

**COURSE
SELECTION
PARENT
NIGHT**

GEORGE JUNIOR HIGH

GEORGE JUNIOR HIGH
ADMINISTRATION



CAMPUS ADMINISTRATORS



Katherine Lange

Assistant Principal
George Junior High

☎ 832-223-3600

✉ katherine.lange@lcisd.org

🌐 lcisd.org/campuses/georgejh

🐦 @GJHRangers

📍 georgejhrangers



A - M

#LamarCISD

#RangerPride

GABRIEL A. TORRES, M.ED.

ASSISTANT PRINCIPAL (N-Z)



George Junior High School

☎ 832-223-3600 ext. 3624

📍 4601 Airport Rd. Rosenberg, TX 77471

🐦 @MrTorresGJH #RangerPride

🌐 www.lcisd.org

🌐 www.lcisd.org/campuses/georgejh/home



N - Z



KENDRA CHANDLER A – GL

CERISE WHITE Go – O

ANGELA BERNARD P – Z

Counselors



ANGELINA MENDOZA - REGISTRAR

NURSE BRAUD

dawn.braud@lcisd.org

7TH GRADE IMMUNIZATIONS

7TH GRADE IMMUNIZATION REQUIREMENTS



- ALL STUDENTS **MUST** HAVE THESE SHOTS TO ENTER 7TH GRADE:

TDAP- TETANUS/PERTUSSIS BOOSTER WITHIN THE PAST
5 YEARS
AND
MENINGITIS VACCINE (AFTER AGE 11)

IMPORTANT HEALTH NOTICE FOR PARENTS OF
6TH GRADE STUDENTS



There are **ADDITIONAL** vaccine requirements for students who will be entering 7th 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 6th to 7th 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 6TH GRADE NURSE WITH
UPDATED VACCINE RECORDS THIS YEAR WILL RESULT IN YOUR CHILD BEING
UNABLE TO ATTEND CLASSES IN 7TH 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

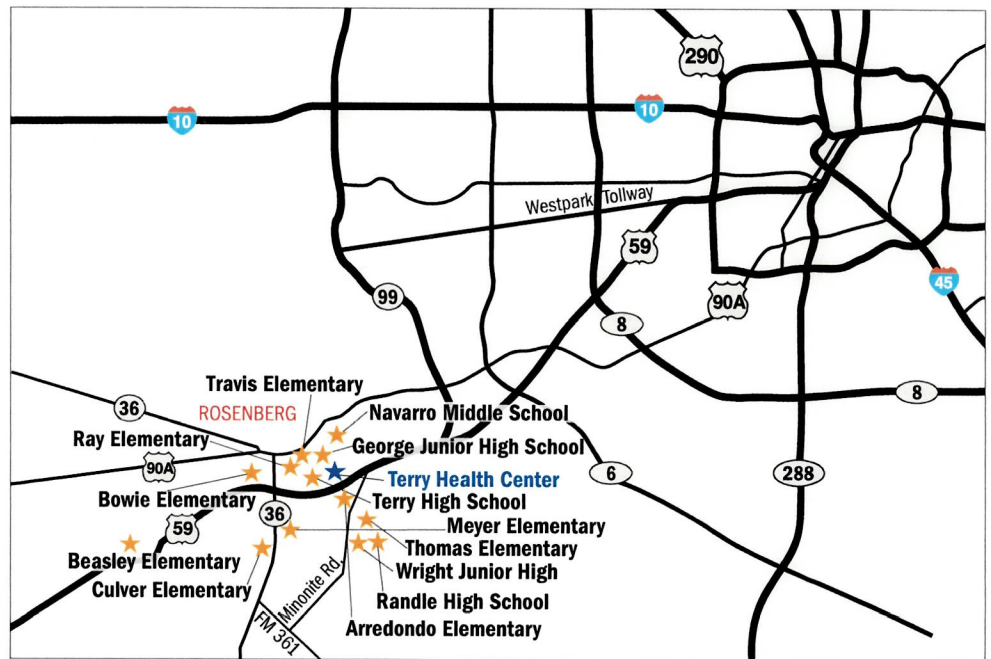
Terry Health Center
5500 Avenue N.
Rosenberg, TX 77471

