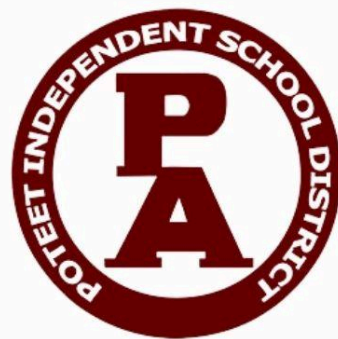


UPDATED 10/10/2024

# **Poteet ISD**

## **Junior High School**

## **Course Catalog**



## How to Use the Course Catalog

Planning your course of study during junior high and high school is an important step in planning your future. The decisions you make along with the course of study you pursue, will affect your post-secondary plans, including postsecondary, career, and military readiness.

Postsecondary students change their majors an average of three times while in school. This is typical, and you, too, will probably reconsider your career goals several times. The decisions you make now, regarding both your program of study and the activities in which you engage, will impact your options beyond high school. It is best to pursue a broad, well-rounded program of study that will prepare you for a variety of opportunities. Poteet ISD offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, and the workforce. As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your needs.

The Poteet Independent School District Course Catalog lists the courses that our junior high and high school generally make available to students. ***It should be noted, however, that not all of the courses listed are scheduled every year.*** Since it is not economically feasible to schedule classes in which only a few students enroll, it may be necessary to schedule such classes on an alternate-year basis or to eliminate them. Sufficient numbers of student requests for specific courses then become the determining factor as to whether or not a course is scheduled.

The following pages contain information on graduation programs, graduation requirements, and information on career planning. In the Catalog of Courses, pages 19 to 20 contain information specifically regarding high school courses. The Catalog contains course descriptions, information on prerequisites, grade level placements, and any applicable fees.

We are confident that you will find the educational opportunities offered at Poteet ISD to be among the best in the State. Please use this book as a guide to planning your coursework and your future. You may have many important decisions to make—take them seriously and make them count!

Junior High School Students and Parents:

- ☐ Review the Junior High Course of Study on page 3.
- ☐ Familiarize yourself with the requirements of the Foundation High School Plan (FHSP) + Endorsements on page 9.
- ☐ Think about your post-secondary education plans and career goals. Consider the examples of ways to earn high school credit while in junior high school.
- ☐ Make a final decision about the courses you plan to take next year. Complete the Course Selection process provided by your campus to indicate your requests for next year and submit it by the required deadline.
- ☐ By the end of 8<sup>th</sup> grade, students will develop a 4-year plan with counselor and parent/guardian(s).

# PREPARING FOR COLLEGE, CAREERS, AND MILITARY IN MIDDLE SCHOOL

## Grades 6-7

- ☐ Begin to investigate college & career goals and objectives
- ☐ Skills for Success Class for 6th grade
- ☐ 7th Grade take college and career course

## Grade 8

- ☐ Develop a four-year high school academic program with parents and counselor
- ☐ Become aware of transcripts, grade point average, and graduation requirements
- ☐ Investigate Early College High School requirements
- ☐ Attend College and Career Fair
- ☐ Attend evening parent meetings regarding academic planning and college admission

## PROMOTION AND RETENTION (EIE LOCAL)

### Requirements – Grades 6-8

In grades 6-8, promotion to the next grade level shall meet the 90% state-mandated requirement for attendance.

- ☐ **Grade 6** must have an **overall average** of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for language arts/reading, mathematics, science, and social studies and a grade of 70 or above in language arts **and** mathematics.
- ☐ **Grades 7-8** must have an **overall average of 70** on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas **and** a grade of 70 or above in three of the following areas: language arts, mathematics, science and social studies.
- ☐ **Students in grades 6, 7, and 8** who fail to meet the above requirements shall attend summer school (if available) and successfully master the requirements prior to being promoted. The parent or guardian of each student who has not successfully completed a course shall be notified by the campus as soon as possible of any summer program available in the District that may permit the student to successfully complete the failed subjects or courses.
- ☐ **8<sup>th</sup> grade students** must pass the STAAR reading and mathematics tests to be promoted to the ninth grade. Students have three opportunities to pass the STAAR reading test and three opportunities to pass the STAAR mathematics test – two during the spring and one during the summer. If a student has not passed after the second testing opportunity, a grade placement committee (GPC) is formed. The GPC, which consists of the principal, teacher, and parent or guardian, will create an instructional plan based on the individual needs of the student.

### Requirements - Special Education

A student receiving special education services shall be promoted and shall graduate according to the criteria stated in his/her Individual Education Program and by the decision of the ARD/IEP committee.

# THE JUNIOR HIGH SCHOOL PROGRAM

## Junior High School Course of Study

Required Courses – Grade 6	
English Language Arts and Reading 6	Physical Education
Mathematics 6	Skills for Success
Science 6	Advisory
Social Studies 6 (Contemporary World Cultures)	Fine Arts
Required Courses – Grade 7	
English Language Arts and Reading 7	Physical Education or Athletics
Mathematics 7	Career & College Exploration
Science 7	Health
Social Studies 7 ( Texas History)	*Elective
Advisory	*Elective
Required Courses – Grade 8	
English Language Arts and Reading 8	Physical Education or Athletics ( not needed if 2 year requirement completed)
Algebra I	*Elective
Science 8	*Elective
Social Studies 8 (US History)	* Elective

### Required Courses for Grades 6-8

- ☐ Four (4) semesters of Physical Education
- ☐ 1 full year of Fine Arts (Band or Art)
- ☐ **1 semester of Health**

### State Assessment Program

The State of Texas Assessments of Academic Readiness are designated for the following courses and grade levels:

- ☐ Grade 6: reading and mathematics
- ☐ Grade 7: reading and mathematics
- ☐ Grade 8: reading, mathematics, science, and social studies

## **COURSE DESIGNATIONS**

Courses are designed in various ways to meet the skills and interests of students. Courses are offered as Regular Academic, Honors, Pre-DC. A student's course of study may be a combination of courses with different designations. The student, parent/guardian, and school will work together to determine the best combination for each learner.

### **Regular Academic Courses**

Poteet ISD's on-level academic curriculum is a college-bound curriculum. These core and elective courses use a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content. Courses are taught on grade level.

