READING 1.0 • 2.0 • 3.0

Course Syllabus & Classroom Expectations

Teacher: Angelia Vandver-Wright
Campus: Lincoln Junior High and Coldspring High School / Dyslexia Intervention Class
School Year: 2026–2027
Grading Period: 9 Weeks

COURSE OVERVIEW

Welcome to Reading 1.0, 2.0, and 3.0!

These classes provide structured literacy instruction designed to strengthen students' reading and language skills through explicit, systematic instruction and practice.

Students may receive instruction through the **Reading by Design** and/or **Take Flight** programs. Instruction may include decoding, encoding, phonics, spelling patterns, fluency, vocabulary, dictionary skills, and reading comprehension.

Our instructional time is valuable. Some lessons may require **45–55 minutes** of focused instruction and practice.

EVERY MINUTE COUNTS!

Students are expected to arrive **ready to learn, prepared with their materials, and ready to participate.**

GRADING

CATEGORY	PERCENT
Assessments	**60%**
Daily Grades	**40%**
TOTAL	**100%**

ASSESSMENTS — 60%

Students will complete assessments throughout the 9-week grading period. These may include:

- Decoding skill quizzes
- Dictionary skill quizzes
- Comprehension quizzes
- Progress monitoring

- Lesson or unit assessments
- Final decoding assessment
- Final comprehension assessment

Students will be assessed on their ability to **apply the skills taught and practiced in class.**

DAILY GRADES — 40%

Daily grades may include:

- Lesson component participation
- Daily warm-ups
- Classwork and practice
- Reading and decoding activities
- Dictionary activities
- Comprehension activities
- Skill practice
- Preparedness
- Active participation

LESSON COMPONENT Engagement

Active listening/engagement is an important part of this class.

Students are expected to actively listen and engage in **all components of each lesson** and follow directions throughout instruction.

Students should:

✓ Be ready when class begins
✓ Have materials ready
✓ Follow directions
✓ Participate in each lesson component and independent coding.
✓ Keep their attention on the current activity
✓ Practice the skills being taught
✓ Ask questions when they need help
✓ Complete assigned work
✓ Use class time appropriately

Being present in class does not automatically equal active listening and engagement.

Students who have their **head down, refuse to participate, not actively listening, do not complete lesson components, or are otherwise disengaged** may receive a deduction on their daily grade.

DAILY WARM-UP

Students will complete a **daily warm-up** at the beginning of class.

Warm-ups will require students to respond to questions using:

- **At least two complete sentences**
- Correct capitalization
- Correct punctuation
- A response that answers the question

SPELLING

Spelling will **not** be deducted from the warm-up grade.

However, I may correct spelling errors so students can learn from them and improve their spelling skills.

Daily warm-ups will also be posted on a **PowerPoint slide** so students can access the questions and assignments when needed.

DECODING SKILLS

Students will have several quizzes throughout the 9 weeks covering decoding skills that have been explicitly taught in class.

Students will be expected to apply these skills when reading unfamiliar words.

The goal is not simply to memorize words. Students should be able to **use the decoding skills they have learned to successfully read words.**

DICTIONARY SKILLS

Students will learn and practice using a dictionary effectively.

Skills may include:

- Alphabetical order
- Guide words
- Quartiles
- Page numbers
- Locating words
- Using dictionary information

Students will be expected to demonstrate these skills on quizzes and classroom activities.

COMPREHENSION

Students will periodically complete comprehension quizzes.

Students will be given a reading passage and will be expected to:

1. Read the passage carefully.
2. Apply the reading strategies taught in class.
3. Identify important information.
4. Use information from the passage.
5. Answer questions correctly.

Students will be graded on their ability to **apply comprehension skills to a passage**, not simply on whether they can recall information.

FINAL ASSESSMENT

At the end of the 9-week grading period, students will complete a final assessment covering skills taught during the grading period.

The final may include:

DECODING

Application of decoding skills taught throughout the 9 weeks.

COMPREHENSION

Reading a passage and applying comprehension strategies to answer questions accurately.

CLASSROOM EXPECTATIONS

1. BE READY

Come to class prepared and ready to begin.

2. BE ENGAGED

Active listening and participation in all lesson components and activities.

3. BE RESPECTFUL

Respect your teacher, classmates, classroom, and materials.

4. BE RESPONSIBLE

Complete assignments and use instructional time appropriately.

5. BE A LEARNER

Ask questions, practice new skills, and give your best effort.

CLASSROOM BEHAVIOR

Our classroom needs to remain a focused learning environment.

Behaviors that interrupt instruction will be **redirected**.

If a behavior continues, the following steps may occur:

1. Teacher redirection

↓

2. Parent/Guardian contact

↓

3. Administrative referral

The purpose of these steps is to protect instructional time and ensure that all students have the opportunity to learn.

REMEMBER:

OUR TIME IS IMPORTANT.
EVERY MINUTE COUNTS.

STUDENT SUCCESS

You are not expected to know everything immediately.

You **are** expected to:

- Try
- Participate
- Practice
- Ask questions
- Listen
- Stay engaged

- Keep working

Reading skills improve through consistent practice.

Your effort matters. Your participation matters. Your progress matters.

STUDENT & PARENT ACKNOWLEDGMENT

PLEASE SIGN AND RETURN (Students keep this Syllabus in your notebook at all times.)

Student Name: _____

Grade: _____

We have received and reviewed the **Reading 1.0, 2.0, and 3.0 Syllabus** and understand the expectations for participation, daily work, assessments, classroom behavior, and grading.

STUDENT ACKNOWLEDGMENT

I understand the expectations for my Reading class and understand that active participation in lesson components is part of my daily grade.

Student Signature: _____

Date: _____

PARENT/GUARDIAN ACKNOWLEDGMENT

I have reviewed the syllabus with my student and understand the classroom expectations and grading procedures.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

CURRENT CONTACT INFORMATION

Phone Number: _____

Email Address: _____

BEST WAY TO CONTACT YOU

☐ Phone Call
☐ Email
☐ Either

QUESTIONS OR INFORMATION YOU WOULD LIKE ME TO KNOW:

_____

_____

_____

Thank you for partnering with me to support your student's reading success!

Teacher: Angelia Vandver-Wright

STUDENT & PARENT ACKNOWLEDGMENT

PLEASE SIGN AND RETURN (Students keep this Syllabus in your notebook at all times.)

Student Name: _____

Grade: _____

We have received and reviewed the **Reading 1.0, 2.0, and 3.0 Syllabus** and understand the expectations for participation, daily work, assessments, classroom behavior, and grading.

STUDENT ACKNOWLEDGMENT

I understand the expectations for my Reading class and understand that active participation in lesson components is part of my daily grade.

Student Signature: _____

Date: _____

PARENT/GUARDIAN ACKNOWLEDGMENT

I have reviewed the syllabus with my student and understand the classroom expectations and grading procedures.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

CURRENT CONTACT INFORMATION

Phone Number: _____

Email Address: _____

BEST WAY TO CONTACT YOU

☐ Phone Call
☐ Email
☐ Either

QUESTIONS OR INFORMATION YOU WOULD LIKE ME TO KNOW:

Thank you for partnering with me to support your student's reading success!

Teacher: Angelia Vandver-Wright

7th Grade Honors Math 2026-2027

LINCOLN JR. HIGH SCHOOL
Periods 4 and 6
Room #207

Teacher: Alicia Plock
aplock@cocisd.org
936-653-1166
Conference: 5th Period

Class Description:

Seventh Grade Honors Mathematics is a rigorous, fast-paced course designed to challenge students to think deeply, solve problems, and make connections between math and the real world. We will explore both 7th grade and 8th grade topics such as proportional reasoning, linear equations, probability, geometry, data analysis, and personal financial literacy. Students will also be learning advanced concepts like the Pythagorean Theorem, transformations, and compound probability.

Through hands-on activities and problem-solving tasks, students will strengthen their math skills, learn to explain their thinking, and work collaboratively with classmates. This course is intended to prepare students to be successful in Algebra I in 8th grade.

Because this is a fast paced advanced course, there will be the expectation of completing homework weekly. In order to prepare students for success in advanced placement in their future studies, students must learn responsibility, time management, and study skills.

Curriculum: Bluebonnet Math

1. Thinking Proportionally
2. Applying Proportionality
3. Reasoning Algebraically
4. Analyzing Populations and Probabilities
5. Constructing and Measuring

Academic Integrity

LJH will not tolerate cheating or plagiarism. Any student caught cheating or plagiarizing, or aiding another student in cheating or plagiarizing on a quiz or test, will receive a zero for that test or assignment and an office referral will be submitted.

Classroom Expectations:

1. Abide by our Social Contract
2. Follow all CREW expectations
3. Respect each other and yourselves
4. No cursing or racial slurs
5. Obey all school rules
6. No food, gum or candy in the classroom
7. Water is the only drink allowed in the classroom - no added flavor packets.

Classroom Consequences:

1. Verbal Warning
2. Private Discussion
3. Parent Contact
4. Office Referral

Classroom Rewards:

1. Ticket System - students earn tickets for chances to win prizes when following expectations individually.
2. "Beat the Teacher" - The class will earn points to earn a class prize when the class is following expectations collectively.