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

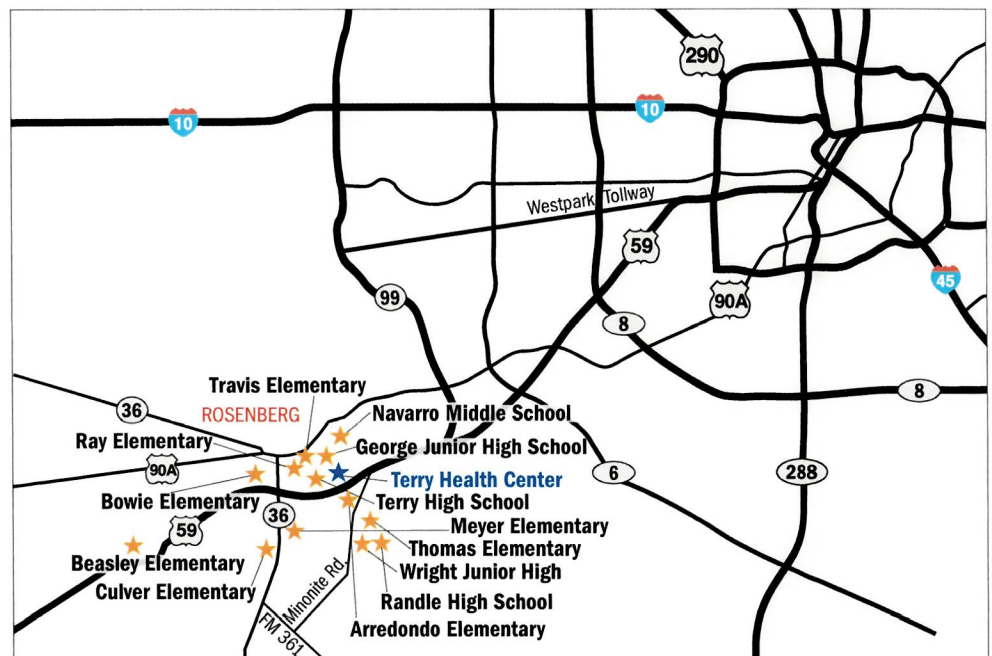
Terry Health Center
5500 Avenue N.
Rosenberg, TX 77471

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.



BAND & ORCHESTRA

Mr. Johnson

tejohnson@lcisd.org

Mr. Washington

jamal.washington@lcisd.org

BAND

- Mr. Washington and Mr. Johnson are looking forward to working with you all next year to make beautiful music together.
- In the George Band we play music in class every day and perform at concerts.
- We take a fun trip every year (if safety allows us to). Usually, we go to either Six Flags Fiesta Texas or Sea World in San Antonio.

Scan here for more about BAND!!!



ORCHESTRA

- Mr. Johnson is looking forward to working with you all next year to make beautiful music together.
- In the George Orchestra we play music in class every day and perform at concerts.
- We offer a Beginning Orchestra class at George. You can learn Violin, Viola, Cello or Double Bass.
- Students will be expected to provide their own instruments, More information regarding instruments will be provided the first week of class.

BAND & ORCHESTRA

- Here are answers to some of the questions we get asked the most often:
- **Q: I am currently in Band/Orchestra at Navarro. How do I sign up for Band at George JH?**
- **A:** Select Band/Orchestra as your first choice on your course selection in Skyward. Do not worry about which band class to sign up for. We will place you in the appropriate class based on your end-of-year audition and teacher input.