### **Honors Courses**

Honors courses are designed to challenge motivated students and prepare them for success in college level coursework in high school and beyond. These advanced or above grade-level courses move at a faster pace, are more academically challenging and require more independent learning than academic courses. A few important factors to keep in mind are:

- Commitment letter required
- Poteet ISD's on-level academic curriculum is college-bound curriculum.
- While Honors courses are designed to better prepare students for Pre-DC and Dual Credit (DC), Pre-DC courses are not a prerequisite for enrolling in most DC courses.
- Some DC courses have course prerequisites that must be completed. Check the course description for prerequisites.
- Pre-DC/DC is not "all or nothing." Students may take from one to all of their core classes as Pre-DC/DC.
- For most courses, it is possible to move from regular academic to Pre-DC sections from one year to the next. A student who decides to move from regular academic to Pre-DC mathematics may require additional support in making the transition.

### **High School Credit Courses in Junior High School**

Students can select elective courses that yield high school credit during junior high school. High school credit courses taken in junior high WILL become a permanent part of the student's transcripts. Courses in English, mathematics, science, social studies, and languages other than English will count toward students' high school grade point averages (See GPA Chart next page). Eligible Pre-DC courses shall be categorized and weighted as Advanced courses. All other eligible courses shall be categorized and weighted as Regular courses.

### **Languages other than English (LOTE)**

In LOTE, students who successfully complete junior high school LOTE will earn one high school credit. The credit will count towards graduation. The course and grade will be recorded on the student's academic achievement record (transcript). Grade points will be counted toward rank in class.

## GRADE POINT AVERAGE (GPA) CHART

Poteet ISD  
007906

EIC  
(Local)

Weighted Point Chart

High School Numerical Grade	*Advanced	Regular
100	7.0	4.0
99	6.9	3.9
98	6.8	3.8
97	6.7	3.7
96	6.6	3.6
95	6.5	3.5
94	6.4	3.4
93	6.3	3.3
92	6.2	3.2
91	6.1	3.1
90	6.0	3.0
89	5.9	2.9
88	5.8	2.8
87	5.7	2.7
86	5.6	2.6
85	5.5	2.5
84	5.4	2.4
83	5.3	2.3
82	5.2	2.2
81	5.1	2.1
80	5.0	2.0
79	4.9	1.9
78	4.8	1.8
77	4.7	1.7
76	4.6	1.6
75	4.5	1.5
74	4.4	1.4
73	4.3	1.3
72	4.2	1.2
71	4.1	1.1
70	4.0	1.0
69 and below	0	0

\*Advanced includes Pre-DC and DC English, mathematics, science, social studies, and languages other than English.

## **Grading and Class Rank System (EIC LOCAL)**

Poteet ISD shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit. Poteet ISD shall include in the calculation of class rank semester grades earned in high school credit courses taken in the following subject areas only: English, mathematics, science, social studies, and languages other than English. Of these subjects, the top four GPAs in each subject shall be counted towards class ranks and scholarship honors. The calculation shall not include failing grades. The calculation of class rank shall exclude grades earned in an assigned remediation or tutoring course; a credit recovery course; any local credit course; any course for which a pass/fail grade is earned; summer school; or through credit by examination, with or without prior instruction.

## **Textbooks**

Textbooks are accessible through classlink online.

## **Required Courses**

These courses are required to fulfill state educational guidelines. A course may or may not have a prerequisite; a prerequisite is a course that **MUST** be taken prior to the course under consideration.

## **Elective and Exploratory Courses**

In addition to these required courses, students may choose other courses to complete their schedules. The number of elective courses that students may choose varies from year to year. These courses offer students a chance to pursue special activities or discover new interests. These courses may vary from year to year.

## **Fine Arts Courses**

In addition to these required courses, students may choose other courses to complete their schedules. The number of elective courses that students may choose varies from year to year. These courses offer students a chance to pursue special activities or discover new interests. These courses may vary from year to year.

### **o Music**

- ② There are no competitive UIL music events for sixth grade musicians. Limited outside of school rehearsals and performances may be required.
- ② Placement in seventh and eighth grade music classes may include individual auditions with the director. Some activities at this level are considered extra-curricular. Students must maintain a 70 in all subjects in order to participate in competitions and other extra-curricular components of the music program. Attendance at outside of school curricular rehearsals and performances will be expected in order to meet performance requirements outlined by state course objectives.

### **o Art**

- ② Art may be included as a part of the sixth grade course offerings. Students may elect Art as a course offering at the seventh and eighth grade level. Students may have opportunities to participate in competitions and exhibitions.

## **PROGRAMS**

### **Athletic Program**

Poteet ISD offers a wide range of University Interscholastic League competitive sports in which the students may participate. Students interested in athletics should contact the head coach at the junior high school campus to obtain the necessary forms. Completion of a medical history/physical examination is required prior to tryouts/participation. Additional parent permission forms are required prior to participation. Students must meet state mandated academic (maintain a 70 in all subjects) and attendance requirements to be eligible to participate in extracurricular activities. Students may schedule athletics instead of physical education. In the sixth grade, students can take a pre-athletics class. In the seventh and eighth grades, students compete in volleyball, football, basketball, track, and other sports. Contests will be scheduled with schools inside and outside the district.

### **English as a Second Language (ESL) Program**

All students who register in this school district will complete a home language survey form. If this survey indicates that a language other than English is spoken in the home or is spoken by the student most of the time, the student must be referred to the Language Assessment Center for evaluation. After the language evaluation, the LPAC Committee will make recommendations about ESL services. Students who qualify for ESL services may enroll in ESL classes.

The English as a Second Language (ESL) program shall be an integral part of the regular education program. State-adopted English as a second language instructional materials and supplementary materials are used as curriculum tools. This program is aligned with the district's general education literacy program. The English as a second language program shall address the affective, linguistic and cognitive needs of limited English proficient students.

ESL classes, which focus on intensive development of listening, speaking, reading and writing skills in English, are offered to English learners at all secondary campuses.

### **Gifted and Talented Program**

Gifted program services are provided for students formally identified for the gifted program. Participation in the program is based on a referral, assessment, and selection process. Junior high school students are served through their Pre-AP classes. Collaboration, independent work, presentations and research projects are important components of the GT Program.

### **Physical Education Program**

Students are required to complete 4 semesters of physical education during their junior high school grades 6 through 8. The Physical Education Program is designed to provide appropriate instruction in health, wellness, fitness and skill development to enhance the physical, mental, and social/emotional development of every student. Every student has the opportunity to explore a variety of fun and challenging activities each semester engaging in an active lifestyle.

