que entran al 7º grado tendrán vacunas **ADICIONALES** como requisito para el siguiente año escolar:

- Dosis de refuerzo de la vacuna del tétano, difteria y tosferina (Tdap)- (vacuna contra la enfermedad en los últimos 5 años).
- Vacuna contra la meningitis: administrada cuando el estudiante cumple antes o después de los 11 años de edad.

Les pedimos **POR FAVOR** que el estudiante tenga **TODAS** sus vacunas actualizadas incluyendo las vacunas de requisito adicional **ANTES DE FINALIZAR EL AÑO ESCOLAR** para poder asegurar una **transición sin problemas del 5º al 7º grado**, esto incluye las registradas en el expediente de la enfermería de la escuela de Navarro.

**El expediente y registro de su hijo(a) debe estar completo y actualizado para poder ser enviado a la escuela secundaria a la cual asistirá el próximo año.**

**POR FAVOR TOME ENCUESTA QUE SU HIJO NO PODRÁ ASISTIR A CLASES DEL 7º GRADO HASTA QUE EL EXPEDIENTE SE ENCUENTRE ACTUALIZADO CON LA ENFERMERA DEL 6º GRADO.**

Las vacunas se pueden obtener con: su médico privado / clínica de salud, el Departamento de Salud del Condado de Fort Bend (para estudiantes elegibles) al 281-342-6414 o la Clínica de Salud de Memorial Hermann en la Escuela Secundaria Terry (únicamente se acepta Medicare / Medicaid, no seguro) 281-238-0852.

**SI TIENE PREGUNTAS, COMUNÍQUESE CON LA ENFERMERA DE NAVARRO**

**KERON SOUTH LVN AL 832-223-3706**

**¡AGRADECEMOS SU ATENCIÓN A EN ESTE IMPORTANTE ASUNTO!**



# Keeping Kids Healthy and in School Where They Can Learn

School-based health care is a unique model of care that offers access to health care in a location where children and teens spend the majority of their time... at school!

### AMAZING reasons to use Memorial Hermann school-based clinics:

- No out-of-pocket costs to students or families
- Offer comprehensive medical, dental, behavioral health and nutritional services
- Children are not counted absent if sent directly to clinic during the day
- Minimize parents time off from work
- Walk-ins or appointments available with consistent health provider
- School nurse collaboration with the clinic on vaccines, sports physicals and recommendations
- Open in the summer and on most school holidays

### Contact Us

Our clinic is staffed by a Nurse Practitioner/Physician Assistant, Social Worker/Therapist, Licensed Vocational Nurse and Receptionist with additional Dietitian, Dental and Navigator support and Physician oversight.

Phone: 281.238.0852, Fax: 281.238.0865

### Clinic Location and Hours

Terry Health Center  
5500 Avenue N.  
Rosenberg, TX 77471

Monday-Friday  
7:30 a.m. to 4 p.m.  
Open year round including most school holidays

### Participating Schools

Terry High School  
George Junior High School  
Navarro Middle School  
Beasley Elementary  
Bowie Elementary  
Culver Elementary  
Meyer Elementary  
Ray Elementary  
Travis Elementary  
Randle High School  
Wright Junior High School  
Thomas Elementary  
Arredondo Elementary

Scan to complete **consent** AND **registration**.





# Mantener a los niños sanos y en la escuela Dónde pueden aprender

La atención médica basada en la escuela es un modelo único de atención que ofrece acceso a la atención médica en un lugar donde los niños y adolescentes pasan la mayor parte de su tiempo... en la escuela!

## RAZONES SORPRENDENTES para usar clínicas Memorial Hermann basadas en la escuela:

- Sin gastos de bolsillo para estudiantes o familias
- Ofrecer una salud médica, dental y servicios de asesoramiento y servicios nutricionales
- Los niños no se cuentan como ausentes si son enviados directamente a la clínica durante el día
- Minimizar el tiempo que los padres faltan a sus trabajos
- Atención sin previa cita o citas disponibles con un proveedor de salud consistente
- Colaboración de enfermeras escolares con la clínica en vacunas, exámenes físicos deportivos y recomendaciones
- Abiertos en verano y durante la mayoría de las vacaciones escolares

## Contáctenos

Nuestra clínica está atendida por un proveedor de practicas avanzadas, trabajador social/Terapeuta, Enfermera Vocacional Con Licencia y Recepcionista con apoyo adicional Nutricional, Dental y Navegante y Supervisión médica.

**Teléfono: 281.238.0852, Fax: 281.238.0865**

## Ubicación y horario de la clínica

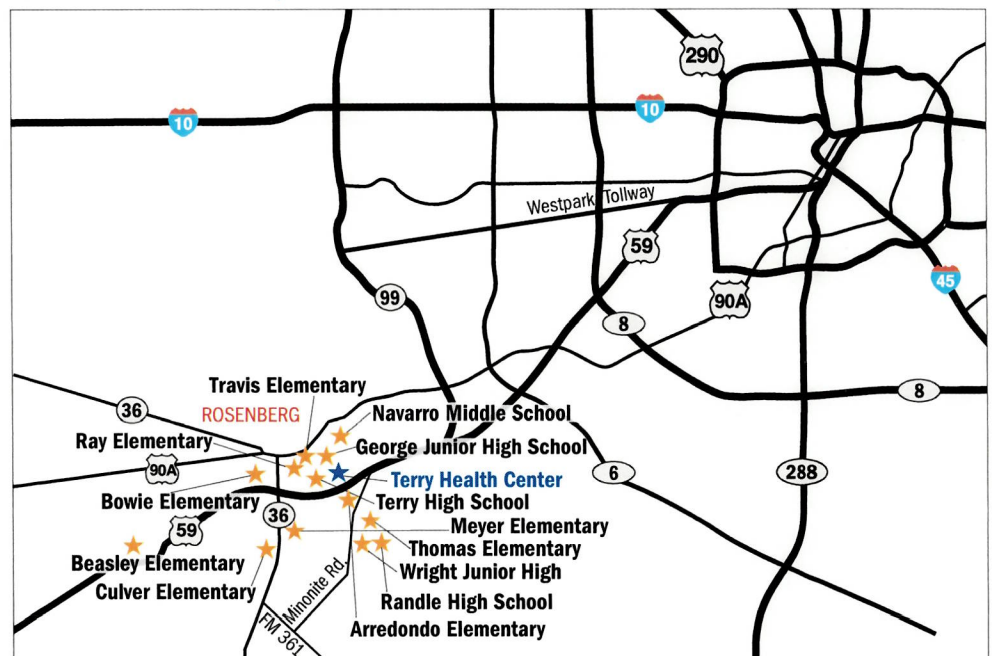
Terry Health Center  
5500 Avenue N.  
Rosenberg, TX 77471

Lunes a viernes  
7:30 a.m. a 4 p.m.  
Abierto todo el año, incluyendo  
la mayoría vacaciones escolares

## Escuelas participantes

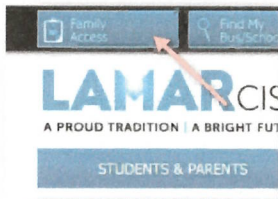
Terry High School  
George Junior High School  
Navarro Middle School  
Beasley Elementary  
Bowie Elementary  
Culver Elementary  
Meyer Elementary  
Ray Elementary  
Travis Elementary  
Randle High School  
Wright Junior High School  
Thomas Elementary  
Arredondo Elementary