BAND & ORCHESTRA

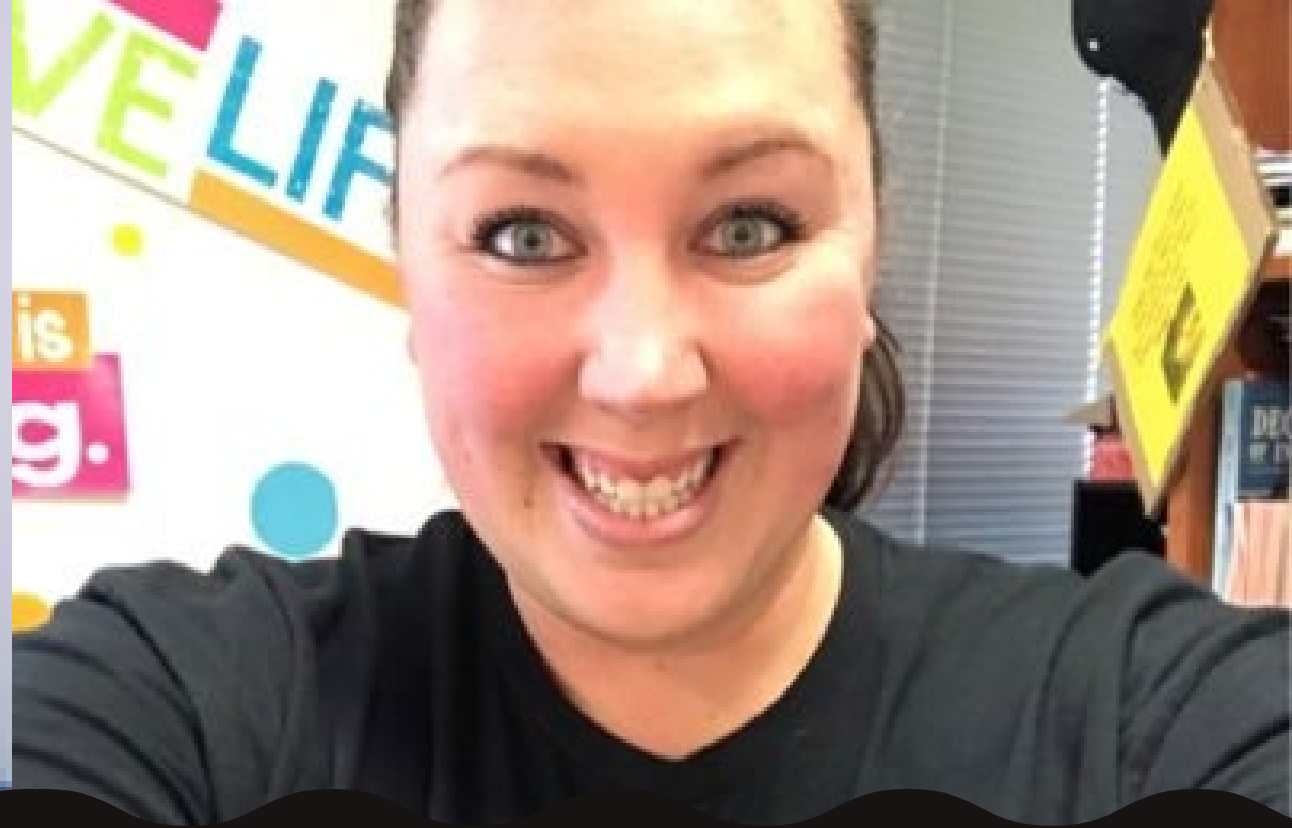
- **Q. Can I be in Band/Orchestra and participate in activities such as sports or cheerleading?**
- A. Yes!! We have many Band/Orchestra students who are also athletes and cheerleaders. We work with the coaches to handle any conflicts that arise, but they are very rare.

- **Q. Can I skip Band/Orchestra in 7th grade and then rejoin in 8th grade?**
- A. We do not recommend this, taking a year off will make you fall far behind and will make it difficult to be successful in High School Band/Orchestra.

BAND & ORCHESTRA

- **Q. Can I change instruments in 7th grade?**
- A. We do not recommend this, changing instruments could make it very difficult to advance to a higher level of playing.

- **Q. I am not currently in Band/Orchestra. Can I sign up for Beginning Band or Orchestra at George?**
- A. Yes! We offer a Beginning Band and Beginning Orchestra class at George.



**COACH WHITE
AND
COACH CAVE**

GJH ATHLETICS COORDINATORS

MAJOR SPORTS

**PHYSICALS
AND RANK ONE
FORMS
REQUIRED FOR
PARTICIPATION**

Football

Basketball

Volleyball

Track

Cross Country

Soccer

Cheer

Pep Squad

PHYSICAL DAY

Physical Day for Navarro Middle School and George Junior High students will be May 14th.

ATHLETICS

- Any student planning on playing Football, Basketball, Volleyball, Track, 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 24-25 school year must be labeled or completed on May 1, 2024, or later.
 - Those requesting Football, Basketball, Cross Country, Volleyball & Pep Squad must have their physicals & Rank One docs completed by August 4, 2024. Students who complete paperwork & physical after August 4, 2024, are not guaranteed a move to Major Sports.
 - George Jr. High Physical day will be May 14th. Physicals done on campus for \$20.