Google Classroom:	**Tutoring:**
Visit my Google Classroom for resources. Class Code: n5wwzd2i	Monday, Wednesday, Friday Mornings 7:15 - 7:45
Absences and Make Up Work: You will be given an extension of one school day for each day of absence. Test and Quiz make ups must be scheduled with the teacher immediately upon your return. You are responsible for getting your work if you are out for extra curricular activities.	**Late Work:** Work is considered late if it is turned in after the assigned time. 1 day late - 10% 2 days late - 20% 3 days late - 30% 4 days late - 40% 5 days late - 50%

Student Signature:

By signing the 7th grade math syllabus, I_____, am saying that I have read and understand all of the policies and information on this syllabus.

X_____ Date: _____

Parent Signature

By signing the 7th grade math syllabus, I_____, am saying that I have read and understand all of the policies and information on this syllabus.

X_____ Date: _____



MRS. PEARSON'S 7TH GRADE SCIENCE

♥ EXPLORE • DISCOVER • INVESTIGATE • ACHIEVE ♥

Class Overview

Welcome to 7th Grade Science! We'll explore a variety of topics including chemistry, physics, biology, Earth, and space science. Get ready for a hands-on, engaging, and challenging experience.

Our Learning Focus

Throughout the year, we will be working on some basic concepts to help students be successful in this classroom and in the future.

- neat and complete classwork
- note taking skills
- study skills
- teamwork/collaborative projects (1 per topic)

Class Values

We aim to create a classroom that is:

- Respectful
- Curious
- Supportive
- Engaged
- Safe for learning

Fall Semester

FOCUS: We are laying the foundation for big picture ideas of science.

ASSESSMENT: Beginning of the Year (BOY) and Mid Year 1 of 2

Unit 1: Matter and Solutions
Unit 2: Force and Motion
Unit 3: Thermal Energy
Unit 4: The Solar System
Unit 5: Plate Tectonics
Unit 6: Water and Human Activity

Spring Semester

FOCUS: We are transitioning to more human focused aspects of science.

ASSESSMENT: Mid Year 2 of 2 and End of Year (EOY)

Unit 7: Body Systems: Organization, Communication, and Movement
Unit 8: Body Systems: Energy and Defense
Unit 9: Inheritance and Changes in Populations
Unit 10: Classification
Unit 11: Matter and Energy in Ecosystems

Project Guidelines

Projects are major (test) grades and the expectations are as such.

ASSESSMENT: The grading rubric will be given with each project and expecations clear.

Students are expected to work on class projects during class, we will have designated times in which to do so. As a major grade, effort is a big part of what they are expected to show. Makeup will not be an option on projects as they are given with plenty of time (weeks) in which to finish them. Being turned in late will result in 10 points off per day.

Late/ Missing Work/ Retakes

-Students will have the number of days equal to their absences (max 5) to complete work.
-Late work is not required to be accepted more than 2 weeks after the due date or after the end of the nine-weeks, whichever occurs first.
-Retests/Test Corrections: One retake for failing grades, Must attend tutorials,Max score on retake: 70

How You Can Support

Families can support students by:

- Encouraging students to check grades on StudentPortal
- Talking about class texts and ideas
- Celebrating effort and improvement

Contact

If you have any questions about the course or your child's learning, please feel free to contact me on:

PHONE: (936) 653-1166
EMAIL: apearson@cocisd.org

★ 8th Grade American History ★

Our 12 Units This Year

★★★★★★★★★★★★

★ UNIT 1 ★

Exploration & Colonization

Why did Europeans come to North America, and how did the 13 colonies grow?

★ UNIT 2 ★

Road to Revolution

How did British policies and colonial protests lead to conflict?

★ UNIT 3 ★

The American Revolution

How did the colonies win independence from Great Britain?

★ UNIT 4 ★

Forming a New Government

Why did the Articles of Confederation fail, and what came next?

★ UNIT 5 ★

The Constitution & Bill of Rights

What are the founding principles and freedoms of the U.S. government?

★ UNIT 6 ★

A New Nation Takes Shape

How did Washington and Adams set precedents for the presidency?

★ UNIT 7 ★

Jefferson Era & Expansion

How did the Louisiana Purchase change the young nation?

★ UNIT 8 ★

War of 1812 & a Growing Country

How did the U.S. defend its independence and keep growing?

★ UNIT 9 ★

Age of Jackson & Manifest Destiny

How did the nation expand westward, and at what cost?

★ UNIT 10 ★

Reform Movements

How did Americans work to fix problems in education, prisons, and slavery?

★ UNIT 11 ★

Sectionalism & the Road to War

Why did North and South grow apart over slavery and states' rights?

★ UNIT 12 ★

Civil War & Reconstruction

How did the Civil War change the nation, and how was it rebuilt?

★★★★★★★★★★★★

Questions? Contact Mr./Mrs. Yeager

ryeager@cocisd.org • Conference Period: 8th Period • Coming soon: ParentSquare

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE: Physical Education (PE)
GRADE LEVEL: 6th–8th Grade
SEMESTER & YEAR: Fall 2026
TEACHER NAME: Coach Lindig
EMAIL / CONTACT: mlindig@cocisd.org
CONFERENCE PERIOD: 6th Period (12:48–1:38)
TUTORIAL SCHEDULE: N/A

I. COURSE OVERVIEW & DESCRIPTION

Physical Education is an academic course designed to develop physically literate students who can move competently and confidently, understand the principles of physical activity and fitness, demonstrate safe and responsible participation, and develop habits that support lifelong wellness.

During the Fall 2026 semester, students in grades 6–8 will participate in a variety of individual, partner, group, team, fitness, rhythmic, recreational, and sport-based activities. Instruction will emphasize movement skills, sport strategies, health-related and skill-related fitness, safety, teamwork, sportsmanship, self-management, goal setting, nutrition and hydration, and participation in activities that students can continue beyond school.

The course is aligned to the Texas Essential Knowledge and Skills (TEKS) for Physical Education, Grades 6–8.

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Texas middle-school PE is organized into five strands.

1. Movement Patterns & Movement Skills

Students will develop competency in locomotor, non-locomotor, manipulative, spatial/body-awareness, and rhythmic skills.

Students will:

- Demonstrate and combine locomotor skills during fitness activities, games, and sports.
- Demonstrate appropriate jumping and landing techniques.
- Demonstrate balance, body positioning, footwork, and offensive/defensive movement.
- Develop throwing, catching, dribbling, kicking, punting, volleying, and striking skills.
- Apply appropriate speed, direction, force, and use of space.
- Participate in rhythmic activities and movement combinations.

Grade-level progression:

- **Grade 6:** Demonstrate fundamental skills with appropriate technique and control.
- **Grade 7:** Apply skills during increasingly complex game situations and movement combinations.
- **Grade 8:** Perform skills with greater independence, consistency, tactical awareness, and adaptability.

2. Performance Strategies

Students will apply strategies and rules in invasion, target, net/wall, fielding, striking, cooperative, outdoor, and recreational activities.

Students will:

- Identify and apply offensive and defensive strategies.
- Recognize appropriate positioning and use of space.
- Apply rules and demonstrate appropriate sporting behavior.
- Practice cooperation, communication, and self-officiating.

- Adapt strategies based on opponents, teammates, activity conditions, and game situations.
- Participate in a variety of outdoor and recreational activities.

3. Health, Physical Activity & Fitness

Students will understand and apply principles of health-related and skill-related fitness.

Students will:

- Participate regularly in moderate-to-vigorous physical activity.
- Identify and develop the five health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- Develop skill-related fitness through activities involving agility, balance, coordination, power, reaction time, and speed.
- Apply the FITT principle: frequency, intensity, time, and type.
- Set personal fitness goals and monitor progress.
- Use fitness data to identify areas for improvement.
- Understand the relationship among physical activity, nutrition, hydration, and wellness.
- Demonstrate appropriate safety practices.

4. Social & Emotional Health

Students will demonstrate behaviors that support positive participation and personal responsibility.

Students will:

- Work cooperatively with classmates.
- Demonstrate sportsmanship and respect.
- Follow classroom, facility, and activity expectations.
- Communicate appropriately with teammates and opponents.
- Accept and provide constructive feedback.
- Demonstrate self-management, perseverance, and responsible decision-making.
- Respond appropriately to success, failure, competition, and challenges.

5. Lifetime Wellness

Students will recognize physical activity as an important component of lifelong health and wellness.

Students will:

- Explore a variety of physical activities and recreational pursuits.
- Identify activities they may enjoy participating in outside of school.
- Develop personal goals for physical activity and fitness.
- Explain how regular physical activity contributes to overall health and wellness.
- Participate in activities that promote enjoyment, confidence, challenge, and self-expression.

Grade-Level TEKS Progression

Grade 6 — 19 TAC §116.26

Emphasis is placed on demonstrating movement skills, recognizing sport concepts, describing fitness principles, developing an individual fitness plan, analyzing fitness-assessment results, understanding nutrition/hydration relationships, and developing self-management and social skills.