A variety of technological tools will be used during physical education class time to assist the student's education about their personal intensity of exercise and assist with personal fitness goal setting. Students enrolled in physical education could experience activity levels of moderate to high intensity.

### **Physical Fitness Assessment**

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.



## **504 Program**

Section 504 is a Civil Rights Act that prohibits discrimination against disabled persons and ensures that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students. Under §504, a student is considered “disabled” if he or she suffers from a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks. Section 504 also applies to students with a record of having a substantially- limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students can be considered disabled, and can receive services under §504, even if they do not qualify for, or receive, special education services.

## **Special Education Services Program**

Special education services are provided for each student who meets eligibility requirements. Consideration of a student’s eligibility for special education services is initiated by a referral to the Response to Intervention Team, which may be requested by parents, school personnel or outside agencies. Parental consent is required prior to assessment, and again, prior to placement in special education.

Components of the special education process include:

- Determining whether a student meets special education eligibility through formal assessment, data collection and determination of educational need
- Preparing an Individualized Education Program (IEP) for each student based on needs, if eligibility is determined.
- Implementing the IEP in the least restrictive environment
- Annually evaluating the student’s progress and developing the IEP to address the student’s needs

Special Education services are provided under state and federal guidelines. Special Education offers specially designed instruction and a full continuum of services to meet a variety of student needs. Programs range from fully self-contained learning environments to support in general education classrooms. A student’s graduation plan, developed by the ARD/IEP Committee, determines how the student will meet credit and curriculum requirements of the state and district for graduation. A student receiving special education services shall be promoted and shall graduate according to the criteria stated in his/her Individual Education Program and by the decision of the ARD/IEP committee.

## HIGH SCHOOL GRADUATION PLAN OVERVIEW

Foundation Plan - 22 Credits	Endorsements - 26 Credits	Distinguished – Eligible for top 10% Automatic Admission
<b>English Language Arts – 4 Credits</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV / Additional English</li> </ul> <b>Mathematics – 3 Credits</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II / Additional Math</li> </ul> <b>Social Studies – 3 Credits</b> <ul style="list-style-type: none"> <li>World Geography/World History</li> <li>US History</li> <li>Government / Economics</li> </ul> <b>Science – 3 Credits</b> <ul style="list-style-type: none"> <li>Biology</li> </ul> <b>AND one pair from below:</b> <ul style="list-style-type: none"> <li>Chemistry</li> <li>Physics</li> </ul> <b>or</b> <ul style="list-style-type: none"> <li>IPC</li> <li>Additional Science</li> </ul> <b>Foreign Language or Substitute – 2 Credits</b> <ul style="list-style-type: none"> <li>Year 1</li> <li>Year 2</li> </ul> <b>Fine Arts – 1 Credit</b> <ul style="list-style-type: none"> <li>Fine Art</li> </ul> <b>Physical Education – 1 Credit</b> <ul style="list-style-type: none"> <li>Physical Education (or PE Substitute)</li> </ul> <b>Electives – 5 Credits</b> <ul style="list-style-type: none"> <li>Required: Speech</li> <li>Foundation Elective</li> <li>Foundation Elective</li> <li>Foundation Elective</li> <li>Foundation Elective</li> </ul>	<b>Business and Industry (B&amp;I)</b> <ul style="list-style-type: none"> <li>Additional /CTE Math</li> <li>Additional /CTE Science</li> <li>B &amp; I Elective</li> <li>B &amp; I Elective</li> </ul> <b>Arts and Humanities (A&amp;H)</b> <ul style="list-style-type: none"> <li>Additional /CTE Math</li> <li>Additional /CTE Science</li> <li>A &amp; H Elective</li> <li>A &amp; H Elective</li> </ul> <b>Public Services (PS)</b> <ul style="list-style-type: none"> <li>Additional /CTE Math</li> <li>Additional /CTE Science</li> <li>PS Elective</li> <li>PS Elective</li> </ul> <b>Multidisciplinary Studies (MS)</b> <ul style="list-style-type: none"> <li>Additional /CTE Math</li> <li>Additional /CTE Science</li> <li>MS Elective</li> <li>MS Elective</li> </ul> <b>EOC Courses</b>	<ul style="list-style-type: none"> <li>Algebra II (required)</li> </ul> <b>Performance Acknowledgments - for outstanding performance</b> <ul style="list-style-type: none"> <li>In a Dual Credit course</li> <li>In bilingualism and biliteracy</li> <li>On the PSAT, SAT, or ACT</li> <li>For earning a nationally or internationally recognized business or industry certification or license</li> </ul> <b>Plans for the Future</b> <b>Testing</b> <ul style="list-style-type: none"> <li>PSAT</li> <li>SAT / ACT</li> <li>TSI</li> <li>ASVAB</li> </ul> <b>College Preparatory</b> <ul style="list-style-type: none"> <li>Higher Ed Developmental Courses</li> <li>Dual Credit</li> </ul> <b>Post-Secondary Applications</b> <ul style="list-style-type: none"> <li>Apply Texas Application</li> <li>Common Application</li> <li>Community College</li> <li>Military Recruiter</li> <li>Technical School</li> </ul> <b>Financial Aid</b> <ul style="list-style-type: none"> <li>FAFSA</li> <li>Scholarships</li> </ul>