*pending 2024-2025 Calendar



CHEER/MASCOT

- Cheer tryouts will take place on March 26th: 7:15pm at **Lamar High School**. Each candidate must register by turning in a cheer packet to Coach V. Moses (room A110) or the front office of George Jr High. **Packets are due no later than March 19th, 3:40pm.** To get a packet, please stop by Coach Moses's room. There will also be cheer packets available in the front office at Navarro Middle School.
- There will be a **mandatory meeting at George JH on February 29th at 5:30pm** for interested students and parents. 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**. **Please read the 24-25 LCISD Cheer Overview found at <https://www.lcisd.org/departments/athletics/cheer>**
- You can find more information about tryouts on the school's website: [lcisd.org](https://www.lcisd.org). On the website, click "Departments," then "Athletics", and lastly click on "CHEER" or <https://www.lcisd.org/departments/athletics/cheer>
- **Physicals, Rank One forms, Application MUST be completed before March 19,2024. A physical must be done before tryouts. If you are a returning athlete, you do not need a new physical to tryout.**
- **Please contact Coach Valencia Moses at valencia.moses@lcisd.org if you have any questions or concerns.**



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.



PRE-AP GIFTED AND TALENTED COURSES

PAP/GT level courses are designed to challenge students beyond grade-level academic work and to prepare them for success in future advanced-level coursework. Students who experience success in advanced coursework typically exhibit the following personal and academic characteristics:

Personal Characteristics

Read on or above grade level

Strong study skills and self-motivation

Proficient oral and written communication skills

Self-discipline to plan, organize, and carry out tasks to completion

Interest and self-directedness in Pre-AP/Gifted & Talented Courses

7th grade students will take:

English/LA, Reading, Math, Texas History, Science

PE, Pep Squad or Major Sports and

2 Electives

7TH GRADE

ART

**AVID
ADVISORY**

BAND

THEATRE

ORCHESTRA

CHOIR

**CAREER
INVESTIGATIONS**

BEGINNING DANCE
**Pending Teacher
Availability*



7TH GRADE ELECTIVE COURSES



Spanish I

Applies toward high school credit

Recommended prior year
Language Arts Average of
85 or higher

**HIGH
SCHOOL
CREDIT
COURSES**



**7TH GRADE ELECTIVE
COURSES**

**Spanish for Spanish
Speakers
1 & 2**

**Applies toward high
school credit**

**Oral and written proficiency
screening in Spanish with a
minimum score of 80**

**HIGH
SCHOOL
CREDIT
COURSES**



**7TH GRADE
ELECTIVE COURSES**

AVID ADVISORY

The AVID advisory is based in AVID's College and Career Readiness Framework in pursuit of rigorous academic preparedness and supports.

This AVID advisory course will include opportunities to learn organizational and study skills, post-secondary and career exploration and preparedness, note taking strategies, and much more.

**NMS STUDENTS WILL COMPLETE
COURSE SELECTION REQUESTS
WITH
MRS. CROCKETT AND THE GJH
COUNSELORS
ON FEBRUARY 15TH @ NMS**

COURSE REQUESTS

- Please understand that elective courses that are requested in Skyward are not guaranteed. Students are placed in the elective of their choice based upon the availability of the elective.
- Please make sure that your child has a 2nd, 3rd, 4th, 5th, and 6th alternate choices for his/her elective. George Jr. High School Counselors will do our best to place your child in their preferred electives.
- Students that do not complete course elective requests will be placed in an elective(s) by his/her school counselor.

8TH GRADE

8th grade students will take:

**English, Math, American
History, Science**

**PE, Pep Squad or Major
Sports and**

Two electives



8TH GRADE ELECTIVE COURSES

ART

Band

Orchestra



8TH GRADE ELECTIVE COURSES

INTERMEDIATE THEATRE

CHOIR

CAREER INVESTIGATIONS

**Spanish I
French I**

**Applies toward high
school credit**

**Recommended prior year
Language Arts Average of
85 or higher**

**HIGH
SCHOOL
CREDIT
COURSES**



**8TH GRADE ELECTIVE
COURSES**

**Spanish for Spanish
Speakers
1 & 2**

**Applies toward high
school credit**

**Oral and written proficiency
screening in Spanish with a
minimum score of 80**

**HIGH
SCHOOL
CREDIT
COURSES**



**8TH GRADE ELECTIVE
COURSES**

HS ART I

**PRINCIPLES OF
BUSINESS AND
MARKETING**

**HIGH
SCHOOL
CREDIT
COURSES**



**8TH GRADE ELECTIVE
COURSES**

**INTRODUCTION TO
CULINARY ARTS**

**PRINCIPLES OF
AGRICULTURE, FOOD &
NATURAL RESOURCES**

**HIGH
SCHOOL
CREDIT
COURSES**



**8TH GRADE ELECTIVE
COURSES**

7TH AND 8TH GRADE BEGINNING DANCE ELECTIVE – PENDING TEACHER AVAILABILITY

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.