Grade 7 — 19 TAC §116.27

Students progress toward applying movement and sport skills in more complex situations, applying the FITT principle, analyzing the benefits of moderate-to-vigorous activity, developing collaborative fitness plans, monitoring personal goals, and evaluating nutrition/hydration choices.

Grade 8 — 19 TAC §116.28

Students demonstrate greater independence and proficiency, apply sport and recreational strategies, develop and analyze personal fitness plans, evaluate fitness goals, make appropriate adjustments, and apply knowledge of nutrition and hydration to physical performance.

The current TEKS specifically identify these grade-level progressions within the movement, performance, fitness, nutrition/hydration, social-emotional, and lifetime-wellness strands.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Primary Instructional Materials

No primary textbook is required for this course.

Core Instructional Resources

- PE equipment and athletic equipment
- Cones and field markers
- Whistles
- Balls and sport-specific equipment
- Jump ropes
- Fitness equipment
- Stopwatches/timers
- Fitness-assessment materials
- Student fitness/goal-tracking materials
- Teacher-created instructional materials
- Digital resources and technology as available

Required Student Supplies

Students should bring:

- Appropriate athletic clothing
- Athletic shoes appropriate for physical activity
- Water bottle
- School-issued materials as directed by the teacher

Students are expected to follow all school and campus requirements regarding PE clothing, footwear, jewelry, hydration, and personal safety.

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

The following 18-week sequence is designed for Fall 2026 and may be adjusted for campus scheduling, weather, facilities, student needs, and instructional pacing.

Weeks 1–3: PE Foundations, Safety & Fitness Baseline

Unit Focus

- Course expectations
- Safety procedures
- Facility/equipment procedures
- Fitness concepts
- Baseline fitness assessment
- Goal setting
- Locomotor and non-locomotor skills
- Team-building activities

Core TEKS

- §116.26–§116.28(b)(1)–(5)
- §116.26–§116.28(b)(8)–(10)
- §116.26–§116.28(b)(11)–(16)

Learning Objectives

Students will:

- Demonstrate safe use of PE facilities and equipment.
- Demonstrate appropriate warm-up and cool-down procedures.
- Participate in fitness assessments.
- Identify personal areas of fitness strength and improvement.
- Establish an appropriate personal fitness goal.
- Demonstrate locomotor, balance, spatial-awareness, and basic movement skills.
- Demonstrate cooperation and appropriate sportsmanship.

Major Assessments

- Safety expectations assessment
- Fitness baseline
- Personal fitness goal
- Participation/skill assessment

Weeks 4–6: Team Sports & Invasion Games

Unit Focus

- Basketball
- Soccer
- Team handball
- Ultimate/modified invasion games
- Offensive and defensive concepts

Core TEKS

- §116.26–§116.28(b)(2)–(4)
- §116.26–§116.28(b)(6)
- §116.26–§116.28(b)(11)–(15)

Learning Objectives

Students will:

- Demonstrate appropriate throwing, catching, dribbling, passing, kicking, and movement skills.
- Use open space appropriately.
- Demonstrate offensive and defensive positioning.
- Apply strategies during modified game situations.
- Communicate effectively with teammates.
- Follow rules and demonstrate sportsmanship.
- Analyze and adjust performance based on feedback.

Grade-Level Progression

6th: Demonstrate fundamental skills and identify basic offensive/defensive concepts.

7th: Apply offensive and defensive strategies during game situations.

8th: Independently apply and adjust strategies based on game conditions and opponents.

Major Assessments

- Skill demonstrations
- Small-sided games
- Strategy application
- Sportsmanship/teamwork assessment

Weeks 7–9: Net/Wall, Striking & Target Games

Unit Focus

- Volleyball
- Pickleball
- Badminton
- Four-square/modified net games
- Target games
- Striking activities

Core TEKS

- §116.26–§116.28(b)(3)
- §116.26–§116.28(b)(4)
- §116.26–§116.28(b)(6)
- §116.26–§116.28(b)(7)

Learning Objectives

Students will:

- Demonstrate appropriate striking and volleying techniques.
- Control direction, force, and speed.
- Demonstrate appropriate positioning.
- Apply offensive and defensive strategies.
- Demonstrate understanding of scoring and rules.
- Demonstrate responsible equipment use.
- Participate appropriately with partners and opponents.

Major Assessments

- Skill performance assessment
- Rules/scoring assessment
- Modified game performance
- Peer/self-assessment

Weeks 10–12: Fitness, Conditioning & Personal Wellness

Unit Focus

- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility
- Agility
- Speed
- Power
- FITT principle
- Personal fitness planning

Core TEKS

- §116.26–§116.28(b)(8)
- §116.26–§116.28(b)(9)
- §116.26–§116.28(b)(10)
- §116.26–§116.28(b)(11)–(16)

Learning Objectives

Students will:

- Identify and participate in activities targeting health-related and skill-related fitness.
- Apply the FITT principle.
- Monitor exercise intensity.
- Set realistic fitness goals.
- Analyze personal fitness data.
- Modify activities to improve personal performance.
- Explain the relationship between physical activity and overall wellness.

Grade-Level Progression

6th: Describe fitness principles and develop an individual fitness plan.

7th: Apply FITT principles and develop a collaborative fitness plan.

8th: Create, implement, analyze, and modify a personal fitness plan.

Major Assessments

- Fitness circuit
- Fitness data collection
- Personal fitness plan
- Goal-progress reflection

Weeks 13–15: Individual, Recreational & Lifetime Activities

Unit Focus

- Recreational games
- Individual fitness activities
- Walking/jogging
- Jump rope
- Rhythmic activities
- Outdoor recreation
- Student-selected activities

Core TEKS

- §116.26–§116.28(b)(1)–(5)
- §116.26–§116.28(b)(7)
- §116.26–§116.28(b)(16)

Learning Objectives

Students will:

- Participate in a variety of individual and recreational activities.
- Demonstrate independence during physical activity.

- Explore activities that can be continued outside school.
- Demonstrate rhythmic and movement combinations.
- Create or participate in a jump-rope or movement routine.
- Select activities based on personal interest, ability, and wellness goals.
- Demonstrate appropriate self-management and sportsmanship.

Major Assessments

- Activity participation
- Individual skill assessment
- Recreational activity reflection
- Student-selected activity project

Weeks 16–18: Review, Fitness Reassessment & Semester Culminating Activities

Unit Focus

- TEKS review
- Fitness reassessment
- Skill reassessment
- Team/cooperative activities
- Student-selected activities
- Personal wellness reflection
- Semester assessment

Core TEKS

Review and application of §116.26–§116.28 across all five strands.

Learning Objectives

Students will:

- Demonstrate growth in selected movement skills.
- Reassess selected fitness components.

- Compare beginning- and end-of-semester performance.
- Identify areas of improvement.
- Demonstrate knowledge of fitness and wellness principles.
- Demonstrate safe and responsible participation.
- Apply sportsmanship, communication, cooperation, and self-management skills.
- Identify physical activities that can contribute to lifelong wellness.

Major Assessments

- Fitness reassessment
- Skill reassessment
- TEKS/course review
- Personal progress reflection
- Semester culminating activity

V. GRADING POLICY & ASSESSMENT STRATEGIES

60% Major / 40% Minor

Major Grades May Include:

- Fitness assessments
- Skill assessments
- Written/digital assessments
- Fitness plans
- Performance assessments
- Unit assessments
- Major projects/reflections

Minor Grades May Include:

- Daily participation
- Skill practice
- Classwork
- Short reflections
- Practice assessments

- Rules/terminology activities
- Teamwork and sportsmanship activities

Late Work Policy

Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.

Re-testing / Correction Policy

Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.

Please see the COCISD Grading Guidelines for additional information.

VI. CLASSROOM EXPECTATIONS & PROCEDURES

Attendance & Participation

Regular attendance is important to developing physical skills, fitness, knowledge, and positive participation habits. Students are expected to participate to the greatest extent safely possible and comply with applicable school attendance policies.

Safety

Students are expected to:

- Follow teacher instructions immediately.
- Use equipment only as instructed.
- Maintain appropriate personal space.
- Use facilities appropriately.
- Wear appropriate athletic footwear.
- Report injuries or unsafe conditions immediately.
- Follow activity-specific safety rules.
- Demonstrate appropriate behavior during competition.

Sportsmanship

Students are expected to:

- Respect teammates, opponents, teachers, officials, and equipment.
- Follow rules.
- Demonstrate self-control.
- Encourage classmates.
- Accept both success and failure appropriately.
- Accept constructive feedback.
- Compete in a positive and respectful manner.

Participation

Students should arrive prepared to participate and make a consistent effort during class. Physical activity will be used for instruction, practice, fitness development, and assessment—not as a form of punishment.

Required Supplies

- Athletic shoes
- Appropriate PE clothing
- Water bottle
- Any teacher-directed supplies

Inclusion

Instruction and activities will be adapted as appropriate to accommodate students with disabilities, differing physical abilities, and individual instructional needs while maintaining the learning objectives of the course.