## JUNIOR HIGH COURSE DESCRIPTIONS

English Language Arts and Reading	
<p><b>00615 English Language Arts and Reading 6</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: none</li> </ul>	<p>This course combines the study of English, reading, and writing. Students will learn and practice reading comprehension through the study of theme, genre, literary texts, sensory language, and informational texts. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts.</p>
<p><b>00617 English Language Arts and Reading 6 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: Honors commitment letter</li> <li>• Recommended: 85 or higher, pass 1<sup>st</sup> administration STAAR Reading 5 and STAAR Writing 4, Teacher Recommendation</li> </ul>	<p>This course combines the study of English, reading, and writing. Students will learn and practice reading comprehension through the study of theme, genre, literary texts, sensory language, and informational texts. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts. This is more rigorous and comprehensive and <b>incorporates Reading 7 content</b>. Students will engage in a reading and writing workshop experience that includes the study of oral and written conventions, research and library skills, and teamwork.</p>
<p><b>00715 English Language Arts and Reading 7</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: ELA 6</li> </ul>	<p>This course is a reading and writing experience that relies on the study of well-crafted essays, stories, and poems to direct student writing in literary, expository, and persuasive texts. Students will study theme, genre, and sensory language through contemporary and traditional literary and informational texts and will use a reading and writing workshop approach as they engage in teacher-directed and self-selected reading and writing experiences. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.</p>
<p><b>00717 English Language Arts and Reading 7 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: Pre-AP commitment letter, ELA 6</li> <li>• Recommended: 85 or higher, pass STAAR Reading 6, ELA 6 Honors, Teacher Recommendation</li> </ul>	<p>This course is designed for students who wish to have a more challenging and rigorous seventh-grade English Language Arts experience. In addition to the emphasis areas listed above, ELA 7 Honors students will be afforded opportunities to engage in more challenging reading and writing experiences with deeper levels of instruction. This is more rigorous and comprehensive and <b>incorporates English Language Arts and Reading 8 content</b></p>
<p><b>00811 English Language Arts and Reading 8</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: ELA 7</li> </ul>	<p>In this course, students will learn and practice reading comprehension, interpretation, and analysis processes through the study of literary and informational texts. With an emphasis on collaborative discussions to discover and develop understandings about texts, students will keep records of their reading responses and experiences and use these as the foundation for analytical writings. Using the writing process, students will compose literary texts (poetry and imaginative stories), expository texts, and persuasive texts. Language study in this course emphasizes grammar, spelling, sentence development, punctuation, and capitalization.</p>
<p><b>00813 English Language Arts and Reading 8 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: Pre-AP commitment letter, ELA 7</li> <li>• Recommended: 85 or higher, pass STAAR Reading 7 and Writing 7, ELA Honors 7, Teacher Recommendation</li> </ul>	<p>In this <u>full-year course</u>, students practice reading/cognitive strategies to improve skills in word analysis, vocabulary, fluency, comprehension, and written literary response using a variety of materials differentiated. This is more rigorous and comprehensive and <b>incorporates English I high school content</b></p>

## Reading

### **00618 Take Flight**

- 1 unit
- Grade 6
- Prerequisite: Dyslexia

The Take Flight Dyslexia Program is a specialized intervention designed for students identified with dyslexia. This research-based program uses structured literacy approaches to improve reading fluency, comprehension, spelling, and writing. The program builds foundational skills through multisensory instruction, providing students with individualized strategies to decode words, recognize patterns, and develop vocabulary. The goal is to equip students with tools to overcome reading difficulties and achieve academic success, with a focus on confidence-building and lifelong learning skills.

### **00718 Take Flight**

- 1 unit
- Grade 7
- Prerequisite: Students who are not successful on grade 6 Reading STAAR

The Take Flight Dyslexia Program is a specialized intervention designed for students identified with dyslexia. This research-based program uses structured literacy approaches to improve reading fluency, comprehension, spelling, and writing. The program builds foundational skills through multisensory instruction, providing students with individualized strategies to decode words, recognize patterns, and develop vocabulary. The goal is to equip students with tools to overcome reading difficulties and achieve academic success, with a focus on confidence-building and lifelong learning skills.

## Mathematics

<p><b>00621 Mathematics 6</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: none</li> </ul>	<p>The primary focal points in Mathematics 6 include operating with integers and rational numbers; exploring proportionality; representing relationships with equations, tables and graphs; and summarizing statistical data. Students will use tools, technology, and representations to explore and communicate mathematical ideas.</p>
<p><b>00623 Mathematics 6 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: 85 or higher, pass 1<sup>st</sup> Administration STAAR Math 5, <b>Honors</b> commitment letter</li> <li>• Recommended: Teacher Recommendation</li> </ul>	<p>The primary focal points in Mathematics 6 include operating with integers and rational numbers; exploring proportionality; representing relationships with equations, tables and graphs; and summarizing statistical data. Students will use tools, technology, and representations to explore and communicate mathematical ideas. Mathematics 6 Honors includes a more in-depth study of topics in the Mathematics 6 course, incorporates <b>Mathematics 7 content</b>, as well as enrichment topics.</p>
<p><b>00721 Mathematics 7</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: Mathematics 6</li> </ul>	<p>The primary focal points in Mathematics 7 include extending their work with sets and subsets of rational numbers; using direct proportional relationships in number, geometry, measurement, and probability; describing linear and other relationships using equations, tables, and graphs; and using statistical representations to describe data. Students will use tools, technology, and representations to explore and communicate mathematical ideas.</p>
<p><b>00723 Mathematics 7 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: Honors commitment letter, Math 6</li> <li>• Recommended: 85 or higher, pass STAAR Math 6, Math 6 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>Mathematics 7 Honors includes a more in-depth study of topics in the Mathematics 7 course, <b>incorporates Mathematics 8 content</b>, as well as enrichment topics. <b>Students will have to demonstrate mastery of 8<sup>th</sup> grade content.</b></p>
<p><b>00822 Algebra I</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: Mathematics 7</li> </ul>	<p>Algebra I will expand students' understanding of number and algebraic methods; quantitative reasoning, geometry, measurement, probability and statistics, describing, graphing, writing, and solving linear functions, equations and inequalities; describing, graphing, writing, and solving quadratic functions and equations; and writing and graphing exponential functions. Special emphasis is placed on problem solving, multiple representations, and application of skills and concepts. Students will be instructed in the use of the graphing calculator. <b>STAAR EOC required for graduation. Students who have completed STAAR EOC assessments while in middle school must take either the ACT or SAT once in high school to fulfill federal testing requirements.</b></p>
<p><b>00823 Algebra I Pre-DC</b></p> <ul style="list-style-type: none"> <li>• 1 High School Advanced Credit</li> <li>• Grade 8</li> <li>• Prerequisite: <b>Honors/Pre-DC</b> commitment letter,</li> <li>• Math 7</li> <li>• Recommended: 85 or higher, pass STAAR Math 7, Math 7 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>The primary focal points in Algebra I Pre-DC include the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology to model mathematical situations to solve meaningful problems. <b>Grade points earned in this course shall be considered for calculation toward class rank and scholastic honors (EIC Local).—STAAR EOC course</b></p>