ROTC

- Air Force Junior ROTC is a citizenship program for high school students. GJH 8th graders may have an opportunity to participate in this high school credit course for the 2024 – 2025 school depending on the interest level of students wanting to participate in the program. 8th Grade students would participate in JROTC at Terry HS.
- AFJROTC encourages its students to become well-informed, helpful, and healthy citizens by using the military model to teach leadership, discipline, and organizational skills.
- The curriculum is composed of Aerospace Science (40%), Leadership Education (40%) and Health and Wellness Education (20%)



COURSE SELECTION WORKSHEET

- Course selection worksheets will be completed on:
- February 13th for GJH 7th graders
- February 15th for NMS 6th graders
- Parents, please sign and return the yellow copy to your child's counselor by 2/23/24.

George Junior High 7th Grade Course Selection Worksheet 2024-2025

Student Last Name: _____ First: _____ ID#: _____

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

1. Select your 4 core classes:

Choose 1 for English: <input type="checkbox"/> Reading/English 132 <input type="checkbox"/> Reading/English PAP/GT 138 Choose 1 for Science: <input type="checkbox"/> Science 324 <input type="checkbox"/> Science PAP/GT 337	Choose 1 for Math: <input type="checkbox"/> Math 237 <input type="checkbox"/> Math PAP/GT 238 & 88 Choose 1 for Social Studies: <input type="checkbox"/> Social Studies 434 <input type="checkbox"/> Social Studies PAP/GT 437
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For PAP courses: As a parent, I understand the requirements necessary for participation in PAP courses and wish to exercise the right to a waiver for informed consent. I understand my child's responsibilities and the consequences in signing for PAP classes. I am unable to provide my child encouragement and active support at home. I realize he is experiencing difficulty in order to meet the rigorous expectations of the PAP classes. 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: _____

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.

Fall Semester <input type="checkbox"/> 634 Regular PE <input type="checkbox"/> 636 Major Sports (what sport(s) you would like to play) <input type="checkbox"/> Football <input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball <input type="checkbox"/> Cross Country <input type="checkbox"/> Pep Squad	Spring Semester <input type="checkbox"/> 634 Regular PE <input type="checkbox"/> 636 Major Sports (what sport(s) you would like to play) <input type="checkbox"/> Track <input type="checkbox"/> Soccer <input type="checkbox"/> Pep Squad
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3. When selecting your ONE elective for next school year, please rank your top 5 choices (1, 2, 3, 4, 5).

<input type="checkbox"/> 734 Art <input type="checkbox"/> 737 Beginning Orchestra <input type="checkbox"/> 738 Intermediate Orchestra <input type="checkbox"/> 739 Beginning Band <input type="checkbox"/> 740 Band (740, 748, 749) <input type="checkbox"/> 750 Boys Choir <input type="checkbox"/> 751 Girls Choir <input type="checkbox"/> 731 Introduction to Theater <input type="checkbox"/> 732 Theater Production <input type="checkbox"/> 825 Career Investigation <input type="checkbox"/> 00 AVID <input type="checkbox"/> 753 Beginning Dance	High School Credit Courses* <input type="checkbox"/> 553 Spanish 1* <input type="checkbox"/> 563 (Fall) 564 (Spring) Spanish for Spanish Speakers* Recommended prior year Language Arts grade average of 85 or higher for enrollment in Languages other than English.
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*Each point is an earned 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.
See course #000 for signed by parent.

Student Signature: _____ Date: _____
 Parent Signature: _____ Date: _____

White School Copy (Submitted During Presentation)
 Yellow: Counselor Copy - With Parent Signature - MUST BE RETURNED TO THE COUNSELOR'S OFFICE BY 2/23/24
 Pink: Parent Copy to Keep

George Junior High 8th Grade Course Selection Worksheet 2024-2025

Student Last Name: _____ First Name: _____ ID#: _____

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

1. Select your 4 core classes:

Choose 1 for English: <input type="checkbox"/> English 142 <input type="checkbox"/> English PAP/GT 148 Choose 1 for Science: <input type="checkbox"/> Science 344 <input type="checkbox"/> Science PAP/GT 347	Choose 1 for Math: <input type="checkbox"/> Math 247 <input type="checkbox"/> Math PAP/GT 249 <input type="checkbox"/> Algebra 1 Pre-AP 2540 <small>(Requires the Algebra 1 Pre-AP Math Test)</small> Choose for Social Studies: <input type="checkbox"/> History 444 <input type="checkbox"/> History PAP/GT 447
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For PAP courses: As a parent, I understand the requirements necessary for participation in PAP courses and wish to exercise the right to a waiver for informed consent. I understand my child's responsibilities and the expectations in signing for PAP classes. I am unable to provide my child encouragement and active support at home. I realize he is experiencing difficulty in order to meet the rigorous expectations of the PAP classes. 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: _____

2. Choose PE or Major Sport: Students will be scheduled for Major Sports once a Physical and Rank One forms are submitted to the PE coach.