Escanear para completar el  
**consentimiento Y registrarse.**

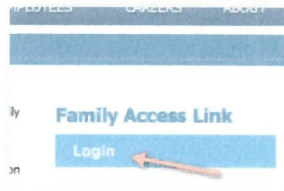


### Log in to Student/Family Access

1. Click the "Family Access" button at the top of the [www.lcisid.org](http://www.lcisid.org) webpage.



2. On the Family Access info page click the "Login" button on the right.

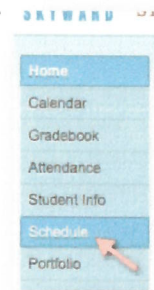


3. On the Family Access login page, enter your Login ID and Password and click the "Sign In" button.



### Access Student Schedule

4. Select the Schedule option on the left side menu.



### Access Course Requests

5. Click the "Request Courses for 2015-2016" button in the Course Requests box above the current schedule area.

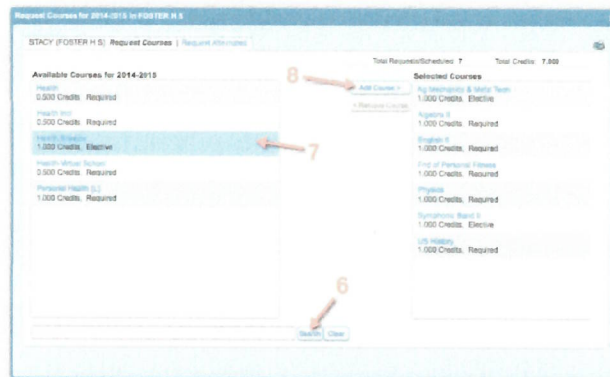


### Selecting Courses

6. Search for the desired course in the search box.

7. Select the course from the "Available Courses" box on the left.

8. Click the "Add Courses" button – the select course will move to the "Selected Courses" box on the right. Total requested courses and credits will update with each course that is added.\*



\*If there is a course that you are trying to request that is not available on the course request list, your counselor will be able to assist you in choosing appropriate courses.

### Removing Selected Courses

To remove selected courses, select the course in the "Selected Courses" box to the right and click the "Remove Courses" button.



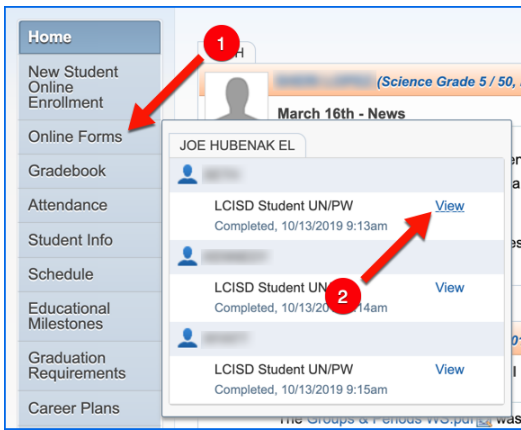
### Requesting Alternate Courses

To request alternate courses in the event your primary requests are not fulfilled, select the "Request Alternates" button and follow the same process as requesting courses. Alternate courses can be re-arranged by preference using the green arrows to move them up or down in order.



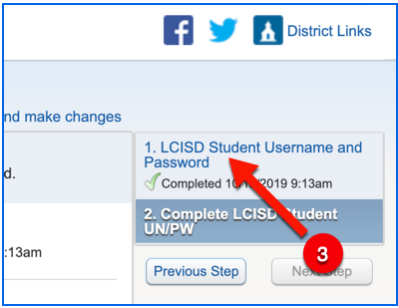
# Guardian Access to Student UN/PW

1. Login to the Skyward Family Access Center and click on the "Online Forms" menu option.

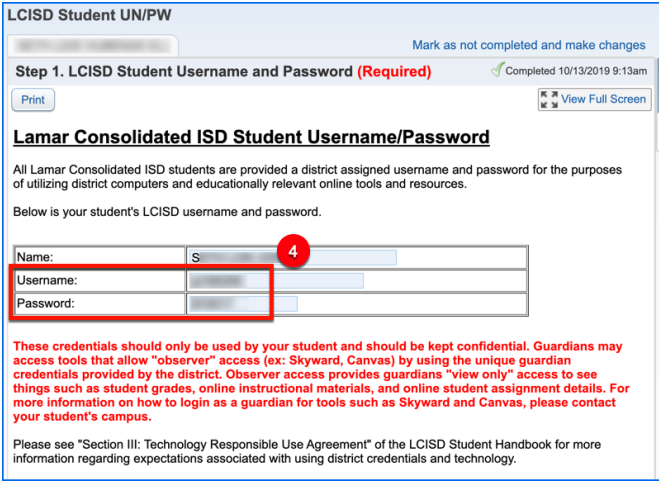


2. Click on the "View" button for the student you need to see their username/password.

3. On the right side of the screen, click on the first menu option "1. LCISD Student Username and Password."



4. The screen will show a "form" that includes your student's username and password. There is nothing you need to complete on the form – this is provided for informational purposes only.



**PLEASE NOTE: These credentials should only be used by your student and should be kept confidential. Guardians may access tools that allow "observer" access (ex: Skyward, Canvas) by using the unique guardian credentials provided by the district. Observer access provides guardians "view only" access to see things such as student grades, online instructional materials, and online student assignment details. For more information on how to login as a guardian for tools such as Skyward and Canvas, please contact your student's campus.**

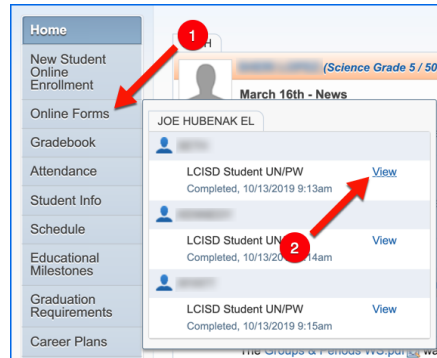
Please see "Section III: Technology Responsible Use Agreement" of the LCISD Student Handbook for more information regarding expectations associated with using district credentials and technology.



## Acceso para Guardianes a los Nombres de Usuario y Contraseñas de los estudiantes

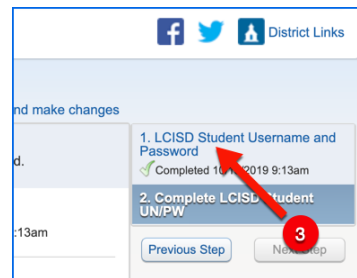
Para encontrar la información sobre cómo acceder al Acceso Familiar en Skyward o a su nombre de usuario o contraseña de guardián, visite <https://www.lcisd.org/students-parents/family-access>.

1. Para encontrar la información sobre cómo acceder al Acceso Familiar en Skyward o a su nombre de usuario o contraseña de guardián, visite <https://www.lcisd.org/students-parents/family-access>.



2. Pulse el botón “View” del estudiante del que necesite nombre de usuario/contraseña.

3. En la parte derecha de la pantalla, pulse en la primera opción del menú “1. LCISD Student Username and Password.”



4. La pantalla mostrará un formulario (“form”) que incluye el nombre de usuario y contraseña del estudiante. No hay nada que usted tenga que rellenar en este formulario – se muestra solamente con propósitos informativos.

LCISD Student UN/PW

Mark as not completed and make changes

Step 1. LCISD Student Username and Password (Required) Completed 10/13/2019 9:13am

[Print](#) [View Full Screen](#)

**Lamar Consolidated ISD Student Username/Password**

All Lamar Consolidated ISD students are provided a district assigned username and password for the purposes of utilizing district computers and educationally relevant online tools and resources.