## Social Studies/ Science

<p><b>00631 Social Studies 6</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: none</li> </ul>	<p>This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present.</p>
<p><b>00633 Social Studies 6 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: <b>Honors</b> commitment letter</li> <li>• Recommended: 85 or higher, pass STAAR Reading, Teacher Recommendation</li> </ul>	<p>This course is a study of people and places in the contemporary world. Students identify the geographic characteristics of regions/societies and describe the economic and government systems of these regions/societies. The students will use this information to explain and compare cultures of the past and present. This is more rigorous and comprehensive. Students will engage in experiences that include research and library skills and teamwork.</p>
<p><b>00731 Social Studies 7</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: Social Studies 6</li> </ul>	<p>This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas.</p>
<p><b>00733 Social Studies 7 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: <b>Honors</b> commitment letter, SS 6</li> <li>• Recommended: 85 or higher, pass STAAR Reading, SS 6 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>This course involves a detailed study of Texas from the period of discovery and exploration through the twenty-first century. The study of the building of our state will not only stress historical facts but also promote an appreciation of the cultural heritage and geographic diversities, which have shaped the destiny of Texas. This is more rigorous and comprehensive. Students will engage in experiences that include research and library skills and teamwork.</p>
<p><b>00831 Social Studies 8</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: Social Studies 7</li> </ul>	<p>This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course.</p>
<p><b>00833 Social Studies 8 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: Pre-AP commitment letter, Texas History 7</li> <li>• Recommended: 85 or higher, pass STAAR Reading, Social Studies 7 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights. The concept of America as a pluralistic society and the elements of geography, which are necessary for a better understanding of the historical content, are an integral part of this course. This is more rigorous and comprehensive than US History 8. Students will engage in experiences that include research and library skills and teamwork.</p>

<p><b>00641 Science 6</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: none</li> </ul>	<p>6<sup>th</sup> grade science is an integrated course of earth, life and physical concepts taught through the context of the human body, the ocean ecosystem, energy and conservation, and space. Interaction and relationships are shown in each unit resulting in student learning beyond the facts of science.</p>
<p><b>00643 Science 6 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: <b>Honors</b> commitment letter</li> <li>• Recommended: 85 or higher, pass STAAR Science, Teacher Recommendation</li> </ul>	<p>6<sup>th</sup> grade science is an integrated course of earth, life and physical concepts taught through the context of the human body, the ocean ecosystem, energy and conservation, and space. This course is more rigorous and comprehensive as well as including 7<sup>th</sup> grade TEKS. Students will engage in experiences that include research and library skills and teamwork.</p>
<p><b>00741 Science 7</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: Science 6</li> </ul>	<p>Science Grade 7 is a course, which will focus on life science with an integration of chemistry, physics and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy, and changes over time. This course will show relevance to student learning and understanding of science.</p>
<p><b>00743 Science 7 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: <b>Honors</b> commitment letter, Sci 6</li> <li>• Recommended: 85 or higher, pass STAAR Reading and Math, Sci 6 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>This is a course designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science 7 course. The students are given a life science base with an integration of chemistry, physics, and earth science. Concepts, which are found in common with other sciences, will be emphasized in themes covering topics on environmental interactions, systems and structures, energy and changes over time. This course is more rigorous and comprehensive as well as including 8<sup>th</sup> grade TEKS. <b>Independent science research is a requirement of Honors Science.</b></p>
<p><b>00841 Science 8</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: Science 7</li> </ul>	<p>Science Grade 8 will focus on earth science with an integration of chemistry, physics, and life science. Concepts, which are found in common with other sciences, will be emphasized in themes covering environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.</p>
<p><b>00843 Science 8 Honors</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: <b>Honors</b> commitment letter, Sci 7</li> <li>• Recommended: 85 or higher, pass STAAR Reading and Math, Sci 7 <b>Honors</b>, Teacher Recommendation</li> </ul>	<p>This accelerated course is designed for the student who has demonstrated the ability and interest in science above and beyond that which is offered in the regular Science 8 course. Use of laboratory equipment, safety rules, measurement techniques, graphing and recording analysis, and interpretation of data will be stressed. Science Grade 8 Honors will focus on earth science with an integration of chemistry, physics and life science. Concepts, which are found in common with other sciences, will be emphasized in themes. Preparing the student to enter advanced high school sciences will be emphasized. <b>Independent science research is a requirement of Science 8 Honors.</b></p>

## Physical Education

### Physical Fitness Assessment

Each student identified by the Texas Education Agency will participate in an annual physical fitness assessment. The Fitness gram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance, and a flexibility assessment.

\*Four semesters of physical education must be completed in grades 6 through 8. If the student has completed 3 semesters prior to 8<sup>th</sup> grade, one semester credit of physical education in 8<sup>th</sup> grade is required.

<p><b>00652B</b> <b>00653G</b> <b>Physical Education 6</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6</li> <li>• Prerequisite: none</li> </ul>	<p>Students in this course will acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will learn specialized skills and concepts that lead to confidence and competency in a variety of physical activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports. Students enrolled in physical education could experience activity levels of moderate to high intensity.</p>
<p><b>00752B</b> <b>00753G</b> <b>Physical Education 7</b></p> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7</li> <li>• Prerequisite: none</li> </ul>	<p>Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports. Students enrolled in physical education could experience activity levels of moderate to high intensity.</p>
<p><b>00852B</b> <b>00853G</b> <b>Physical Education 8</b></p> <ul style="list-style-type: none"> <li>• 0.5 or 1 unit</li> <li>• Grade 8</li> <li>• Prerequisite: none</li> </ul>	<p>Students enrolled in this course will understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Students will continue to acquire the knowledge and skills for movement that provide the foundation for enjoyment and continued social development through physical activity. Students will begin to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities. Physical activity will include lessons from team sports, individual sports, aerobic sports and adventure outdoor sports. Students enrolled in physical education could experience activity levels of moderate to high intensity.</p>



## Athletics

**00757B**

**00758G**

***Athletics 7***

- 1 unit
- Grade 7
- Pre-requisite: Pre-Athletics and completed physical exam

Students enrolled in Athletics will focus on the skills and knowledge required to play at a competitive level with major emphasis on basic fundamental skills, rules/terminologies, team offense/defense, and game situational strategies.

**00857B**

**00858G**

***Athletics 8***

- 1 unit
- Grade 8
- Pre-requisite: Pre-Athletics and completed physical exam

Students enrolled in Athletics will focus on the skills and knowledge required to play at a competitive level with major emphasis on basic fundamental skills, rules/terminologies, team offense/defense, and game situational strategies.