TEKS ALIGNMENT SUMMARY

The Fall 2026 curriculum intentionally addresses all five middle-school PE strands:

TEKS Strand	Major Fall Units
Movement Patterns & Movement Skills	Weeks 1–3, 4–6, 7–9, 13–15, 16–18

Performance Strategies	Weeks 4–9, 13–15, 16–18
Health, Physical Activity & Fitness	Weeks 1–3, 10–12, 16–18
Social & Emotional Health	All semester
Lifetime Wellness	Weeks 10–15, 16–18

The sequence provides repeated opportunities for students to demonstrate movement competency, apply game strategies, analyze fitness information, practice self-management and social skills, and participate in activities that support lifelong physical activity. These priorities reflect the current Grade 6–8 TEKS.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	Mathematics
GRADE LEVEL:	6th
SEMESTER & YEAR:	1st Semester 2026-2027
TEACHER NAME:	Amanda Bell
EMAIL / CONTACT:	abell@cocisd.org
CONFERENCE PERIOD:	8th period
TUTORIAL SCHEDULE:	Monday and Wednesdays 7:15 a.m. - 7:40 a.m.

I. COURSE OVERVIEW & DESCRIPTION

Sixth Grade Math is designed to strengthen problem-solving skills, deepen number sense, and prepare students for Algebra and advanced math concepts. Students will explore ratios and proportions, rational numbers, algebraic expressions, equations, inequalities, geometry, statistics, and probability. We will focus on real-world applications, critical thinking, and mathematical communication.

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Representation and Comparison of Rational Numbers / TEKS 6.2]:** The student applies mathematical process standards to represent and use rational numbers in various forms.
- **[Number and Operations / TEKS 6.3]:** The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.
- **[Proportionality / TEKS 6.4]:** The student applies mathematical standards to develop and understand proportional relationships in problem situations.
- **[Proportionality / TEKS 6.5]:** The student applies mathematical process standards to solve problems involving proportional relationships.
- **[Expressions, equations, and relationships / TEKS 6.7]:** The student applies mathematical process standards to develop concepts of expressions and equations.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Bluebonnet Curriculum**
- **Lowman**
- **Maneuvering the Middle**

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Forms of Rational Numbers]
  - *Core TEKS Standards Covered:* [6.2A,C,D,E; 6.4E,F,G; 6.5C]
  - *Primary Materials Used:* Lowman and Maneuvering the Middle
- **Weeks 4-6:** [Unit 2 Multiply and Divide Decimals and Fractions]
  - *Core TEKS Standards Covered:* [6.2E; 6.3A,B,E]
  - *Primary Materials Used:* Lowman and Maneuvering the Middle
- **Weeks 7–9:** [Unit 3 Integer Operations]
  - *Core TEKS Standards Covered:* [6.2B; 6.3C,D]
  - *Primary Materials Used:* Bluebonnett, Lowman, Maneuvering the Middle
- **Weeks 10–12:** [Unit 4 Proportional Reasoning]
  - *Core TEKS Standards Covered:* [6.4B,C,D,E; 6.4H, 6.5A]
  - *Primary Materials Used:* Bluebonnett, Lowman, Maneuvering the Middle
- **Weeks 13–15:** [Unit 5 Problem Solving With Percents]
  - *Core TEKS Standards Covered:* [6.4G; 6.5B]
  - *Primary Materials Used:* Bluebonnett, Lowman, Maneuvering the Middle
- **Weeks 16-18:** [Unit 6 Equivalent Expressions]
  - *Core TEKS Standards Covered:* [6.7A,B,C,D]
  - *Primary Materials Used:* Bluebonnett, Lowman, Maneuvering the Middle

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.

- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** Students will be provided an Interactive Notebook that they will leave in class and use daily. They will need to bring their Chromebooks and a pencil.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	
GRADE LEVEL:	
SEMESTER & YEAR:	
TEACHER NAME:	
EMAIL / CONTACT:	
CONFERENCE PERIOD:	
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	Art
GRADE LEVEL:	6th, 7th, 8th
SEMESTER & YEAR:	2026 - 2027
TEACHER NAME:	Briana Burnias
EMAIL / CONTACT:	bburnias@cocisd.org
CONFERENCE PERIOD:	8:43 - 9:33 AM
TUTORIAL SCHEDULE:	Tuesday Morning

I. COURSE OVERVIEW & DESCRIPTION

This middle school art course introduces students to the Elements of Art and Principles of Design while developing observation, creativity, craftsmanship, and visual communication. Students will explore drawing, color, painting, printmaking, collage, sculpture, mixed media, and design through hands-on projects. Art history and contemporary artists will be woven into units so

students can connect techniques and concepts to artists, cultures, and works of art. Students will practice planning, creating, revising, discussing, and reflecting on artwork.

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

• Objective 1: Students will identify, describe, and apply the Elements of Art: line, shape, color, value, form, texture, and space.

• Objective 2: Students will apply the Principles of Design: balance, contrast, emphasis, movement, pattern, rhythm, unity, variety, proportion, and focal point.

• Objective 3: Students will develop skills with a variety of two-dimensional and three-dimensional media, including graphite, colored pencil, marker, paint, collage, printmaking, and construction materials.

• Objective 4: Students will use observation, imagination, and personal experiences to plan and create original artwork while demonstrating craftsmanship and appropriate studio habits.

• Objective 5: Students will examine selected artworks and artists from different cultures and periods, using appropriate art vocabulary to describe and discuss artistic choices.

• Objective 6: Students will revise, complete, present, and reflect on artwork using criteria, peer feedback, and self-assessment.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *Introduction to Art (Glencoe)*
- **Core Digital Tools/Platforms:** *None*
- **Required Novel / Major Readings:** *None*
- **Supplemental Materials:** *Sketchbook, drawing paper, pencils, erasers, colored pencils, markers/sharpies, pastels, different varieties of paint, brushes, construction paper, scissors, glue, printmaking supplies, clay/sculpture supplies, and other recycled materials/mixed media materials.*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** Elements of Art: Line, Shape, and Color
  - *Core TEKS Standards Covered:* 117.202 1B, 1C, 2A-C
  - *Primary Materials Used:* Pencils, construction paper, scissors, glue, sharpies, premade templates.
- **Weeks 4–6:** Elements of Art: Value, Texture, Form and Space
  - *Core TEKS Standards Covered: 117.202 1C, 1D, 2A-C*
  - *Primary Materials Used:* Pencils, color pencils, mixed media
- **Weeks 7–9:** Principles of Design: Balance, Emphasis, Contrast, Pattern, Movement, Proportion and Unity
  - *Core TEKS Standards Covered: 117.202 1C, 1D, 2A-B*
  - *Primary Materials Used:* Mixed drawing/design materials
- **Weeks 10–12:** Drawing Media and Compostition
  - *Core TEKS Standards Covered: 117.202 1A-D, 2A-C, 4A-D*
  - *Primary Materials Used:* Graphite, Charcoal, Paint, brushes, paper
- **Weeks 13–15:** Painting, Mixed Media and Printmaking
  - *Core TEKS Standards Covered:* 117.202 2A-C, 3A-D, 4A-E

    - *Primary Materials Used:* Linoleum, carving tools, ink, paint, brushes
- **Weeks 16–18:** 3-D Art, Art History, Portfolio and Critique
    - *Core TEKS Standards Covered:* 117.202 2A-C, 3A-D, 4A-E

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** Pencils and any art supplies they would like to work with. All art supplies will be provided in class.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	
GRADE LEVEL:	
SEMESTER & YEAR:	
TEACHER NAME:	
EMAIL / CONTACT:	
CONFERENCE PERIOD:	
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	ELAR
GRADE LEVEL:	6th
SEMESTER & YEAR:	1st semester 26-27
TEACHER NAME:	Johnston
EMAIL / CONTACT:	cjohnston@cocisd.org
CONFERENCE PERIOD:	5th period (B lunch)
TUTORIAL SCHEDULE:	Tuesday and Thursday A.M

I. COURSE OVERVIEW & DESCRIPTION

Students read literature and informational texts closely, discuss ideas, and write for different purposes and audiences. We use Amplify ELAR Texas as our core curriculum. Students develop vocabulary, comprehension, evidence-based responses, narrative and informational writing, research, and command of grammar and punctuation. Independent reading and revision are regular parts of class.

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

- **Reading and comprehension (TEKS 6.4–6.6)**: read independently, make inferences, identify key ideas, and support responses with text evidence.
- **Literary and informational analysis (TEKS 6.7–6.9)**: analyze character, plot, genre, author's purpose, and craft across texts.
- **Writing and conventions (TEKS 6.10–6.11)**: plan, draft, revise, edit, and publish narrative and informational writing with clear organization and standard English conventions.
- **Vocabulary, discussion, and research (TEKS 6.1–6.2, 6.12)**: use academic vocabulary, participate in discussion, evaluate sources, and cite information ethically.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

- **Primary curriculum:** Amplify ELAR Texas, Grade 6, digital and print Teacher/Student Editions and Writing Journal; Amplify Education. The digital curriculum and assigned readings are provided through the school.
- **Core digital platforms**: Amplify ELAR Texas and Google Classroom. Targeted practice may use IXL, NoRedInk, and Newsela when assigned.
- **Major readings**: selections from Boy: Tales of Childhood by Roald Dahl; mystery and investigation texts in Amplify Unit 6B, including selections from Fever 1793 by Laurie Halse Anderson and Sherlock Holmes stories by Arthur Conan Doyle; historical, scientific, and primary-source selections in Unit 6C, The Chocolate Collection. Selections may change with pacing and availability.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

This is an approximate plan. Units and assessments may shift with school schedules, student needs, and district pacing. Reading, vocabulary, discussion, writing, and conventions recur throughout each unit.