Below is your student's LCISD username and password.

Name: \_\_\_\_\_ S: \_\_\_\_\_

Username: \_\_\_\_\_

Password: \_\_\_\_\_

These credentials should only be used by your student and should be kept confidential. Guardians may access tools that allow "observer" access (ex: Skyward, Canvas) by using the unique guardian credentials provided by the district. Observer access provides guardians "view only" access to see things such as student grades, online instructional materials, and online student assignment details. For more information on how to login as a guardian for tools such as Skyward and Canvas, please contact your student's campus.

Please see "Section III: Technology Responsible Use Agreement" of the LCISD Student Handbook for more information regarding expectations associated with using district credentials and technology.

**Atención: Estas credenciales deben ser usadas solo por su estudiante y deben mantenerse confidenciales. Los guardianes pueden acceder a las herramientas que le permiten acceso como observador (“observer”) (por ejemplo, a Skyward, Canvas) usando las credenciales únicas para el guardián que le dio el distrito. El acceso de observador provee a los guardianes con acceso “solo visionado” para ver cosas como las calificaciones del estudiante, materiales didácticos y detalles sobre las tareas en línea que tiene el estudiante. Para más información sobre cómo acceder como guardián a herramientas como Skyward and Canvas, haga el favor de ponerse en contacto con el campus del estudiante o visitar <https://www.lcisd.org/students-parents/family-access>.**

Haga el favor de revisar la “Sección III: Acuerdo de Uso Responsable de la Tecnología” del Manual del Estudiante de LCISD para más información sobre las expectativas asociadas con el uso de las credenciales del distrito y la tecnología.

# George Junior High 7<sup>th</sup> Grade Course Selection Worksheet 2023-2024

Student Last Name: \_\_\_\_\_ First: \_\_\_\_\_ ID#: \_\_\_\_\_

**\*\*\*What career/job would you like to have once you have completed high school or college?** \_\_\_\_\_

<b>1. Select your 4 core classes:</b>	
Choose 1 for English: <input type="checkbox"/> Reading/English 132 <input type="checkbox"/> Reading/ English PAP/GT 138	Choose 1 for Math: <input type="checkbox"/> Math 237 <input type="checkbox"/> Math PAP/ GT 238 A&B
Choose 1 for Science: <input type="checkbox"/> Science 334 <input type="checkbox"/> Science PAP/GT 337	Choose 1 for Social Studies: <input type="checkbox"/> Social Studies 434 <input type="checkbox"/> Social Studies PAP/ GT 437
For PAP Classes: As a parent, I understand the requirements necessary for participation in PAP courses and wish to exercise the right to a waiver for informed open enrollment. I understand my child's responsibilities and the expectations in opting for PAP classes. I am ready to provide my child encouragement and extra support at home if he/she is experiencing difficulty, in order to meet the rigorous expectations of the PAP class(es). I also understand that selection of PAP courses will be determined pending the STAAR and academic grade review by GJH Administration. Selecting PAP course does not guarantee enrollment.	
Parent Signature: _____	

<b>2. Select PE or Major Sport: Students will be scheduled for Major Sports once a Physical and Rank One forms are submitted to the PE coach.</b>	
Fall Semester ___ 634 Regular PE ___ 636 Major Sports (check sport(s) you would like to play) ___ Football ___ Basketball ___ Volleyball ___ Cross Country ___ Pep Squad	Spring Semester ___ 634 Regular PE ___ 636 Major Sports (check sport(s) you would like to play) ___ Track ___ Tennis ___ Soccer ___ Pep Squad

<b>3. When selecting your ONE elective for next school year, please rank your top 5 choices (1, 2, 3, 4, 5).</b>	
___ 734 Art ___ 737 Beginning Orchestra ___ 738 Intermediate Orchestra ___ 739 Beginning Band ___ 740 Band (740, 748, 749) ___ 750 Boys Choir ___ 751 Girls Choir ___ 731 Introduction to Theater ___ 732 Theater Production (Teacher Selected) ___ 825 Career Investigation	<p style="margin: 0;"><b><u>High School Credit Courses*</u></b></p> ___ 5533 Spanish 1*  ___ 5633 (Fall) ___ 5643 (Spring) Spanish for Spanish Speakers*  <p style="margin: 0;"><b>Recommended prior year Language Arts grade average of 85 or higher for enrollment in Languages other than English.</b></p>
<p style="margin: 0;"><b>*Grade points are earned toward high school GPA in these courses. Students who take classes for high school credit will earn grade points toward their high school Grade Point Average.</b></p>	

\*ALL FORMS MUST be signed by parent. \*

Student Signature : \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature : \_\_\_\_\_ Date: \_\_\_\_\_



# **PHYSICAL DAY**

Physical Day at Navarro Middle School and George Junior High students will be May 18<sup>th</sup>.

# ATHLETICS

- Any student planning on playing Football, Basketball, Volleyball, Track, Tennis, Soccer, Pep Squad or Cross Country must have a Physical on file & Rank One documents completed.
  - Only those participating in Football, Basketball, Cross Country, Pep Squad & Volleyball will be scheduled for Major Sports at the beginning of the year.
  - Physicals and Rank One forms for the 23-24 school year must be labeled or completed on May 1, 2023, or later.
    - Those requesting Football, Basketball, Cross Country, Volleyball & Pep Squad must have their physicals & Rank One docs completed by August 4, 2023. Students who complete paperwork & physical after August 4, 2023, are not guaranteed a move to Major Sports.
    - George Jr. High Physical day will be May 18<sup>th</sup>. Physicals done on campus for \$20.

\*pending 2023-2024 Calendar



# CHEER

- Cheer tryouts will take place on April 4th at 4:30pm. The **location** will be at **Terry High School**. Each candidate must register by turning in a cheer packet to Coach Kiser (room 211) or the front office of George Jr High. Packets are due no later than March 24th, 3:40pm. To get a packet, please stop by Coach Kiser's room. There will also be cheer packets available in the front office at Navarro Middle School.
- There will be a **mandatory meeting** BEFORE tryouts for all students and parents interested. The date and time of the meeting will be on the cheer packet. You are unable to tryout if you do not attend the meeting.
- Cheerleaders are a representation of the entire school. It is important that you maintain at least a 70% or above in all classes. No pass, no play. As a leader, you should have appropriate behavior at **all times**.
- You can find more information about tryouts on the school's website: [lcsd.org](http://lcsd.org). On the website, click "Departments," then "Athletics", and lastly click on "CHEER".
- **Physicals and Rank One forms MUST be completed before tryouts.**



# PEP SQUAD

- The GJH Pep Squad is the spirit of George JH and it's our job to get the crowd excited at each game.
- As a member of the Pep Squad, you will be creating and learning unique steps, chants, and signs for each team.
- Rank One and Physicals are required to be a member of the Pep Squad.



# FREQUENTLY ASKED QUESTIONS

- 1. Can my 7th grade student take a High School credit course?
  - Yes. 7th Graders may take a Foreign Language for high school credit. (Spanish I or Spanish for Spanish Speakers)
- 2. Can my 8th grader take more than one High School credit courses?
  - Yes. 8th graders can take 2 HS credit courses as well as non-credit elective courses. Please remember that it is recommended that students have a yearly average of 85 or higher in his/her English class for Foreign Language Courses.
- 3. What happens if my child does not pass his/her chosen High School credit course?
  - If a student does not pass a high school credit course, the student will not receive credit for that course. The failing grade will be reflected on his/her high school transcript.
- 4. Is Pep Squad an elective?
  - No. Pep Squad is not an elective course. Pep Squad will take the place of their PE course (Physical Education).
- 5. Do I need to pay for my child to take a HS credit course?
  - No. All HS credit classes are free and do not have any fees.
- 6. Is French offered at George Jr. High?
  - Yes, for 8<sup>th</sup> grade students only. French students will attend class at Terry High School. Transportation is provided to students enrolled in French. There will be a bus that will transfer the students from George Jr. High to Terry HS before 1st period and will return the students to George Jr. High before their 2nd period course begins at George Jr. High.