## Fine Arts

<p><b>00671</b>  <b>Art, Middle School 1</b>  <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6-8</li> <li>• Prerequisite: none</li> </ul> </p>	<p>Art MS 1 is a comprehensive, full-year course that provides students with introductory experiences in problem solving and expression of personal ideas through a variety of art experiences, media, techniques and vocabulary. Emphasis is placed on art production, incorporating the study of artists and styles, the elements of art, and principles of design.</p>
<p><b>00871</b>  <b>Advanced Art</b>  <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7-8</li> <li>• Prerequisite: Art, Middle School 1</li> </ul> </p>	<p>Advanced Art for experienced 7<sup>th</sup> or 8<sup>th</sup> grade students. It offers an in-depth study of concepts directly related to the elements of art and principles of design. Students' direct observation, personal experience, and imagination provide the basis for solutions to artistic problems. These problem-based assignments include influences of history and culture on artists and their work along with evaluation of artworks</p>
<p><b>00672 Music, Middle School 1, Band</b>  <b>(Beginning Band)</b>  <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6-8</li> <li>• Prerequisite: none</li> </ul> </p>	<p>This class is for students in grades six through eight with no previous experience in instrumental music. This course will cover the basics of how to play an instrument as well as basic music theory. Students are assigned to instruments based on a thorough screening process that is designed to ensure the most success for students. Some of the larger and more expensive instruments can be issued from the school after the PISD instrument usage fee is paid. Students who are unable to obtain the necessary instrument and equipment will be moved to another elective course. Students will perform in after school concerts and a solo festival. Some after-school rehearsals will be required. Additionally, students will be expected to practice a minimum of 3 hours at home each week. Parents or Guardians must be able to provide an instrument and necessary music supplies.</p>
<p><b>00772 Music, Middle School 2, Band</b>  <b>(Intermediate Band)</b>  <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7-8</li> <li>• Prerequisite: Music MS 1 Band and Band Director's approval</li> </ul> </p>	<p>This class is for students in grades seven and eight with at least one year of instrumental music experience. Students prepare music in a large ensemble setting with several performances throughout the school year. Some of the larger and more expensive instruments can be issued from the school district. Band members will participate in several after-school concerts, UIL events, all-region band auditions, and various special events. Attendance at performances and any extra rehearsals or sectionals is required. Students in this band are required to compete in the Region Band Auditions held in the fall. Parents or guardians must be able to provide an instrument and necessary music supplies.</p>
<p><b>00872 Music, Middle School 3, Band</b>  <b>(Advanced Band)</b>  <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7-8</li> <li>• Prerequisite: Music MS 1 Band and Band Director's approval</li> </ul> </p>	<p>This class is for students in grades seven and eight with at least one year of instrumental music experience. Students continue to develop their musical skills in an ensemble setting. Students prepare music in a large ensemble setting with several performances throughout the school year. Some of the larger and more expensive instruments can be issued from the school district. Band members will participate in several after-school concerts, UIL events, all region band auditions and various special events. Attendance at performances and any extra rehearsals or sectionals is required. Parents or guardians must be able to provide an instrument and necessary music supplies.</p>

## Other Electives

<b>00751 (Gr 7)</b> <b>Health</b> <ul style="list-style-type: none"> <li>• 0.5 unit REQUIRED</li> <li>• Grade 7</li> <li>• Prerequisite: none</li> </ul>	<p>In Health, students develop knowledge and skills to address adolescent health issues. Students gain a better understanding of the knowledge and behavior they use to safeguard their health, particularly pertaining to health risks. Major areas of study will include fitness, nutrition, mental/emotional health, substance abuse, and interpersonal relationships.</p>
<b>00659</b> <b>Skills for Success</b> <b>1 Unit</b> <b>Grade 6</b> <b>Prerequisite: none</b>	<p>This course is designed to support the social, emotional, and academic growth of 6th-grade students as they transition into junior high. Students will develop essential life skills such as conflict resolution, peer mediation, and making healthy choices. Emphasis will be placed on cultivating strong study habits, effective time management, and personal responsibility. Additional topics include dressing for success, goal setting, and exploring opportunities for personal growth. By the end of this course, students will be equipped with the tools and confidence needed to thrive in junior high and beyond.</p>
<b>00774</b> <b>00874 (Gr 7 &amp; 8)</b> <b>Home Ec</b> <ul style="list-style-type: none"> <li>• 0.5 unit</li> <li>• Grade 7&amp;8</li> <li>• Prerequisite: none</li> </ul>	<p><b>Home Economics ( 7th/8th Elective)</b>  A practical course focused on teaching students essential life skills for daily living. Students will learn about cooking, nutrition, meal planning, and basic food preparation. Additionally, the course covers household management, budgeting, and sewing. Emphasis is placed on decision-making, time management, and problem-solving to encourage self-sufficiency and responsibility. This course prepares students for real-world challenges by promoting independence and fostering valuable life skills.</p>
<b>00782</b> <b>00882</b> <b>Tech Apps</b>  1 Unit Grad 7&8 Prerequisite: none	<p>The Technology Applications course equips students with essential 21st-century digital skills. Students will explore a wide range of technology tools and applications, including word processing, spreadsheets, multimedia presentations, and digital design. Additionally, students will receive an introduction to coding, learning basic programming concepts and logic through engaging, hands-on activities. The course also covers internet safety, digital citizenship, and responsible online behavior. Emphasis is placed on problem-solving, creativity, and collaboration through various projects that enhance students' ability to use technology in academic, personal, and future career contexts.</p>
<b>00701 AGGIE NATION – BROADCAST JOURNALISM</b> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 7&amp;8</li> <li>• Prerequisite:none</li> </ul>	<p>Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. Students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.</p>

## Career & Technical Education and Technology Applications

<b>00681 College and Career Readiness</b> <ul style="list-style-type: none"> <li>• 1 unit</li> <li>• Grade 6-8</li> <li>• Prerequisite: none</li> </ul>	<p>The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.</p>
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## HIGH SCHOOL CREDIT COURSES