Fall Semester <input type="checkbox"/> 644 Regular PE <input type="checkbox"/> 638 Major Sports (what sport(s) you would like to play) <input type="checkbox"/> Football <input type="checkbox"/> Basketball <input type="checkbox"/> Volleyball <input type="checkbox"/> Cross Country <input type="checkbox"/> Pep Squad	Spring Semester <input type="checkbox"/> 644 Regular PE <input type="checkbox"/> 638 Major Sports (what sport(s) you would like to play) <input type="checkbox"/> Track <input type="checkbox"/> Soccer <input type="checkbox"/> Pep Squad
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3. Rank your top 6 elective choices (1, 2, 3, 4, 5, 6). Do not mark an elective that you're taking this current school year. You may not repeat the same elective.

<input type="checkbox"/> 744 Art <input type="checkbox"/> 737 Beginning Orchestra <input type="checkbox"/> 738 Intermediate Orchestra <input type="checkbox"/> 739 Beginning Band <input type="checkbox"/> 740 Band (740, 748, 749) <input type="checkbox"/> 750 Boys Choir <input type="checkbox"/> 751 Girls Choir <input type="checkbox"/> 741 Intermediate Theater <input type="checkbox"/> 732 Theater Production <input type="checkbox"/> 825 Career Investigation <input type="checkbox"/> 00 AVID <input type="checkbox"/> 753 Beginning Dance	High School Credit Courses* <input type="checkbox"/> 703 HS Art I* <input type="checkbox"/> 7105 Principles of Agriculture, Food, Nat. Res.* <input type="checkbox"/> 7309 Principles of Business, Marketing, Finance* <input type="checkbox"/> 7715 Introduction to Culinary Arts* <input type="checkbox"/> 6051 Junior ROTC* (Requires one JROTC instructor) Recommended prior year Language Arts grade average of 85 or higher for enrollment in Languages other than English.
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*Each point is an earned 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.
See course #000 for signed by parent.

Student Signature: _____ Date: _____
 Parent Signature: _____ Date: _____

White School Copy (Submitted During Presentation) *Yellow: Counselor Copy - With Parent Signature - MUST BE RETURNED TO THE COUNSELOR'S OFFICE BY 2/23/24
 Pink: Parent Copy to Keep

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 8th 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 1, 2024.
- 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, 2024.
- 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	Eric Fumano	eric.fumano@lcsid.org
Band	Terrance Johnson & Jamal Washington	tejohnson@lcsid.org jamal.washington@lcsid.org
Choir	India Murphy	india.murphy@lcsid.org
Theatre	Darren Clark	darren.clark@lcsid.org
Career Investigations (CTE)	Kelly Goodman	kelly.goodman@lcsid.org
Orchestra	Terrance Johnson	tejohnson@lcsid.org
Spanish , Spanish 2 & Spanish for Spanish Speakers	Angela Escriva	aescriva@lcsid.org
Principles of Agriculture Food & Natural Resources	Claudia Alvarez	claudia.alvarez@lcsid.org
Introduction to Culinary Arts	Christopher White	christopher.white02@lcsid.org
Principles of Business & Marketing	Kelly Goodman	kelly.goodman@lcsid.org
Pep Squad	Shaunteia Fontenot	shaunteia.fontenot@lcsid.org
Cheer	Valencia Moses	valencia.moses@lcsid.org
PE/Athletics		@lcsid.org
Gifted and Talented Facilitator	Andrea Fullick	afullick@lcsid.org

QUESTIONS? CONTACT YOUR COUNSELOR

RANGERS
GEORGE JUNIOR HIGH



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



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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 | 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 Choir

Beginning Orchestra

Intermediate Orchestra

Beginning Dance

Intermediate 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

Beginning Dance

Intermediate 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 4th 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 Content-Based Language Instruction. 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 4th 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.	Recommended Grade: 7th - 8th Credit: 1 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). This class is conducted in French a significant amount of time.
French II	5743	French I	Recommended Grade: 8th Credit: 1 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. This class is conducted in French a significant amount of time.
Spanish for Spanish Speakers	5633 (Fall)	Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of an 80.	Recommended Grade: 7th - 8th Credit: 1 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). This course is conducted predominantly in Spanish.
	5643 (Spring)		