# FAQ'S

## FREQUENTLY ASKED QUESTIONS

- 7. When will Major Sports be added to my child's schedule?
  - Major Sports will be added to a student's schedule when your child's Rank I Form and Physical are turned in to the coaches. Coaches will notify the Counselor regarding schedule changes once all forms are received, Please e-mail the coaches regarding schedule changes for Major Sports.
  - To ensure that your child's schedule reflects Major Sports on the first day school, please submit all forms by August 4, 2023.
- 8. Where can I find the Rank I Forms for Athletics?
  - You can find the Rank I Forms on the George Jr. High website, click the Athletics tab. Please complete Rank One forms after May 1, 2023.
- 9. If my child chooses an elective will they be guaranteed his/her elective?
  - No. The school counselors cannot guarantee the availability of the elective chosen for your child. However, we will do our best to accommodate the elective requests.
- 10. Will my child be able to change his/ her schedule once school begins?
  - Yes. However, it is based upon availability of the course. Also, there are specific deadlines to drop/add Pre-AP, HS credit courses and electives. These deadlines will be shared at the beginning of the school year via the GJH website and the Counselor Canvas page.

# IMPORTANT E-MAILS

Course	Teacher	E-mail
Art	James White	<a href="mailto:jawhite@lcisd.org">jawhite@lcisd.org</a>
Band	Terrance Johnson & James Nagai	<a href="mailto:tejohnson@lcisd.org">tejohnson@lcisd.org</a> <a href="mailto:jnagai@lcisd.org">jnagai@lcisd.org</a>
Choir	Natalie James	<a href="mailto:natalie.james@lcisd.org">natalie.james@lcisd.org</a>
Theatre	Sharon Mitchell	<a href="mailto:shmittchell@lcisd.org">shmittchell@lcisd.org</a>
Career Investigations (CTE)	Kelly Goodman	<a href="mailto:kelly.goodman@lcisd.org">kelly.goodman@lcisd.org</a>
Orchestra	Terrance Johnson	<a href="mailto:tejohnson@lcisd.org">tejohnson@lcisd.org</a>
Spanish , Spanish 2 & Spanish for Spanish Speakers	Angela Escriva	<a href="mailto:aescriva@lcisd.org">aescriva@lcisd.org</a>
Principles of Agriculture Food & Natural Resources	Nathan Anders	<a href="mailto:nathan.anders@lcisd.org">nathan.anders@lcisd.org</a>
Introduction to Culinary Arts	Hailey Derome	<a href="mailto:hailey.derome@lcisd.org">hailey.derome@lcisd.org</a>
Principles of Business & Marketing	Kelly Goodman	<a href="mailto:kelly.goodman@lcisd.org">kelly.goodman@lcisd.org</a>
Pep Squad	Ashley Jones	<a href="mailto:ashley.jones@lcisd.org">ashley.jones@lcisd.org</a>
Cheer	N'Kia Kiser	<a href="mailto:nkia.kiser@lcisd.org">nkia.kiser@lcisd.org</a>
PE/Athletics	Robert Ford	<a href="mailto:robert.ford@lcisd.org">robert.ford@lcisd.org</a>
Gifted and Talented Facilitator	Andrea Fullick	<a href="mailto:afullick@lcisd.org">afullick@lcisd.org</a>

# QUESTIONS? CONTACT YOUR COUNSELOR

**RANGERS**  

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**GEORGE JUNIOR HIGH**



Mrs. Chandler A – GI  
kendra.chandler@lcisd.org  
832-223-3623



Mrs. White Go - PI  
cewhite@lcisd.org  
832-223-3605



Mrs. Bernard Po – Z  
abernard@lcisd.org  
832-223-3606

# JUNIOR HIGH SCHOOL OVERVIEW

## INTRODUCTION

This course selection catalog is designed to help you select courses that you will take during your seventh and eighth grade years. All programs have been developed with the philosophy that excellence in education is equally important for students in all ranges of need and ability.

The role of the junior high school is a dual one: to refine the fundamental skills that you learned in earlier grades to introduce you to other areas that can be developed later in your educational career.

Please use this guide as a source of information and as an aid in preparing your schedule. Your counselor will be happy to answer any questions that you may have about a particular area or to help gather information that is not currently available in this guide.

## JUNIOR HIGH CURRICULUM

Instruction in grades seven and eight covers the Texas Essential Knowledge and Skills mandated by the Texas Education Agency which includes creative/critical thinking skills, processing skills, research skills and concept-based subject matter. Technology applications are an important part of the curriculum for students and are integrated throughout English, science, history, and math.

## GRADING SYSTEM

Student performance is reported using numerical grades:

A 90 - 100

B 80 - 89

C 70-79

F 69 and below I Incomplete

# No credit due to excessive absences

## CREDIT BY EXAMINATION

Under specific criteria, a student may take a battery of examinations to obtain credit to advance a grade level. The student must receive a score of 80 percent or more on a competency test with no prior instruction, and a score of 70 percent in a course with prior instruction. School counselors have complete information about this program [Board Policies EHDB (Local), EHDC (LOCAL)].

## HIGH SCHOOL CREDIT COURSES

Junior high school students may receive credit toward high school graduation requirements for high school-level courses satisfactorily completed in grades seven and eight. The student will earn .5 credit for the semester course with a semester grade of 70 or above. The student will earn 1 credit for a yearlong class with a yearly average of 70 or above. High school-level courses taken in junior high are included in GPA computation to determine high school class rank. Students enrolled in Algebra I are required to take and meet the passing standard for the STAAR End-of-Course Exam.

## SEMESTER GRADE DETERMINATION FOR HIGH SCHOOL COURSES

A semester grade consists of three six weeks grades and the semester exam. The three six weeks grades average together for 80% of the semester grade and the semester exam counts as 20% of the semester grade.

## UNIVERSITY INTERSCHOLASTIC LEAGUE (U.I.L.)

LCISD participates in UIL academic activities. Students wishing to take part will enroll with the campus UIL Coordinator. They will be assigned to the sponsoring teacher/coach in the preferred subject/activity area and will begin to prepare for the competition in the spring semester.

## SEVENTH GRADE REQUIRED AND ELECTIVE COURSES

### Required Courses

English

Reading

Math

Science

Social Studies

Physical Education/ Major Sports/Dance

One Elective or Math Improvement or Reading Improvement

### Electives

Art 7

Band

Beginning Orchestra

Intermediate Orchestra

Choir

Dance

Introduction to Theatre

Intermediate Theater Journalism

Yearbook

Spanish I

Spanish II

Spanish for Spanish Speakers I & II

French I

### CTE Elective

Career Investigation

## EIGHTH GRADE REQUIRED AND ELECTIVE COURSES

### Required Courses

English \* Math\* Science\* Social Studies\*

Physical Education/Dance 2 Electives\*\*

\*Technology Application TEKS are integrated into the 8th grade foundation courses throughout the year.