### Languages Other Than English

<b>00878 Spanish I</b> <ul style="list-style-type: none"> <li>• 1 High School Credit</li> <li>• Grade 7,8</li> <li>• Prerequisite: none</li> </ul>	<p>Spanish I is an introduction to Spanish language and culture. Students in this course will develop speaking, writing, and reading proficiency on topics dealing with the everyday life of a student. Students will be guided in recognition of the interrelationships between cultures and will be able to identify cultural perspectives and practices of the Spanish speaking world. The focus of this course is developing novice to mid proficiency. This course is conducted in Spanish for a significant amount of time. Students will receive high school Spanish I credit after successfully completing Spanish I. <b>Grade points earned in this course shall be considered for calculation toward class rank and scholastic honors (EIC Local).</b></p>
<b>00879 Spanish II</b> <ul style="list-style-type: none"> <li>• 1 High School Credit</li> <li>• Grade 8</li> <li>• Prerequisite: Spanish</li> </ul>	<p>This accelerated course is for students who can demonstrate intermediate, mid or higher proficiency in speaking, reading, and writing. This course emphasizes a high level/critical thinking, reading, and writing utilizing cross-curricular contexts as well as Hispanic literature and texts. Speaking and listening proficiencies are refined and further developed. Connections between the first language skills and second language acquisition are targeted. This course is conducted in Spanish. Students will receive high school credit after successfully completing Spanish II. <b>Grade points earned in this course shall be considered for calculation toward class rank and scholastic honors (EIC Local).</b></p>

### CTE: Cosmetology Pathway

<b>08887 Principles of Cosmetology Design and Color Theory</b> <ul style="list-style-type: none"> <li>• 1 CTE credit</li> <li>• Grade 9- 10</li> <li>• Cluster: Human Services</li> </ul>	<p>Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License.</p>
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### CTE: Agriculture, Food, and Natural Resources Cluster

<b>0880 Principles of Agriculture, Food and Natural Resources (AFNR)</b> <ul style="list-style-type: none"> <li>• 1 CTE credit</li> <li>• Grade 9-12</li> <li>• Prerequisite: none</li> <li>• Cluster: Agriculture, Food, and Natural Resources</li> <li>• Pathways: Applied Agricultural Engineering, Animal Systems</li> </ul>	<p>To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.</p>
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<b>00877 Principles of Agriculture Mechanics</b> <b>1 CTE Credit</b>	<p>Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>
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# PJHS STUDENT REGISTRATION WORKSHEET GRADE 6

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Parent Cell Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian  
Name(s): \_\_\_\_\_

**Directions:**

Select the courses you would like to take by marking one choice (x) in each of the required course selection areas. In addition, please select Electives and alternate electives **by ranking your elective choices #1, 2 (X Means that course is mandatory for that grade level)**. Every effort will be made to honor Elective course selections; however, some choices may not be able to be honored based on insufficient enrollment, if the student's schedule will not accommodate the class selection, or if the course is full. Parent and student signatures confirm that all course guidelines have been made based on the student's individual strengths, interests, and commitment. Students should select enough courses to fill eight (8) class periods (two ½ year courses = 1 full-year course).

X	Course #	Title	#	Course #	Electives (Rank Numbers 1-2)
		<b>ENGLISH LANGUAGE ARTS</b>			<b>PHYSICAL EDUCATION</b>
<input type="checkbox"/>	00615	English Language Arts and Reading 6	<b>X</b>	00652B 00653G	Physical Education
<input type="checkbox"/>	00617	English Language Arts and Reading 6 – Honors*			
<input type="checkbox"/>		<b>MATHEMATICS</b>			<b>*FINE ARTS/ELECTIVE COURSES</b>
<input type="checkbox"/>	00621	Mathematics 6		00671	Art
<input type="checkbox"/>	00623	Mathematics 6 – Honors*		00672	Beginning Band
<input type="checkbox"/>		<b>SOCIAL STUDIES</b>	<b>X</b>	00659	Skills For Success
<input type="checkbox"/>	00631	Social Studies 6			
<input type="checkbox"/>	00633	Social Studies 6 – Honors*			
<input type="checkbox"/>		<b>SCIENCE</b>			
<input type="checkbox"/>	00641	Science 6			
<input type="checkbox"/>	00643	Science 6 – Honors*			

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

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

# POTEET ISD

Poteet JH

## HONORS, PRE-DC AND DC EXPECTATIONS OF ENROLLMENT 2025-2026 Commitment Letter

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

Honors/Pre-DC/Dual Credit Course(s)

☐ English   ☐ Mathematics   ☐ Science   ☐ Social Studies

Honors, Pre-Dual Credit, and Dual Credit classes provide students the rigor and depth of instruction common to the college level classroom. Colleges and universities may award course credit to students earning acceptable grades in these courses. The benefits of enrollment in Honors, Pre-Dual Credit, and Dual Credit classes are many, including the development of strong study skills, an understanding of the college regimen and the potential of earning college credits while in high school. For parents, success in an Honors, Pre-Dual Credit, and Dual Credit class may translate into added savings on college tuition.

Success in Honors, Pre-Dual Credit, and Dual Credit classes requires commitment and a “good faith effort” on the part of the student. Because Dual Credit courses are typically a student’s first exposure to the regimen of a college course, it is important that students recognize that Honors, Pre-Dual Credit, and Dual Credit classes require active participation in the class. Note-taking, involvement in class discussions, a willingness to ask questions, having supplies and textbooks in class, prompt attention to make-up work or test corrections, and completion of all assignments are critical to a student’s success. Maintaining good attendance, prioritizing homework and study time, and a willingness to attend tutorials are expected of Honors, Pre-Dual Credit, and Dual Credit students. Students often cite the added grade points awarded to Pre-Dual Credit and Dual Credit classes as an incentive for participation in Dual Credit courses.

Parental support and encouragement provide a student with the foundation necessary to succeed in Honors, Pre-Dual Credit, and Dual Credit classes. Students will find that Honors, Pre-Dual Credit, and Dual Credit coursework typically requires more reading and homework as well as effective time management and study skills. As students navigate their Honors, Pre-Dual Credit, and Dual Credit courses, it is often a parent’s support that motivates the student.

Occasionally, a student, parent or teacher realizes that enrollment in an Honors, Pre-Dual Credit, or Dual Credit class is not in the student’s best interest. In such cases, with parent permission, students may withdraw from the class and return to the regular level course equivalent. Students are expected to remain in Honors, Pre-Dual Credit, and Dual Credit classes for at least one grade period weeks; the deadline for withdrawal from an Honors, Pre-Dual Credit, or Dual Credit class is the last day of the second grading period of the semester. A withdrawal form, including student, parent and teacher signatures is required.