Spanish I	5533	<p>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.</p>	<p>Recommended Grade: 7th – 8th Credit: 1 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). This class is conducted in Spanish a significant amount of time.</p>
Spanish II	5543	<p>Spanish I This is the same course as Spanish II offered in grades 9 - 12.</p>	<p>Recommended Grade: 8th Credit: 1 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. This class is conducted in Spanish a significant amount of time.</p>
FINE ARTS			
Course	Course Number	Prerequisite	Course Description
Art I	7503	<p>None This is the same course as Art I offered in grades 9 - 12.</p>	<p>Recommended Grade: 8th Credit: 1 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). Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.</p>

CORE COURSES

MATHEMATICS

Course	Course Number	Prerequisite	Course Description
Algebra I - PAP	2540	Grade 8 Math or equivalent	<p>Recommended Grade: 8th Credit: 1</p> <p>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.</p>

CAREER & TECHNICAL EDUCATION (CTE)

Agriculture, Food & Natural Resources Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Agriculture, Food & Natural Resources	7105	8 th grade	<p>Recommended Grade Level: 8 Credit: 1; Applies towards high school credit</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).</p> <p>***NOTE: 8th grade students intending to participate in FFA must take Principles of Agriculture, Food & Natural Resources</p>

Business, Marketing & Finance Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Business, Marketing & Finance	7309	8 th grade	<p>Recommended Grade Level: 8 Credit: 1; Applies towards high school credit</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>

Education & Training Career Cluster

Course	Course Number	Prerequisite	Course Description
Principles of Education & Training	7409	8 th grade	<p>Recommended Grade Level: 8 Credit: 1; Applies towards high school credit</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>Recommended Grade Level: 8 Credit: 1</p> <p>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 th grade	<p>Recommended Grade Level: 8 Credit: 1; Applies towards high school credit</p> <p>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 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit</p> <p>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 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit</p> <p>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 using text with 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	In Grade 7, the following concepts will be addressed in the following strands: Scientific and Engineering Practices, Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. **Grade 7 PAP/GT will increase students' understanding of concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. PAP courses prepare students who eventually intend to continue their studies in AP courses.
Science 7 PAP GT	337		
Science 8	334	None	In Grade 8, the following concepts will be addressed in the following strands: Scientific and Engineering Practices, Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. **Grade 8 PAP/GT will increase students' understanding of concepts, extend students' knowledge of science as a process, and enhance test-taking strategies. PAP courses prepare students who eventually intend to continue their studies in AP courses.
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 th	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 th	644		
Major Sports 7 th	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 th	638		
Beginning Dance	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.
Intermediate Dance	634	Successful completion of Beginning Dance, or teacher approval	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.
Kickstart I	626	Successful completion of prior level for advanced levels	<p><i>*This course will only be offered in the 6th grade for 2022 – 2023, 7th grade in the 2023-2024, and 8th 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 6th grade and has an option for continued course participation through the 8th 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 6th grade for 2022 – 2023, 7th grade in the 2023-2024, and 8th 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 6th grade and has an option for continued course participation through the 8th 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>
JROTC	6051	Conference with JROTC instructor recommended prior to enrollment	<p><i>Grade Level Recommendation: 8</i></p> <p><i>Credit: 1</i></p> <p>Taught at Lamar Consolidated High School and Terry High School. AFJROTC encourages its students to become well-informed, helpful, and healthy citizens by using a military model to teach leadership, discipline, and organizational skills. The curriculum is composed of Aerospace Science (40%), Leadership Education (40%) and Health and Wellness Education (20%). This course stresses communication skills and cadet corps activities. Additionally, drills and ceremonies, and uniform wear will be incorporated into portions of the Leadership Education curriculum for all cadet year groups. Health and Wellness Education uses the Presidential Physical Fitness program to track physical improvement and an Air Force Junior ROTC-approved curriculum emphasizing a healthy lifestyle.. Wear the Air Force uniform at least once per week is required to complete the course; uniform items are provided. Cadets will also have to meet personal grooming standards specific to males and females, primarily with respect to hair and facial hair.</p>