\*\* Reading Improvement and/or Math Improvement may be required of students whose performance on the STAAR test is less than proficient. The student may lose one or two electives.

### Electives

HS Art I

Art 8

Band

Beginning Orchestra

Intermediate Orchestra

Choir

Dance

French I

French II

Career Investigation

Journalism Yearbook

Spanish II

Spanish for Spanish Speakers I & II Introduction to

Theater Intermediate Theatre

Theatre Production 8

### CTE Electives

Career Investigation

Principles of Business, Marketing & Finance

Principles of Agriculture, Food & Natural Resources

Principles of Hospitality & Tourism

Fundamentals of Computer Science

Principles of Education and Training

Principles of Health Science

Principles of Construction

# JUNIOR HIGH INSTRUCTIONAL PROGRAMS

## COURSE DESCRIPTION

Courses are taught according to the district curriculum, which is based on the Texas Essential Knowledge and Skills required by the Texas Education Agency for all students. Emphasis is placed on developing knowledge and skills needed for success in high school. Recognizing and using higher levels of cognitive skills, developing processing skills, recognizing, and using critical and creative thinking skills will also be emphasized. Interacting with concept-based subject matter and developing and improving oral and written communication skills in a variety of formats.

## HIGH SCHOOL COURSE SCHEDULE CHANGES IN JUNIOR HIGH

A student may drop a HS credit course in JH up through the first progress report of the semester, and **all course requests must be submitted and completed by the end of the 4<sup>th</sup> week of school each semester.** If a student drops a HS credit course through the first progress report, that student MUST be scheduled into a Non-HS credit course as a replacement.

## GIFTED AND TALENTED

Students identified as Gifted and Talented (GT) must enroll in at least one or more PAP/GT courses in one or more of the core subject areas each year. If a student chooses not to enroll in the minimum number of courses to maintain his/her GT status, then that student may be formally furloughed (for up to one year) or exited from the program (See procedures in LCISD GT Handbook).

Teachers in GT courses add depth, breadth, and complexity to the district curriculum that is based on the state curriculum objectives (TEKS). Students in these courses are periodically offered choices in topics for projects and/or products. All the coursework in these courses uses modifications in content, teaching strategies, and products appropriate to the advanced abilities of the students. Students entering GT in LCISD for the first time (grades 6-12) are identified as gifted in specific subject-area(s), which is/are determined by the District GT Admissions-Review-Exit (A.R.E.) Committee. GT courses are offered in each of the core curriculum areas: math, science, English/language arts, and social studies.

## SPECIAL EDUCATION

Special education services are provided to those students who are found to be eligible for such services by the Admission, Review and Dismissal (ARD) Committee. Eligibility is based on identified physical, mental and/or emotional difficulties that cause significant educational problems. Specialized instruction and related services are provided through both regular and/or special education courses to meet individual students' needs.

## PROGRAMS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

An individualized training program is provided for students through all special education courses. Each student's course of study is designed by the ARD-IEP committee that specifies content objectives and mastery required. Special education programs for students with significant cognitive disabilities are developed to meet the unique needs and capabilities of each student.

## AT-RISK (ACCELERATED AND COMPENSATORY EDUCATION SERVICES)

At-Risk (Accelerated and Compensatory Education) services are provided to students under the age of 21 who meet indicators that might lead to being at-risk for dropping out of school.

## SECTION 504 SERVICES

Students with physical and/or mental disabilities that impact their educational achievement as determined by a 504 Committee receive accommodations and support services as specified in an Individual Accommodation Plan (IAP). Students enroll in coursework which meet State Assessments and End of Course requirements. Course content for 504 students is not modified or changed. However, strategies that accommodate the student's disability and are needed to facilitate academic success are provided. The student's Individual Accommodation Plan is reviewed annually, and changes are made based on educational progress.

## DYSLEXIA

Dyslexia screening and identification are conducted in accordance with the State Board of Education Guidelines. Each campus has a reading interventionist who participates in screening and planning for students. The campus dyslexia instructional program falls under the Section 504.

## ENGLISH AS A SECOND LANGUAGE

English as a Second Language services are provided to students who are Emerging Bilinguals (EB) as determined by the Language Proficiency Assessment Committee (LPAC). Eligibility is based on responses to the Home Language Survey (indicating that a language other than English is either spoken in home or by the student most of the time) and initial identification testing. The program emphasizes the mastery of English language skills in ELAR, mathematics, science, and social studies through the use

of sheltered strategies. The ESL program addresses the affective, linguistic, and cognitive needs of EB students. The ESL program is an integral part of the regular education program and is supported by the English Language Proficiency Standards (ELPS), with a focus on the development of critical language skills. Emerging Bilinguals enroll in ESL courses based on their level of proficiency in English as determined by the LPAC committee.

## FINE ARTS

School districts must ensure that each student completes one Texas Essential Knowledge and Skills-based fine arts course in Grade 6, Grade 7, or Grade 8. TAC 74.3(a)(2). Fine arts courses offered in Lamar CISD junior high schools are art, band, choir, and theatre.

*Lamar CISD makes a concerted effort to avail all programs to students; however, some courses may not be available due to staffing and class size. All prerequisites specified for a course are to be met prior to registering.*

# EARN HIGH SCHOOL CREDIT IN JUNIOR HIGH

What are the advantages of earning high school credit in junior high school? This may allow **your child to complete graduation requirements early**, allow them to take more elective courses in high school, and provide challenging course work to your child. Grade points are earned toward high school GPA (Grade Point Average) for all high school credit courses in junior high.

**High School Courses taken in Junior High:** A student may drop a HS credit course in JH up through the first progress report of the semester, all course requests must be submitted and completed by the end of the 4<sup>th</sup> week of school each semester. If a student drops a HS credit course through the first progress report, that student **MUST** be scheduled into a **NON-** HS credit course as a replacement. Below are the available high school credit courses offered in junior high.

## ELECTIVES

### LANGUAGES OTHER THAN ENGLISH

Course	Course Number	Prerequisite	Course Description
French I	5733	Recommended prior year. Language Arts grade average of an 85 or higher. This is the same course as French I offered in grades 9 - 12.	<b>Recommended Grade: 7<sup>th</sup> - 8<sup>th</sup></b> <b>Credit: 1</b> The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). <b>This class is conducted in French a significant amount of time.</b>
French II	5743	French I	<b>Recommended Grade: 8<sup>th</sup></b> <b>Credit: 1</b> This course continues the development of listening, speaking, reading, and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. <b>This class is conducted in French a significant amount of time.</b>
Spanish for Spanish Speakers	5633 (Fall)	Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of an 80.	<b>Recommended Grade: 7<sup>th</sup> - 8<sup>th</sup></b> <b>Credit: 1</b> This course is designed for student who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing student's ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course, depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. Grade points are earned toward high school GPA (Grade Point Average). <b>This course is conducted predominantly in Spanish.</b>
	5643 (Spring)		

Spanish I	5533	Recommended prior year. Language Arts grade average of an 85 or higher. This is the same course as Spanish I offered in grades 9 - 12.	<b>Recommended Grade: 7<sup>th</sup> – 8<sup>th</sup></b> <b>Credit: 1</b> This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). <b>This class is conducted in Spanish a significant amount of time.</b>
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Spanish II	5543	Spanish I This is the same course as Spanish II offered in grades 9 - 12.	<b>Recommended Grade: 8<sup>th</sup></b> <b>Credit: 1</b> This course continues the development of listening, speaking, reading, and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. <b>This class is conducted in Spanish a significant amount of time.</b>
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**FINE ARTS**

Course	Course Number	Prerequisite	Course Description
Art I	7503	None This is the same course as Art I offered in grades 9 - 12.	<b>Recommended Grade: 8<sup>th</sup></b> <b>Credit: 1</b> Art I is a high school level comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design. Grade points are earned toward high school GPA (Grade Point Average).