**I have read the expectations of enrollment in Honors, Pre-Dual Credit, and Dual Credit classes and wish to register for the classes listed above.**

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

**My son/daughter may enroll in the Honors/Pre-Dual Credit/Dual Credit classes listed above.**

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

# PJHS STUDENT REGISTRATION WORKSHEET GRADE 7

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent Cell: \_\_\_\_\_

**Directions:**

Select the courses you would like to take by marking one choice (x) in each of the required course selection areas. In addition, please select electives and alternate electives by ranking your choices # 1, 2, and 3. Every effort will be made to honor the students elective course selections; however, some choices may not be able to be honored based on insufficient enrollment, if the student's schedule will not accommodate the class selection, or if the course is full. Parent and student signatures confirm that all course guidelines have been made based on the student's individual strengths, interests, and commitment.

X	Course #	Title
<b>English Language Arts</b>		
	00715	ELAR 7
	00717	ELAR 7 Honors
<b>Math</b>		
	00721	Math 7
	00723	Math 7 Honors
<b>Social Studies</b>		
	00731	Tx History 7
	00733	Tx History 7 Honors
<b>Science</b>		
	00741	Science 7
	00743	Science 7 Honors

#	Course #	Electives
X	00681	College and Career Readiness
x	00751	Health
		<b>Physical Education (Required)</b>
	00752 B 00753 G	Physical Education
	00757 B 00758 G	Athletics
		<b>Fine Arts/ Other Electives</b>
	00671	Art
	00871	Adv Art
	00772	Intermediate Band
	00872	Advanced Band
	00701	Aggie Nation
	00878	Spanish I
	00774	Home Ec
	00782	Tech Apps

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

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





## POTEET ISD

### HONORS, PRE-DC AND DC EXPECTATIONS OF ENROLLMENT 2025-2026 Commitment Letter

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

Honors/Pre-DC/Dual Credit Course(s)

☐ English    ☐ Reading    ☐ Mathematics    ☐ Science    ☐ Social Studies    ☐ Spanish

Honors, Pre-Dual Credit, and Dual Credit classes provide students the rigor and depth of instruction common to the college level classroom. Colleges and universities may award course credit to students earning acceptable grades in these courses. The benefits of enrollment in Honors, Pre-Dual Credit, and Dual Credit classes are many, including the development of strong study skills, an understanding of the college regimen and the potential of earning college credits while in high school. For parents, success in an Honors, Pre-Dual Credit, and Dual Credit class may translate into added savings on college tuition.

Success in Honors, Pre-Dual Credit, and Dual Credit classes requires commitment and a “good faith effort” on the part of the student. Because Dual Credit courses are typically a student’s first exposure to the regimen of a college course, it is important that students recognize that Honors, Pre-Dual Credit, and Dual Credit classes require active participation in the class. Note-taking, involvement in class discussions, a willingness to ask questions, having supplies and textbooks in class, prompt attention to make-up work or test corrections, and completion of all assignments are critical to a student’s success. Maintaining good attendance, prioritizing homework and study time, and a willingness to attend tutorials are expected of Honors, Pre-Dual Credit, and Dual Credit students. Students often cite the added grade points awarded to Pre-Dual Credit and Dual Credit classes as an incentive for participation in Dual Credit courses.

Parental support and encouragement provide a student with the foundation necessary to succeed in Honors, Pre-Dual Credit, and Dual Credit classes. Students will find that Honors, Pre-Dual Credit, and Dual Credit coursework typically requires more reading and homework as well as effective time management and study skills. As students navigate their Honors, Pre-Dual Credit, and Dual Credit courses, it is often a parent’s support that motivates the student.

Occasionally, a student, parent or teacher realizes that enrollment in an Honors, Pre-Dual Credit, or Dual Credit class is not in the student’s best interest. In such cases, with parent permission, students may withdraw from the class and return to the regular level course equivalent. Students are expected to remain in Honors, Pre-Dual Credit, and Dual Credit classes for at least one grade period weeks; the deadline for withdrawal from an Honors, Pre-Dual Credit, or Dual Credit class is the last day of the second grading period of the semester. A withdrawal form, including student, parent and teacher signatures is required.

**I have read the expectations of enrollment in Honors, Pre-Dual Credit, and Dual Credit classes and wish to register for the classes listed above.**

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

**My son/daughter may enroll in the Honors/Pre-Dual Credit/Dual Credit classes listed above.**

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

# PJHS STUDENT REGISTRATION WORKSHEET GRADE 8

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent Cell: \_\_\_\_\_

## Directions:

Select the courses you would like to take by marking one choice (x) in each of the required course selection areas. In addition, please select electives and alternate electives by ranking your choices # 1, 2, and 3. Every effort will be made to honor the students elective course selections; however, some choices may not be able to be honored based on insufficient enrollment, if the student's schedule will not accommodate the class selection, or if the course is full. Parent and student signatures confirm that all course guidelines have been made based on the student's individual strengths, interests, and commitment.

X	Course #	Title
<b>English Language Arts</b>		
	00811	ELAR 8
	00813	ELAR 8 Honors
<b>Math</b>		
	00822	Algebra I ( HS Credit)
	00823	Algebra I ( Pre-DC)
<b>Social Studies</b>		
	00831	US History
	00833	US History Honors
<b>Science</b>		
	00841	Science 8
	00843	Science 8 Honors

#	Course #	Electives
	00852 B 00853 G	Physical Education
	0857 B 0858 G	Athletics
	00671	Art
	00871	Advanced Art
	00772	Band 2 ( Intermediate)
	00872	Band 3 ( Advanced)
	00878	Spanish I ( HS Credit)
	00879	Spanish II ( HS Credit)
	00880	Principles of Ag ( HS Credit)
	00877	Principles of Ag Mech ( HS Credit)
	00887	Cosmetology ( Theory of Color)
	00882	Tech Apps
	00801	Aggie Nation
	00874	Home Ec

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_



# POTEET ISD

## HONORS, PRE-DC AND DC EXPECTATIONS OF ENROLLMENT 2025-2026 Commitment Letter

Student Name \_\_\_\_\_ ID Number \_\_\_\_\_

Honors/Pre-DC/Dual Credit Course(s)

☐ English    ☐ Mathematics    ☐ Science    ☐ Social Studies    ☐ Spanish

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

**My son/daughter may enroll in the Honors/Pre-Dual Credit/Dual Credit classes listed above.**

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