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

ELECTIVE COURSES

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
AVID Advisory	890	See campus guidance on course offering & availability	The AVID advisory is based in AVID's College and Career Readiness Framework in pursuit of rigorous academic preparedness and supports. This AVID advisory course will include opportunities to learn organizational and study skills, post-secondary and career exploration and preparedness, note taking strategies, and much more.
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. Students may be required to purchase some materials. Cost may vary depending on the level of study.
Art 8	744		
Art I	7503	None	Grade Level Recommendation: 8 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). Students may be required to purchase some materials, or an art fee may be required to cover the cost of materials, including a sketchbook.
Beginning Band	739	None	Grade Level Recommendation: 7-8 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. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.
Concert Band	740	Beginning Band or band director approval	Grade Level Recommendation: 7-8 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. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.
Symphonic Band	748		

Honors Band	749	Beginning Band or band director approval	<p>Grade Level Recommendation: 7-8</p> <p>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. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.</p>
Tenor-Bass Choir	750	None	<p>Grade Level Recommendation: 7-8</p> <p>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.</p>
Treble Choir	751		
Beginning Dance	753	None	<p>No previous is required for entry into this program. 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. Some outside-of-the-school day rehearsals are required to prepare for performances.</p>
Intermediate Dance	754	Beginning Dance or Dance Director approval	<p>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. Some outside-of-the-school day rehearsals are required to prepare for performances.</p>
Beginning Orchestra	737	None	<p>Grade Level Recommendation: 7-8</p> <p>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. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.</p>
Intermediate Orchestra	738	Beginning Orchestra or Orchestra director approval	<p>Grade Level Recommendation: 7-8</p> <p>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. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.</p>

Beginning Mariachi Guitar	752	Beginning Mariachi Guitar - None	Grade Level Recommendation: 7-8 Beginner Mariachi Guitar – Available only on campuses where District-approved mariachi programs are offered. This is a beginner level course for students to learn guitar. During the course of study some students will learn vihuela or guitarron. Students will learn to read music, play their instrument, and perform. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.
Intermediate Mariachi Guitar	762	Intermediate Mariachi Guitar: Because of the limited number of students that will be allowed in this course, audition may be required.	Grade Level Recommendation: 7-8 Available only on campuses where District-approved mariachi programs are offered. This is a course for students who completed Beginning Mariachi Guitar or have passed a placement audition. During the course of study some students will learn vihuela or guitarron. Students will play their instrument and perform. After or Before-school rehearsals may be required to be in the program. An annual \$35 fee is charged to students selected by the program director to use school-owned instruments.
Introduction to Theatre	731	None	Grade Level Recommendation: 7-8 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. Students who have received credit for this course in sixth grade school should not repeat this course in seventh or eighth grade.
Intermediate Theatre	741	Introduction to Theatre	Grade Level Recommendation: 7-8 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.
Theatre Production	732	Intermediate Theatre or theatre teacher approval	Grade Level Recommendation: 7-8 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 8th	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 8th	043	None	

LANGUAGES OTHER THAN ENGLISH

COURSE NAME	COURSE NUMBER	REQUIRED PREREQUISITE(S)	COURSE DESCRIPTION
French II	5743	French I	<p>Recommended Grade: 8 Credit: 1 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). This class is conducted in French a significant amount of time.</p>
Spanish I	5533	Recommended prior year Language Arts grade average of an 85 or higher	<p>Recommended Grade: 7th - 8th Credit: 1 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). This class is conducted in Spanish a significant amount of time.</p>

Spanish II	5543	Spanish I	<p>Recommended Grade: 8 Credit: 1</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). This class is conducted in Spanish a significant amount of time.</p>
Spanish for Spanish Speakers	5633 Fall	Reading, listening, speaking & writing proficiency screening in Spanish with a minimum score of 80	<p>Recommended Grade: 7-8 Credits: 2</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). This class is conducted in Spanish a significant amount of time.</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>Recommended Grade Level: 7 or 8 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 & Transportation, STEM/Engineering and Business.</p> <p><i>*This class is geared for 7th grade students as an introductory course to CTE and Endorsement Career Clusters available in LCISD. 8th graders may elect to take this course. Hands-on projects and cooperative learning will be utilized when available.</i></p>	None
<p>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."</p>				
Fundamentals of Computer Science	2532	8 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit 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 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit 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).</p> <p>***NOTE: 8th grade students intending to participate in FFA must take Principles of Agriculture, Food & Natural Resources</p>	Animal Science Applied Agricultural Engineering Plant Science
Principles of Business, Marketing & Finance	7309	8 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit 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 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit 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. 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 th grade	<p>Grade Level: 8 Credit: 1; Applies towards high school credit 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	8 th grade	<p>Recommended Grade Level: 8 Credit: 1 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