**CORE COURSES**

**MATHEMATICS**

Course	Course Number	Prerequisite	Course Description
Algebra I - PAP	2540	Grade 8 Math or equivalent	<b>Recommended Grade: 8<sup>th</sup></b> <b>Credit: 1</b> In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using College Board-approved curriculum and strategies. Carefully read the section describing Pre- AP/PAP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule. Students enrolled in Algebra I Pre-AP are required to take the STAAR End of Course Exam. Grade points are earned toward high school GPA (Grade Point Average). Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

## CAREER & TECHNICAL EDUCATION (CTE)

### Agriculture, Food & Natural Resources Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Agriculture, Food & Natural Resources	7105	8 <sup>th</sup> grade	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b></p> <p>Agriculture is not just “cows, sows and plows”. Discover how plant and animal science are a vital part of all our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member. Grade points are earned toward high school. GPA (Grade Point Average).  <b>***NOTE: 8<sup>th</sup> grade students intending to participate in FFA must take Principles of Agriculture, Food &amp; Natural Resources</b></p>

### Business, Marketing & Finance Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Business, Marketing & Finance	7309	8 <sup>th</sup> grade	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b></p> <p>Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).</p>

### Construction Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Construction	7219	8 <sup>th</sup> grade	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b></p> <p>Are you interested in restoring or designing something to be new or improved? Discover the tasks that are performed within Construction careers, as well as identify the license and certifications that can be obtained. Learn how to calculate the cost of supplies needed for a project; how to read technical manuals and drawings; and create a floor plan that complies with governmental Safety regulations and codes which are used within these careers. Students will work toward NCCER Core certification.</p>

### Education & Training Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Education & Training	7409	8 <sup>th</sup> grade	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b></p> <p>Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal, and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.</p>



## Hospitality & Tourism Career Cluster

Course	Course Number	Prerequisite	Course Description
Introduction to Culinary Arts	7715	None	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1</b>                      Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide safety and sanitation, insight to food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.</p>

## Science, Technology, Engineering, and Math (STEM)

Course	Course Number	Prerequisite	Course Description
Principles of Applied Engineering	8380	8 <sup>th</sup> grade	<p><b>Recommended Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>                      Are you the kind of person that likes to build things? If you answered yes, this is the course for you. Learn how to program a robot, design your own home, or create special effects for a movie. Learn by using cutting-edge equipment/technology, cooperative hands-on activities and gain the skills necessary to be successful in the Engineering/Technology career path. Grade points are earned toward high school GPA (Grade Point Average).</p>
Fundamental of Computer Science	2532	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>                      In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.</p>

## Health Science Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Health Science	7619	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>                      Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.</p>

# ENGLISH LANGUAGE ARTS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
7 ELAR	132	None	This course focuses on reading, writing, listening, speaking, and thinking within a variety of genres of increasing complexity. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others.
7 ELAR PAP GT	138		
English Learners Language Arts (ELLA) 7	136	LPAC Recommendation	This course includes the four domains of language (reading, writing, listening, speaking) and thinking within a variety of genres of increasing complexity and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As students examine and analyze fiction, poetry, drama, informational and argumentative text, they will apply these genre characteristics and craft at a deeper level to plan, develop, revise, edit, and publish multiple texts- personal narrative, fiction, poetry, informational and argumentative texts. Additionally, students will synthesize and examine information from a variety of sources and participate collaboratively with others. Students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.
8 ELAR	142	None	This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, examine, and synthesize relevant information from varied sources and will present results both independently and as part of a collaborative group.
8 ELAR PAP GT	148		
English Learners Language Arts (ELLA) 8	146	LPAC Recommendation	This course is designed to refine and extend knowledge of a range of literary genres, including fiction, poetry, drama, informational and argumentative text. Students will continue to read, write, listen, speak, and think while analyzing a wide range of increasingly challenging texts and then will apply these genre characteristics and craft with a greater complexity in multiple genres, including personal narrative, fiction, poetry, informational and argumentative texts. Students will also continue to identify, gather, and synthesize relevant information from varied sources and to plan agendas while participating collaboratively with others. Strands include the four domains of language (listening, speaking, reading, and writing) and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. Instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.
Reading 7 Improvement	031	None	These courses are designed to increase student knowledge and skills in mathematics or reading concepts. Instruction is focused on specific areas of need as identified by the state competency tests.
Reading 8 Improvement	041		
Math 7 Improvement	231		
Math 8 Improvement	241		

# MATHEMATICS

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Math 7	237	None	Mathematics Grade 7 focuses on using proportional relationships in a variety of problem-solving situations. Students apply addition, subtraction, multiplication, and division of decimals, fractions, and integers. Patterns, relationships, and algebraic thinking are used to represent relationships numerically, geometrically, verbally, and symbolically. Topics include solving equations, geometry and spatial reasoning, measurement, and probability and statistics. Critical thinking and problem-solving skills are emphasized. *Mathematics Grade 7 PAP GT is a compacted course that includes a portion of the Grade 7 Math TEKS and all the Grade 8 Math TEKS. Students in Mathematics Grade 7 PAP GT will take the Grade 8 Math STAAR Assessment. This course meets the TEA requirement for an Algebra I prerequisite.
238A Math 7 PAP GT* (1st semester)	238A		
238B Math 7 PAP GT* (2nd semester)	238B		
Math 8	247	None	The primary focus on mathematics in Grade 8 is using basic principles of algebra to analyze and represent proportional and non-proportional relationships and using probability to describe data and make predictions. Some of the topics students will study are patterns, relationships, and algebraic thinking, transformational geometry, measurement, and the Pythagorean Theorem. Emphasis will be placed on critical thinking and problem-solving skills.
Math 8 PAP GT	249		
Algebra I – Pre-AP	2540	Grade 8 Math or an equivalent	In Algebra I, students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. Algebra I Pre-AP includes the same student objectives as Algebra I. Pre-AP courses prepare students who intend to continue their studies in AP. This Pre-AP course will be taught using College Board-approved curriculum and strategies. Carefully read the section describing Pre- AP/PAP and AP in the “High School Overview” section of this catalog under “Planning Your Schedule. Students enrolled in Algebra I Pre-AP are required to take the STAAR End of Course Exam. Grade points are earned toward high school GPA (Grade Point Average). Students must have credit for both semesters of Algebra I before they can enroll in any other high school math course.