- **Weeks 1–3 6A Dahl and Narrative: narrative focus, observation, memoir, and reading routines**
    - Core TEKS: 6.5.F, 6.6.C, 6.7.B, 6.10.A, 6.11.A | Primary materials: Amplify Unit 6A; Dahl, Boy
- **Weeks 4–6 6A Dahl and Narrative: inference, evidence, writing and unit assessment**
    - Core TEKS: 6.5.G, 6.6.B–C, 6.8.D.i, 6.9.D, 6.10.D | Primary materials: Amplify Unit 6A; Dahl, Boy
- **Weeks 7–9 6B Mysteries and Investigations: close reading and investigative thinking**
    - Core TEKS: 6.5.F–G, 6.6.C, 6.7.B–C, 6.8.D | Primary materials: Amplify Unit 6B; mystery and investigation selections
- **Weeks 10–12 6B Mysteries and Investigations: comparing sources and explanatory writing**
    - Core TEKS: 6.6.B–C, 6.9.D, 6.10.B–D, 6.11.B | Primary materials: Amplify Unit 6B; unit writing and assessment
- **Weeks 13–15 6C The Chocolate Collection: informational reading, primary sources, and research**
    - Core TEKS: 6.5.G–H, 6.8.D, 6.9.D, 6.12.D–I | Primary materials: Amplify Unit 6C; historical and scientific selections
- **Weeks 16–18 6C continued; review, writing, and semester assessments**
    - Core TEKS: 6.2.A–C, 6.6.B–C, 6.10.B–D, 6.12.J | Primary materials: Amplify Unit 6C; course review materials

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** Bring a charged school device to class daily, a pencil or pen - all other supplies are provided by me.
- Read assigned texts, use your own thinking in written work, and give credit when using sources.

7th Grade Texas History
Course Syllabus • 2026–2027

Welcome to Texas History!
This year we will discover how Texas became the state it is today by studying the people, cultures, conflicts, and events that shaped our history. Students will read primary and secondary sources, analyze maps, complete hands-on activities, write about history, and work together to think like historians.

What We'll Study

- **1st Nine Weeks (August–October):** Natural Texas, Native Peoples, Age of Contact, Spanish Colonial Texas, and Mexican National Era.
- **2nd Nine Weeks (October–December):** Texas Revolution, Republic of Texas, Annexation, and the Road to the Civil War.
- **3rd Nine Weeks (January–March):** Civil War, Reconstruction, Frontier Texas, and the Texas Constitution of 1876.
- **4th Nine Weeks (March–May):** Industrialization, Oil Boom, Great Depression, World War II, and Modern Texas.

Major Projects

1st Nine Weeks – Texas History Cereal Box Project
Students will transform an ordinary cereal box into a creative display that teaches others about an important person, event, or topic from Texas History. This project combines research, creativity, and presentation skills.

2nd Nine Weeks – Semester Poster Board Project
Students will complete a research-based poster highlighting a major topic from the first semester. Projects will include visuals, historical facts, and written explanations.

3rd Nine Weeks Part One; 4th Nine Weeks Part Two – San Jacinto County Scavenger Hunt
Our signature project begins in January and continues throughout the spring semester. Students will explore local history by visiting historical sites, solving clues, documenting their discoveries, and connecting local history to what we learn in class.

How You'll Be Graded

- Daily Assignments & Classwork
- Quizzes & Unit Assessments
- Projects

- Notebook/Notes Checks
- Participation & Historical Thinking Activities

Classroom Expectations

• Be respectful.

• Be prepared every day.

• Give your best effort.

• Ask questions and stay curious.

• Remember that history is about learning from the past—not just memorizing dates.

Ms. Strong's 7th Grade Texas History Classroom Rules, Policies, Standards & Procedures

Rules

- Be respectful to everyone.

- Be prepared with materials listed on white board.

- Have a writing utensil, no red pens, only blue or black, or a pencil

- Do not use my pencil sharpener, ask me

- Follow directions the first time given.

- Stay on task and participate.

- Keep hands, feet, and objects to yourself.

- No food, drink, or candy in class. Save it for lunch or after school.

Standards

- Arrive on time and begin warm-up immediately after reading the board listing the objectives for and needed materials.

- Listen when others are speaking.

- Follow CREW model, what is it telling you to do

- Use academic language during discussions.

- Try your best on all assignments.

- Ask for help when needed.

Procedures.

- Come in quietly, read small white board and follow any directions given on board.

- Raise your hand to speak.

- Turn in work to the class basket or Google Classroom, at the end of class.

- Remain seated unless given permission.

- Clean your area before leaving.

- Park your pencils.

Grading Policies

- All work must be submitted on time unless specified.

- Late work may lose points, this class does not have extra credit assignments.

- Tests and quizzes must be completed independently.

- Cheating results in a zero and parent contact.

- Tutoring is offered if you sign up at least a day in advance.

    - tutoring is taking notes if missing, completing any missing assignments, or making test/quiz corrections

    - tutoring is NOT for extra credit

-If a student refuses to complete an assignment in class, they will receive a zero. They will be reminded of this contract and the gradebook will reflect their decision. Students that refuse to complete assignments will NOT have the opportunity to redo that assignment.

- Please keep up with grades in the Parent Portal. I will send out progress reports every 3 weeks. If a student is failing they will receive a verbal warning when I put in assignment grades. If you have any questions about their grades please reach out to me.

Behavior Consequences

- 1st Offense: Verbal warning

- 2nd Offense: Student conference

- 3rd Offense: Parent contact

- 4th Offense: Office referral

7th Grade Texas History – Restroom Policy

Students do not need permission to go to the restroom.

- Students must sign out and sign back in on the restroom log.

- Only ONE student out at a time.

- Enter and exit the classroom quietly.

- Students may use the restroom up to two times a week.

When Sub is present:

-Students are expected to follow all directions and the signed contract.

-Students are to treat the sub as though their teacher is present.

-Students are to be respectful, kind, remain in their seats and follow directions.

A Note to Parents

Thank you for partnering with me this school year. Texas History is most o-successful when students come to class prepared, complete assignments on time, and take pride in their work. Please check your student's grades regularly and contact me if you have questions or concerns. I look forward to a great year of learning together!

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

ART SYLLABUS

Kathryn Borum
kborum@cocisd.org
936-653-1140

STUDENT RESPONSIBILITES:

1. Attendance- arrive on time and be prepared
2. Respect- for self, teacher, all class members, art room and materials
3. Clean-up- work areas, tools and materials
4. Safety- strict observation of all rules
5. Goals/Reflections- objectives, critiques and assessment
6. Behavior- inappropriate behavior will not be tolerated

CLASS PROJECTS: Chosen to give experience with a variety of media, techniques and principles – as well as develop an understanding of art history and an ***APPRECIATION OF ART.***

HOMEWORK: There will be 1 or 2 assignments per semester that relate to current projects

ATTENDANCE: Be in class on time and do not leave early. If you leave early, I will mark you absent! In order to receive credit for the class, you cannot miss more than 8 absences on a half-year class and 15 absences on a full-year class.

GRADING: Student grades based on attendance and the following standards: use of the Elements & Principles of Art, creativity & originality, craftsmanship, effort and conduct.

MID YEAR AND FINAL EVALUATIONS: There will be a mid-year evaluation and an end of year final evaluation.

LAPTOP USE: Laptops can be a great creative tool, but if students are continually off task on them; laptop privileges in my art room will be revoked!

ROOM USE: You may only be in my room during your scheduled class. You may access my room after school to finish projects when arranged with me beforehand.

HELP QUEUE: If you need help with a project, please write your name on the board and then I will assist the next student in line.

COEXIST: Discrimination, contempt & hatred of any type will not be tolerated in my room. This includes but is not limited to: race, national & ethnic origin, color, religion, age, sex/sexual orientation, disability, physical attributes & mental disability.

Detach and sign below once you have read the syllabus and understand the requirements.