# SCIENCE

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Science 7	334	None	Grade 7 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms, and environments. While interdisciplinary in nature, there is a focus on life science. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.
Science 7 PAP GT	337		
Science 8	334	None	Grade 8 science is an interdisciplinary study of four science concepts: matter and energy, force and motion, earth and space, organisms, and environments. While interdisciplinary in nature, there is a more in-depth focus on the physical and earth sciences. A hands-on approach, using lab and field investigations, is used to connect science content with science process skills. Students will develop a foundation of knowledge and skills necessary to apply the scientific concepts to everyday life and academic experiences.
Science 8 PAP GT	347		

# SOCIAL STUDIES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Social Studies 7	434	None	Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact.
Social Studies 7 PAP GT	437		
Social Studies 8	444	None	In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. Historical content focuses on the political, economic, religious, 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, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.
Social Studies 8 PAP GT	447		

# PHYSICAL EDUCATION

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Physical Education 7 <sup>th</sup>	634	None	This course introduces and develops skills in such lifetime activities as swimming, volleyball, softball, badminton, basketball, flag football, table tennis, touch football, tennis, soccer, folk dance, track/field, and kickball. Students learn the importance of physical fitness, good sportsmanship, and individual development.
Physical Education 8 <sup>th</sup>	644		
Major Sports 7 <sup>th</sup>	636	Physical examination is required prior to tryouts	The following competitive athletic programs are designed for those who are highly motivated to participate in team and individual UIL athletics. Participants are expected to meet all UIL regulations and must maintain academic standards while devoting a great deal of time outside the school day toward these programs. Tryouts and coach approval are required to participate in each sport listed below.
Major Sports 8 <sup>th</sup>	638		
Dance 7 <sup>th</sup>	633	None	Dance will provide students with an exploration of movement in many different dance genres with the focus to foster student creativity through expression of movement.
Dance 8 <sup>th</sup>	642		
Kickstart I	626	Successful completion of prior level for advanced levels	<p><i>*This course will only be offered in the 6<sup>th</sup> grade for 2022 – 2023, 7<sup>th</sup> grade in the 2023-2024, and 8<sup>th</sup> grade in the 2024-2025 school years.</i></p> <p>This TEA recognized, in-school physical education program will teach character through karate by focusing on core values such as discipline, hard work, and respect. This multiyear program begins in the 6<sup>th</sup> grade and has an option for continued course participation through the 8<sup>th</sup> grade. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/ guardian permission is required, and students must apply for admission into the program.</p>
Kickstart II	627	Successful completion of prior level for advanced levels	<p><i>*This course will only be offered in the 6<sup>th</sup> grade for 2022 – 2023, 7<sup>th</sup> grade in the 2023-2024, and 8<sup>th</sup> grade in the 2024-2025 school years.</i></p> <p>This TEA recognized, in-school physical education program will teach character through karate by focusing on core values such as discipline, hard work, and respect. This multiyear program begins in the 6<sup>th</sup> grade and has an option for continued course participation through the 8<sup>th</sup> grade. This safe and structured program focuses on the discipline and philosophies of the martial arts while engaging the students in fitness and educating them about self-defense. Parent/ guardian permission is required, and students must apply for admission into the program.</p>

**Athletics offered are Football, Basketball, Cross Country, Soccer, Tennis, Track and Volleyball**

# ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Art 7	734	None	This course includes the fundamentals of design, drawing, painting, and sculpture. Students will learn about art materials, concepts, and vocabulary. They will also develop the skills necessary for communicating ideas and emotions through art. The art studio is a creative environment, rich with experiences to personally develop every student. An emphasis is placed on art production, history, analysis, and aesthetics. Emphasis on originality, creativity, craftsmanship, and effort provides a strong foundation for future art courses. Each student will maintain a portfolio.
Art 8	744		
Art I	7503	None	<b>Grade Level Recommendation: 8</b> Art I is a high school level comprehensive course that provides the student with introductory experiences in inventive and imaginative expression through a variety of art experiences, media, and techniques. Emphasis is placed on the elements and principles of design. Grade points are earned toward high school GPA (Grade Point Average).
Beginning Band	739	None	<b>Grade Level Recommendation: 7-8</b> No previous experience is required for entry into this band class. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the band director. If possible, every effort is made to honor the instrument request. However, each band director works to place students on instruments that provide the best opportunity for the individual success of the student and to balance the instrumentation of the band program. Students playing flute, clarinet, alto saxophone, trumpet/cornet, trombone, and percussion furnish their own instrument and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. An instrument should not be obtained until the student has interviewed with the band director. A limited number of school-owned instruments including oboe, bassoon, French horn, euphonium, and tuba are available. Parents of students with financial needs should contact the director at the school. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare the concerts.
Concert Band	740	Beginning Band or band director approval	<b>Grade Level Recommendation: 7-8</b> Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions are encouraged. Full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.
Symphonic Band	748		
Honors Band	749	Beginning Band or band director approval	<b>Grade Level Recommendation: 7-8</b> This is the most advanced performing ensemble in the band program. Students are placed in this group via audition with consideration to balanced instrumentation. Students in this band continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts: Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the band director. Participation in the LCISD Solo and Ensemble Contest, LCISD All District Band auditions may be expected. Weekly, 1-hour section rehearsals and additional full band rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.

<b>Tenor-Bass Choir</b>	<b>750</b>	<b>None</b>	<b>Grade Level Recommendation: 7-8</b> These performing groups give the student training and experience in being a member of a specialized group. Emphasis is placed on two- and three-part music and includes a variety of styles from the traditional contest literature to the lighter form of contemporary music unique to the male and female voice. A continuation of experiences in performing as a soloist and ensemble member is emphasized. In this course, students continue to develop basic ear training/listening skills, individual/ensemble skills, vocal production, music reading, and musicianship. Students will develop knowledge and skills in musicianship, choral techniques, vocal production, showmanship, and performance. They will participate in a variety of concerts throughout the year as well as solo and ensemble contests, All- Region choir auditions, community programs, and the UIL Concert and Sightreading evaluation. Attendance at outside-school performances and rehearsals is a requirement of this course. Calendars will be distributed to students at the beginning of the year and rehearsal/performance schedules will be updated throughout the year.
<b>Treble Choir</b>	<b>751</b>		
<b>Beginning Orchestra</b>	<b>737</b>	<b>None</b>	<b>Grade Level Recommendation: 7-8</b> No previous experience is required for entry into this program. Students are taught the basic skills of playing an instrument and music reading. Students are placed on instruments by recommendation of the orchestra director. Students playing violin, viola, and cello own their own instruments and accessories. Students may purchase or rent an instrument through a wide range of music instrument dealers. The students perform 1-3 concerts per year. Some outside-of-the-school day rehearsals are required to prepare for the concerts.
<b>Intermediate Orchestra</b>	<b>738</b>	<b>Beginning Orchestra or Orchestra director approval</b>	<b>Grade Level Recommendation: 7-8</b> Students are placed in this group via audition with consideration to balanced instrumentation. Students in this orchestra continue to develop and refine individual and ensemble skills as well as learn more advanced concepts and skills. Performance requirements can include 2-5 concerts, the Lamar CISD Pre-UIL Festival, UIL Concert and Sight-Reading Evaluation, a spring festival, and other opportunities determined by the orchestra director. Participation in the LCISD Solo and Ensemble Contest, TMEA All Region Orchestra auditions are encouraged. Additional rehearsals leading up to major performances may be required. Individual help is offered to students participating in individual events.
<b>Introduction to Theatre</b>	<b>731</b>	<b>None</b>	<b>Grade Level Recommendation: 7-8</b> This beginning course covers the fundamentals of acting and theatrical production. Classroom activities include mime / pantomime, improvisation, characterization, technical theatre (including scenery, lighting, sound, costuming, hair / makeup), and play production. Emphasis will be placed on a variety of in-class performances and individual / group presentations.
<b>Intermediate Theatre</b>	<b>741</b>	<b>Introduction to Theatre</b>	<b>Grade Level Recommendation: 7-8</b> This course is a continuation and progression of the Introduction to Theatre course. Students will be given higher-level activities involving acting, oral interpretation, technical theatre, and the elements of theatre production. This theatre arts course is designed for students who are planning on participating in all aspects of play production. Students may have the opportunity to audition for productions. These events will require additional preparation and involvement after school.
<b>Theatre Production</b>	<b>732</b>	<b>Intermediate Theatre or theatre teacher approval</b>	<b>Grade Level Recommendation: 7-8</b> This advanced course is for students who have a desire to be involved with play productions. This course is a continuation and progression of the theatre arts curriculum. The nature of this course will require participation in after- school rehearsals.

# JOURNALISM

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
Journalism 7th	013	None	This course is designed for students who show an aptitude for writing. Students write articles for school publications and learn to do editing and layout work. A newspaper, yearbook and/or literary journal may be published.
Yearbook 7th	023	None	
Journalism 8 <sup>th</sup>	033	None	This course is designed for students who show an aptitude for writing. Students write articles for school publications and learn to do editing and layout work. A newspaper, yearbook and/or literary journal may be published.
Yearbook 8 <sup>th</sup>	043	None	

# LANGUAGES OTHER THAN ENGLISH

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
French II	5743	French I	<p><b>Recommended Grade: 8</b>  <b>Credit: 1</b></p> <p>This course continues the development of listening, speaking, reading, and writing in the French language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the French-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in French II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade point average). <b>This class is conducted in French a significant amount of time.</b></p>
Spanish I	5533	Recommended prior year Language Arts grade average of an 85 or higher	<p><b>Recommended Grade: 7<sup>th</sup> – 8<sup>th</sup></b>  <b>Credit: 1</b></p> <p>This is the same course as Spanish I offered in grades 9 - 12. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish I are expected to reach a Novice-Mid to Novice-High proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade Point Average). <b>This class is conducted in Spanish a significant amount of time.</b></p>



Spanish II	5543	Spanish I	<p><b>Recommended Grade: 8</b>  <b>Credit: 1</b></p> <p>This course continues the development of listening, speaking, reading, and writing in the Spanish language. The focus of the course is authentic, real-world communication, as students make connections and compare their own language and culture to the communities of the Spanish-speaking world. This course focuses on six AP themes. Classes are conducted in the target language for 90% of the time, with great attention to comprehensible input which includes: slower speech, repetition, modeling, frequent checks for understanding, visuals, gestures, frequent opportunities for students to practice, and use of English only when necessary. Students will be assessed regularly in the three modes of communication: interpersonal (unscripted conversation to complete a task), interpretive (reading, listening, and viewing), and presentational (rehearsed and revised oral and written products). Language learners in Spanish II are expected to reach a Novice-High to Intermediate-Low proficiency level upon completion of this course according to the TEKS for LOTE. Grade points are earned toward high school GPA (Grade point average). <b>This class is conducted in Spanish a significant amount of time.</b></p>
Spanish for Spanish Speakers	5633 Fall	Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of 80	<p><b>Recommended Grade: 7-8</b>  <b>Credits: 2</b></p> <p>This course is designed for student who are heritage or native speakers of Spanish. Their basic skills will be strengthened with an emphasis on vocabulary, reading, writing and grammar skills at more advanced levels. The focus of this course is on increasing student's ability to use Spanish flexibly in both formal and informal situations by focusing on topics related to the six AP themes. Students are expected to achieve a minimum of Intermediate-Low to Intermediate-Mid level of proficiency as defined by ACTFL standards, by the end of this course, depending upon their beginning level. Students may receive credit for Spanish I and II upon successful completion of these courses in one year. Grade points are earned toward high school GPA (Grade Point Average). <b>This class is conducted in Spanish a significant amount of time.</b></p>
	5643 Spring		

# CTE PROGRAMS OF STUDY /JUNIOR HIGH



# JUNIOR HIGH CTE COURSES

COURSE NAME	COURSE NUMBER	PREREQUISITE(S)	COURSE DESCRIPTION	PROGRAM OF STUDY
Career Investigation	825	None	<p><b>Recommended Grade Level: 7 or 8</b>            Wondering what CTE is all about? Wondering what career clusters and training are available at your school? Discover different career choices available in high skill, highdemand job areas. Explore key concepts in each CTE Career Cluster along with learning leadership and computer skills, career/workplace etiquette, and career development. Career Clusters focus includes Family Consumer Sciences, Agriculture, Construction &amp; Transportation, STEM/Engineering and Business.  <i>*This class is geared for 7<sup>th</sup> grade students as an introductory course to CTE and Endorsement Career Clusters available in LCISD. 8<sup>th</sup> graders may elect to take this course. Hands-on projects and cooperative learning will be utilized when available.</i></p>	None

**The following CTE classes apply to high school credit; these courses are the introduction to various Endorsements. Please refer to the "High School Overview" section of this catalog under "Planning Your Schedule."**

Fundamentals of Computer Science	2532	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>            In this first course for students beginning computers, they will learn about the computing tools that are used every day, while gaining an understanding of the principles of computer science. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science.</p>	Cybersecurity Engineering Programming & Software Development
Principles of Agriculture, Food & Natural Resources	7105	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>            Agriculture is not just "cows, sows and plows". Discover how plant and animal science are a vital part of all our lives. Research which laws, regulations, and policies are in place to bring food safely from the field to your table. Learn leadership, record-keeping skills and could raise an animal as a FFA member. Grade points are earned toward high school. GPA (Grade Point Average).            ***NOTE: 8<sup>th</sup> grade students intending to participate in FFA must take Principles of Agriculture, Food &amp; Natural Resources</p>	Animal Science Applied Agricultural Engineering Plant Science
Principles of Construction	7219	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>            Are you interested in restoring or designing something to be new or improved? Discover the tasks that are performed within Construction careers, as well as identify the license and certifications that can be obtained. Learn how to calculate the cost of supplies needed for a project; how to read technical manuals and drawings; and create a floor plan that complies with governmental Safety regulations and codes which are used within these careers. Students will work toward NCCER Core certification.</p>	Carpentry HVAC and Sheet Metal-Dual Credit through TSTC
Principles of Business, Marketing & Finance	7309	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>            Have you ever wondered what it takes to start your own business, or be successful in the business world? Jump ahead of your peers and get a head start on your career path with this high school credit business course that reinforces computer application skills in a hands-on, cooperative learning environment using real world activities and simulations. Learn how to develop your own company name, logo, and a variety of creative documents that you will need to successfully market and promote your business while tracking your profits all the way to the bank. Grade points are earned toward high school GPA (Grade Point Average).</p>	Business Management Marketing and Sales

Principles of Education & Training	7409	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>          Are you interested in sharing your knowledge and talents with others through teaching? Then explore this diverse group of careers that prepares learners to plan, manage and provide education and training services and related learning support services. Some of the areas of training are teacher, corporate and physical trainer, sign language interpreter, recreation worker, coach, parent educator, social worker, principal, and administrator. Learn how to present your knowledge and skills to assist learners in grasping new information, apply what they have learned, and become successful learners.</p>	Teaching and Training
Principles of Health Science	7619	8 <sup>th</sup> grade	<p><b>Grade Level: 8</b>  <b>Credit: 1; Applies towards high school credit</b>          Is your future in the health care field? Learn the essential elements related to the health care field: medical terminology, anatomy and physiology, human growth and development, CPR, first aid, the basic concepts of illness and wellness, medical communications skills for both patients and medical staff. Learn how to create a dental mold, insert an IV, or create a compound are just a few of the hands-on activities you will explore in this course.</p>	<p>Healthcare Diagnostics</p> <p>Healthcare Therapeutics</p>
Introduction to Culinary Arts	7715	None	<p><b>Recommended Grade Level: 9</b>  <b>Credit: 1</b>          Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide safety and sanitation, insight to food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.</p>	Culinary Arts