KEEP THIS HALF FOR YOUR OWN RECORDS

TURN THIS PORTION INTO MS. BORUM FOR FULL CREDIT ON FIRST HOMEWORK ASSIGNMENT

ART SYLLABUS/FIRST HOMEWORK ASSIGNMENT

DATE _____ STUDENT (PRINT NAME) _____

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	Technology Applications
GRADE LEVEL:	6th Grade
SEMESTER & YEAR:	2026-2027
TEACHER NAME:	Darrian Kee
EMAIL / CONTACT:	dkee@cocisd.org
CONFERENCE PERIOD:	9:35-10:26
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	Resource ELA
GRADE LEVEL:	6th, 7th, 8th
SEMESTER & YEAR:	1st Semester of 2026
TEACHER NAME:	Feather Patrick
EMAIL / CONTACT:	fpatrick@cocisd.org
CONFERENCE PERIOD:	8th
TUTORIAL SCHEDULE:	Tuesday & Thursday 7:15-7:40

I. COURSE OVERVIEW & DESCRIPTION

Resource ELA provides more one on one instruction for our Specialized Learning students. The classroom numbers are smaller which provides students with more opportunities to ask questions and better understand material. Our goal is to meet students where they are and help them grow from there. All students are at different levels of learning and Resource ELA tailors to that provides support on all levels of learning.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **Write the alphabet in lowercase and uppercase form / TEKS K.2.E:** Students learn print by accurately forming all uppercase and lowercase letters using appropriate directionality.
- **Read CVC words fluently / TEKS 1.3.C.i.:** Students will learn to code CVC words, this skill will help them ready CVC words fluently
- **Identify character, setting, and events in a story / TEKS K.7.B & K.7.C:** When given a picture or a short story, students will be able to identify the character, setting, and events happening. This will allow students to better understand what is happening when reading.
- **Restate and Answer Questions /TEKS K.1.A:** Students will be able to restate and answer questions to form a response. Students will be able to write a complete sentence using proper grammar and punctuation.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *Reading by Design , Region 2 Education Services, Volume 1*
- **Core Digital Tools/Platforms:** *IXL*
- **Supplemental Materials:** *Composition Notebook*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** Unit 1: Alphabet / Penmanship

    - **(TEKS K.2.E):** Students learn print by accurately forming all uppercase and lowercase letters using appropriate directionality
    - *Primary Materials Used:* Reading by Design & IXL
- **Weeks 4–6:** Unit 2: Rhyming / Consonants & Vowels / Common & Proper Nouns
    - **(TEKS K.2.A.i):** Students learn to identify and produce rhyming words.
    - Focuses on decoding and spelling **VC (Vowel-Consonant), CVC (Consonant-Vowel-Consonant), and CCVC words** (such as cat, hat, or stop).
    - **TEKS 1.11.D.iii –** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
    - *Primary Materials Used:* Reading by Design & IXL
- **Weeks 7–9:** Unit 3: Cause and Effect/ Short Vowels
    - Recognizing characteristics and organizational patterns of informational text, including **cause and effect stated explicitly.**
    - *Primary Materials Used:* Reading by Design, IXL, and iReady
- **Weeks 10–12:** Unit 4 Character, Setting, and Events
    - **K.7.B:** Identify and describe the main **characters**.
    - **K.7.C:** Describe the elements of plot development, including the main **events**, the problem, and the resolution.
    - **K.7.D:** Describe the **setting**.
    - *Primary Materials Used:* Reading by Design, IXL, and iReady
- **Weeks 13–15:** Unit 5: Point of View and Inferencing
    - **ELAR.2.10.E**: Identify the use of first- or third-person in a text
    - **ELA.K.5.F** (making guesses from pictures/sentences)
    - *Primary Materials Used:* Reading by Design, IXL, and iReady
- **Weeks 16–18:** Review & Semester Exam
    - Review: Rhyming, Consonants & Vowels, Common & Proper Nouns, Cause & Effect, Short Vowels, Characters, Settings, Events, Point of View, and Inferencing.
    - Students Will be tested on their mastery of Volume 1 of Reading by Design.

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	World Culture
GRADE LEVEL:	6th
SEMESTER & YEAR:	2026
TEACHER NAME:	Henry Culley
EMAIL / CONTACT:	hculley@cocisd.org
CONFERENCE PERIOD:	2nd
TUTORIAL SCHEDULE:	Tuesday Thursday 7:15 7:45

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	
GRADE LEVEL:	
SEMESTER & YEAR:	
TEACHER NAME:	
EMAIL / CONTACT:	
CONFERENCE PERIOD:	
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

LJH STUDY SKILLS

COURSE SYLLABUS

Teacher: Jessica Stripling, M.Ed.

Email: jstripling@cocisd.org

Conference Period: 5th

Tutorial Schedule: Email to Request Tutorials

COURSE PURPOSE

LJH Study Skills is designed to help students develop the academic, organizational, self-regulation, and independent learning skills needed for success across all classes. The goal is to build confidence, improve academic performance, and help students become more prepared, responsible, and independent learners.

COURSE OBJECTIVES

Students will:

- Develop organization and time management skills.
- Monitor grades and complete assignments.
- Use effective study strategies.
- Build self-regulation skills using My Regulation Dashboard and Ready Mode strategies.
- Set personal goals and advocate for their needs.
- Increase independence and responsibility.

WHAT WE WILL DO

- Organize materials and keep track of assignments.
- Check grades and missing work.
- Learn and practice study strategies.
- Use My Regulation Dashboard to recognize our current level and choose helpful strategies.
- Set academic and personal goals.
- Build problem-solving and self-advocacy skills.
- Complete classwork and receive individualized support as needed.

HOW PROGRESS WILL BE ASSESSED

- Completion of daily assignments and activities.
- Participation and effort.
- Progress on academic goals.
- Use of organization systems.
- Application of study strategies.
- Observation of independence and responsibility.

WHAT STUDENTS NEED

- A charged Chromebook (bring daily).
- A class binder is provided along with all other materials.
- A positive and ready to go attitude!

STUDENT & PARENT/GUARDIAN ACKNOWLEDGMENT

By signing below, we acknowledge that we have reviewed the LJH Study Skills Course Syllabus and understand the purpose and expectations of the course.

Student Printed Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Printed Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

BETTER HABITS » BRIGHTER CHOICES » BIGGER OPPORTUNITIES

LJH THEATRE

Course Syllabus

Contact Information:

Amanda Kendrick

akendrick@cocisd.org

WELCOME TO THEATRE ARTS!

Welcome to Theatre Arts! This class is a place to **create, perform, collaborate, take risks, and have fun.** Theatre is more than memorizing lines and getting onstage. In this class, you will learn how actors, directors, designers, technicians, and production teams work together to create a performance.

You do not have to consider yourself an actor to be successful in this class. Theatre requires many different talents, and everyone will have opportunities to contribute.

COURSE DESCRIPTION

Theatre Arts introduces students to the fundamentals of theatrical performance and production. Students will explore acting and character development, improvisation, voice and diction, movement, stage directions, blocking, theatre terminology, monologues, duet and group scenes, script analysis, directing, costumes and makeup, set and prop design, lighting and sound, theatre history, auditions, rehearsal etiquette, and performance preparation.

COURSE GOALS

• Demonstrate basic acting techniques.
• Use appropriate stage terminology.
• Analyze a character and develop believable choices.
• Use voice, movement, and facial expression effectively.
• Demonstrate appropriate blocking and stage awareness.
• Perform a memorized monologue or scene.
• Work effectively with a partner or ensemble.
• Analyze and interpret a dramatic script.
• Demonstrate knowledge of theatre production roles.
• Create basic designs for costumes, makeup, sets, props, lighting, or sound.
• Demonstrate appropriate rehearsal and performance etiquette.
• Evaluate personal performances and provide constructive feedback.

MAJOR UNITS

1. Introduction to Theatre	Theatre vocabulary, stage directions, types of stages, audience etiquette, theatre roles, theatre spaces, and performance expectations.

2. Improvisation	"Yes, and...," spontaneity, listening, collaboration, character creation, improvisational games, and scene building.
3. Acting Foundations	Concentration, focus, voice, diction, projection, facial expressions, body language, movement, and characterization.
4. Character Development	Objectives, motivations, obstacles, relationships, given circumstances, physical choices, vocal choices, and character research.
5. Monologues	Selecting, analyzing, memorizing, rehearsing, blocking, performing, and evaluating a monologue.
6. Scene Work	Script analysis, blocking, relationships, conflict, character objectives, memorization, rehearsal techniques, and scene performance.
7. Directing	Directorial concepts, script interpretation, blocking, actor notes, composition, stage pictures, and collaboration.
8. Technical Theatre & Design	Set, props, costumes, makeup, lighting, sound, stage management, and production organization.
9. Theatre History & Careers	Major periods, playwrights, performers, traditions, contemporary theatre, and theatre careers.
10. Performance & Production	Applying skills through performance projects and/or a class production.

CLASSROOM EXPECTATIONS

Be Respectful: Treat classmates, teachers, performers, audience members,

and theatre spaces with respect. **Be Prepared:** Bring required materials and

be ready to participate when class begins.

Participate: Theatre is a participation-based class. Actively participate in warm-ups, activities, discussions, rehearsals, performances, and group work.

Take Risks: You will be asked to perform, improvise, create characters, and try things that may feel uncomfortable at first. Mistakes are part of learning.

Be Supportive: Never intentionally embarrass, mock, or discourage another student who is performing. We laugh **with** people, not **at** people.

Stay Safe: Follow all instructions when using props, furniture, costumes,

makeup, and technical equipment.

THEATRE CLASSROOM RULES

1. Be respectful.
2. Be responsible.
3. Be prepared.
4. Participate.
5. Follow directions the first time.
6. Keep hands, feet, and objects to yourself.
7. Use props and equipment appropriately.
8. No disruptive talking during performances or presentations.
9. Help maintain a clean and safe theatre space.

GRADING

Grades will reflect both individual achievement and participation in the theatre ensemble.

Grades will be given for the following categories:

Daily Participation & Classwork
Performance Projects
Projects & Assignments
Quizzes/Tests
Rehearsal/Preparation/Reflection

PERFORMANCE & REHEARSAL EXPECTATIONS

Performance assignments may include improvisations, character walks, monologues, duet scenes, group scenes, cold readings, design presentations, class performances, and final performance projects.

During rehearsals in class, students are expected to arrive prepared, know assigned material, stay focused, avoid unnecessary talking, accept constructive criticism, support scene partners, care for props/costumes (if applicable), and remain in assigned areas unless given permission to leave.

ABSENCES & MAKE-UP WORK

If you are absent, check what you missed, complete required written work, speak with the teacher about missed rehearsal or performance work, and arrange a make-up performance when required. Because theatre activities often involve partners and groups, missing rehearsal may affect other students.

INCLUSIVE CLASSROOM & FEEDBACK

Theatre is built on collaboration. Students are expected to respect differences in background, appearance, personality, abilities, experiences, opinions, and performance styles.

When providing feedback, focus on **what worked + what could improve + how to improve it.** Constructive critique should help performers grow.

WHAT SUCCESS LOOKS LIKE

■ Participates actively ■ Comes prepared ■ Takes creative risks
■ Supports classmates ■ Practices when needed ■ Accepts feedback
■ Uses rehearsal time wisely ■ Takes care of materials ■ Works well with others

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	ELAR
GRADE LEVEL:	7th
SEMESTER & YEAR:	Fall 2026
TEACHER NAME:	M. Pearson
EMAIL / CONTACT:	mpearson@cocisd.org
CONFERENCE PERIOD:	12:50-1:45
TUTORIAL SCHEDULE:	Monday 7:15-7:40 Wednesday 3:30-4

I. COURSE OVERVIEW & DESCRIPTION

7th Grade ELAR develops students' reading, writing, speaking, listening, and critical-thinking skills through the study of literary and informational texts. Students will analyze complex texts, develop and support ideas with textual evidence, strengthen vocabulary and comprehension, participate in academic discussions, and develop their writing through planning, drafting, revising, and editing. Instruction is aligned with the Texas Essential Knowledge and Skills (TEKS) and uses Amplify ELAR Texas as the primary curriculum.

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **Reading Comprehension & Response:** Students will comprehend and analyze literary and informational texts, make inferences, and support responses with relevant textual evidence.
- **Literary Analysis & Author's Craft:** Students will analyze literary elements and author's craft, including character development, conflict, setting, theme, point of view, figurative language, and text structure.
- **Writing & Composition:** Students will plan, draft, revise, edit, and publish written compositions using effective organization, development, word choice, and grade-level conventions.
- **Speaking, Listening & Discussion:** Students will participate in academic discussions, communicate ideas clearly, listen actively, and use evidence from texts to support their thinking.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** Amplify ELAR Texas, Grade 7, Amplify Education, Inc.
- **Core Digital Tools/Platforms:** Amplify ELAR Texas, Google Classroom, IX
- **Required Novel / Major Readings:** Red Scarf Girl: A Memoir of the Cultural Revolution by Ji-li Jiang; "The Tell-Tale Heart" and "The Cask of Amontillado" by Edgar Allan Poe; "The Silence" by Federico García Lorca; "The White Horse" by D. H. Lawrence; and additional selected texts, poetry, and excerpts included in the Amplify ELAR Texas Grade 7 curriculum.
- **Supplemental Materials:** Teacher-created instructional materials, Writing Revolution strategies and activities, district-approved supplemental texts, and STAAR-aligned reading and writing practice.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3: Unit 7A – Red Scarf Girl & Narrative**
  - **Focus:** Reading comprehension, character analysis, point of view, inference, textual evidence, narrative writing, and revision
  - **Primary Materials:** *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang; Amplify digital and print materials
- **Weeks 4–6: Unit 7A – Red Scarf Girl & Narrative**
  - **Focus:** Continued analysis of literary and informational texts, author's craft, response to text, narrative writing, revision, and unit assessment
  - **Primary Materials:** *Red Scarf Girl* and accompanying Amplify texts, activities, assessments, and supplemental instructional materials.
- **Weeks 7–9: Unit 7D – Poetry & Poe**
  - **Focus:** Poetry, gothic literature, suspense, narrator reliability, perspective, visualization, and author's craft
  - **Primary Materials:** "The Cask of Amontillado," "The Raven," and "The Tell-Tale Heart" activities by Edgar Allan Poe; *M'Naghten Rule* from *Queen v. M'Naghten*; and Amplify digital and print materials.
- **Weeks 10–12:Unit 7D – Poetry & Poe**
  - **Focus:** Continued analysis of poetry and gothic literature, comparing perspectives, integrating media, argumentative discussion, and written responses
  - **Primary Materials:** "The Silence" by Federico García Lorca; "The White Horse" by D. H. Lawrence; "A narrow fellow in the grass" by Emily Dickinson; Edgar Allan Poe selections; Amplify activities and assessments.
- **Weeks 13–15: Unit 7B – Character & Conflict**
  - **Focus:** Character responses to conflict, character motivation, development of ideas, family dynamics, theme, inference, and textual evidence.
  - **Primary Materials/Readings:** *A Raisin in the Sun* by Lorraine Hansberry; "Harlem" by Langston Hughes; Amplify ELAR Texas digital and print materials.
- **Weeks 16–18:Unit 7B – Character & Conflict / Semester Review & Assessments**
  - **Focus:** Continued analysis of character and conflict, thematic connections across genres, comparison of texts and media, written responses using textual evidence, TEKS review, and semester assessments.

- **Primary Materials/Readings:** "Sucker" by Carson McCullers; excerpt from *To Be Young, Gifted and Black: An Informal Autobiography* by Lorraine Hansberry, adapted by Robert Nemiroff; *A Raisin in the Sun*; Amplify assessments and review materials

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** writing utensil, Chromebook

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	Reading Lab
GRADE LEVEL:	6,7,8
SEMESTER & YEAR:	Semester 1. 2026/2027
TEACHER NAME:	Mary Shanahan
EMAIL / CONTACT:	mshanahan@cocisd.org
CONFERENCE PERIOD:	Fourth period 10:29 AM - 11:19 AM
TUTORIAL SCHEDULE:	3:30 PM - 4:00 PM Daily

I. COURSE OVERVIEW & DESCRIPTION

Reading Lab is for students who need extra attention in reading and writing. Its purpose is to strengthen their skills in ELA and Reading. The main goals are to elevate students' reading levels, improve ELA STAAR test results, and raise students' overall confidence in their reading and writing abilities.

Coldspring - Oakhurst Independent School District

Lincoln Junior High

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include:

- Parts of Speech. Phonics. Affixes
- Sentences. Identifying Purpose and Structure. Clauses
- Prepositions, Coordinating Conjunctions (FANBOYS), Adjectives (NOSASCOMP)
- **[O** Paragraph structure. Clustering. Main Idea.

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Core Digital Tools/Platforms: Google** *Google Classroom, IXL ELA*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 2–5:** Fables and Fairy Tales
  - *Aesop, Charles Perrault, The Brothers Grimm*
- **Weeks 6–7:** American Folklore
  - *Washington Irving, Richard Matheson*
- **Weeks 8–12:** Suspense and Gothic Horror
  - *Short stories by William Sleater, Roald Dahl, Ray Bradbury, Edgar Allan Poe, W.W. Jacobs, Neil Gaiman*
  - *Radio Plays by Lucille Fletcher*
- **Weeks 13–15:** Greek Mythology
  - *Prometheus, Pandora's Box, Perseus and Medusa, Labors of Hercules, Theseus and the Minotaur*

- **Weeks 15–18:** Sleighbells and Snowflakes
    - *Fiction: The Gift of the Magi. A Christmas Carol*
    - *Autobiography: A Christmas Memory by Truman Capote.*
    - *History Discussions: Krampus. Nicholas of Myra*
- **Weeks 16–18:** Review & Semester Exams

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
    - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** Chromebook, writing utensil, class notebook

7th Grade Math 2026-2027

LINCOLN JR. HIGH SCHOOL
Periods 2/3
Room #803

Teacher: Danielle Mitschke
dmitschke@cocisd.org
936-581-4828
Conference: 6th Period

Class Description:

Seventh Grade Math is designed to strengthen problem-solving skills, deepen number sense, and prepare students for Algebra and advanced math concepts. Students will explore ratios and proportions, rational numbers, algebraic expressions, equations, inequalities, geometry, statistics, and probability. We will focus on real-world applications, critical thinking, and mathematical communication.

Curriculum: Bluebonnet Math

1. Thinking Proportionally
2. Applying Proportionality
3. Reasoning Algebraically
4. Analyzing Populations and Probabilities
5. Constructing and Measuring

Academic Integrity

LJH will not tolerate cheating or plagiarism. Any student caught cheating or plagiarizing, or aiding another student in cheating or plagiarizing on a quiz or test, will receive a zero for that test or assignment and an office referral will be submitted.

Classroom Expectations:

1. Abide by our Social Contract
2. Follow all CREW expectations
3. Respect each other and yourselves
4. No cursing or racial slurs
5. Obey all school rules
6. No food, gum or candy in the classroom
7. Water is the only drink allowed in the classroom - no added flavor packets.

Classroom Consequences:

1. Verbal Warning
2. Private Discussion
3. Parent Contact
4. Office Referral

Classroom Rewards:

1. No Homework Passes
2. Food/Drink Prizes
3. Shortened Assignments

Google Classroom:

Visit my Google Classroom for resources and notes.
Class Code: f72nhrix

Tutoring:

Tuesday & Thursday Mornings

7:15 - 7:45

Absences and Make Up Work:

You will be given an extension of one school day for each day of absence. Test and Quiz

Late Work:

Work is considered late if it is turned in after the assigned time.

make ups must be scheduled with the teacher immediately upon your return. You are responsible for getting your work if you are out for extra curricular activities.	1 day late - 10% 2 days late - 20% 3 days late - 30% 4 days late - 40% 5 days late - 50%

Student Signature:

By signing the 7th grade math syllabus, I_____, am saying that I have read and understand all of the policies and information on this syllabus.

X_____ Date: _____

Parent Signature

By signing the 7th grade math syllabus, I_____, am saying that I have read and understand all of the policies and information on this syllabus.

X_____ Date: _____

Principles of Agriculture, Food, & Natural Resources Course Syllabus
Coldspring-Oakhurst High School

Teacher: Kayla McMullin
Email: Kmcmullin@cocisd.org
Conference Period: 2nd Period

Course Description:

Principles of Agriculture, Food, and Natural Resources is a course designed to enhance the understanding of the agricultural industry. Students will have the opportunity to gain knowledge and skills related to plant and animal systems, food production, mechanical systems, entrepreneurship, leadership, and environmental sciences. To further develop learned subjects, students will be able to participate in various projects and activities throughout the course.

Classroom Expectations:

1. Be Respectful to Everyone
2. Be Responsible
3. Be Prepared
4. Be Punctual
5. Always do you BEST

Follow all school rules- Standards for Student Conduct

Parent/Teacher Communication:

- I will communicate with parents/guardians through remind, email, or phone call. If the parent/guardian has any questions or concerns I have provided my email at the top.

Discipline Policy

1. **Verbal warning:** A quiet reminder to stay on task.
2. **Student Conference:** A brief conversation to refocus.
3. **Parent Contact:** Phone call, email, or remind
4. **Officer Referral:** For repeated or serious infractions

Grading Guidelines:

- There will be at least 12 grades in the grade book each 9 weeks.
    - 3 major grades
    - 6 Daily grades
- Missing Assignments will not be accepted **5 days** after its due date unless discussed otherwise with the teacher or the student was absent.
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination
- **Make Up Policy**
    - Students may complete a make up or alternate assignment for a grade no higher than a 70. The student will receive the higher of the two grades (first test/assignment or the re-test/secondary assignment).

Grading Policy:

60% of the grade……..Daily work and other formative assessment grades

40% of the grade……..All major or summative assessments this includes tests, projects, presentations etc.

Late Work Policy

1 day late- 10 points off

2 days late- 20 points off

3 days late- 30 points off

4 days late- 40 points off

5 days late- 50 points off

Conduct Grades:

E = Excellent	The student displays an excellent attitude, excellent work habits and overall conduct, is cooperative, and consistently observes school rules and regulations
S = Satisfactory	The student displays a good attitude, good work habits and overall conduct, is cooperative, and generally observes school rules and regulations.
N = Needs Improvement	Improvement The student displays a fair attitude, needs improvement in work habits and overall conduct, is at times uncooperative, at times disrupts class, or does not observe school rules and regulations. *Referrals to the office may have been given. Parent contact is required.
U = Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for school and classroom rules and regulations

Make-Up Tests/ Assignments Due to Absences:

Students are expected to make up for missed work while they are absent. It is the student's responsibility to inquire about, complete, and submit all required assignments. Immediately upon returning to school, the student must contact teachers concerning arrangements for making up work. Students assigned Out of School Suspension will follow the same policy for make-up work as absences. School-related absences are given the same amount of time to complete makeup work as non-school-related absences. Students absent from class due to school-sponsored activities, however, are encouraged to confer with their classroom teachers prior to the planned absence.

The following is offered as a timeline for makeup work:

1-day absence = 3 days to make up assignments

2-days absence = 3 days to make up assignments

3-days absence = 4 days to make up assignments

4-days absence = 5 days to make up assignments

Tutoring:
It is the student's responsibility to schedule tutoring. I am more than willing to work my schedule to ensure my students' academic success!

Cell Phone Policy
In accordance with Texas House Bill 1418, students are strictly prohibited from using, displaying, or accessing cell phones or personal electronic devices while at school.

To maintain a focused and distraction free environment, Coldspring-Oakhurst CISD enforces the following cell phone policy:

- Cell phones must be turned off and stored in a backpack, the moment a student arrives on campus. If the student does not have a backpack, the cellphones need to be left at home.
- Devices must be turned off and out of sight for the entire school day. This means they can not have it in their pockets as well.
- Students may not access their phones until they have left campus for the day.

About FFA:

- FFA is a dynamic student-led leadership development organization for students of agricultural education. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. We would love for you to be a part of the Coldspring FFA chapter.

Agreement Page

By signing this syllabus, you agree to the policies and procedures along with the topics covered in this class. You are responsible for all materials and topics covered in this class.

_____
Class Period

_____
Student signature Student Printed Name Date

*students will have a quiz over the syllabus!

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	
GRADE LEVEL:	
SEMESTER & YEAR:	
TEACHER NAME:	
EMAIL / CONTACT:	
CONFERENCE PERIOD:	
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]

Coldspring - Oakhurst Independent School District

Lincoln Junior High

COURSE SYLLABUS & INSTRUCTIONAL PLAN

COURSE TITLE:	
GRADE LEVEL:	
SEMESTER & YEAR:	
TEACHER NAME:	
EMAIL / CONTACT:	
CONFERENCE PERIOD:	
TUTORIAL SCHEDULE:	

I. COURSE OVERVIEW & DESCRIPTION

[Provide a brief paragraph summary of what the course covers, its purpose, and main goals.]

II. ESSENTIAL KNOWLEDGE & SKILLS (TEKS) / LEARNING OBJECTIVES

Coldspring - Oakhurst Independent School District

Lincoln Junior High

In accordance with Texas state standards, this course is aligned with the **Texas Essential Knowledge and Skills (TEKS)**. The core focus areas for this semester include: [1]

- **[Objective / TEKS Strand 1]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 2]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 3]:** [Brief description of what students will know/be able to do]
- **[Objective / TEKS Strand 4]:** [Brief description of what students will know/be able to do]

III. REQUIRED INSTRUCTIONAL MATERIALS & TEXTBOOKS

Per TEC § 26.0062, all primary instructional materials, digital platforms, and textbooks must be disclosed to parents. [1]

- **Primary Textbook:** *[Title, Author, Publisher, Edition]*
- **Core Digital Tools/Platforms:** *[e.g., Google Classroom, Canvas, IXL, McGraw-Hill Connect]*
- **Required Novel / Major Readings:** *[List titles and authors, if applicable]*
- **Supplemental Materials:** *[List any recurring secondary resources, workbooks, or lab kits]*

IV. SEMESTER OUTLINE & INSTRUCTIONAL PLAN

(Subject to minor adjustments based on student pacing and campus scheduling)

- **Weeks 1–3:** [Unit 1 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 4–6:** [Unit 2 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]

- **Weeks 7–9:** [Unit 3 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 10–12:** [Unit 4 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 13–15:** [Unit 5 Title / Topic Name]
  - *Core TEKS Standards Covered:* [Insert TEKS numbers]
  - *Primary Materials Used:* [Specify textbook chapters or resources]
- **Weeks 16–18:** [Review & Semester Exams]

V. GRADING POLICY & ASSESSMENT STRATEGIES

- **60% major/40% minor**
- **Late Work Policy:** Late work not associated with an absence may be accepted with a 10% deduction per instructional day, up to 5 instructional days. Teachers may accept late work without penalty at their discretion.
- **Re-testing / Correction Policy:** Students who have a failing major grade should be given an opportunity, within a timely manner, to have their grade increased to a maximum of 70.
- Please see the COCISD Grading Guidelines for more information.
  - https://www.cocisd.org/students/grading-guidelines

VI. CLASSROOM EXPECTATIONS & PROCEDURES

- **Attendance & Participation:** Regular attendance is critical to mastery of the material. Students must comply with Texas compulsory attendance policies.
- **Required Supplies:** [List items students must bring daily, e.g., binder, laptop, pencils] [1]