

# Hopewell Memorial Junior High School



## Course Descriptions

Grades 5 → 8

2020 - 2021

# Hopewell Memorial Junior High

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## **HOPEWELL AREA SCHOOL DISTRICT OFFERS THE FOLLOWING SUPPORTS AS PART OF OUR SPECIAL EDUCATION SERVICES:**

### **AUTISTIC SUPPORT**

Services for eligible students with a disability who require a highly structured program. The program addresses needs related to reciprocal social interactions, communication, and restricted and/or repetitive stereotypical patterns of behavior, interests, and activities. Opportunities for inclusion in general education environments are provided as determined by the Individualized Education Program (IEP) team. The students require intensive interventions such as visual communication systems, highly individualized instruction and schedules, functional academics, basic daily living skills, and individualized behavior management programs. The goal for all students with moderate to severe disabilities is to increase independence and self-sufficiency. District operated programs are available at Hopewell Elementary School, Hopewell Memorial Junior High School and Hopewell High School.

### **BLIND OR VISUALLY IMPAIRED SUPPORT**

Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child's reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student's learning materials. Blind or visually impaired support is available in all buildings at the elementary, junior high and high school levels.

### **DEAF OR HEARING-IMPAIRED SUPPORT**

Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and assistive technology devices and services. Deaf or hearing impaired support is available in all buildings at the elementary, junior high and high school levels.

### **EMOTIONAL SUPPORT**

Services for eligible students whose behavior interferes with the ability to learn in the regular education classroom environment without supports. Students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior receive emotional support services. The IEP for each student includes a positive behavior support plan. District operated programs are available at Margaret Ross Elementary School, Hopewell Memorial Junior High School and Hopewell High School.

## **GIFTED SUPPORT**

Services for students who show outstanding intellectual ability which requires more enrichment activities and opportunities in and out of the classroom. Participation in Gifted Support is based upon the individual student's eligibility and need for acceleration and/or enrichment. State mandated identification criteria for the Gifted Support program must be met. All students participating in the Gifted Support program have a Gifted Individual Educational Plan (GIEP). Gifted Support services at the elementary and secondary levels are provided on an itinerant basis in all buildings.

## **LEARNING SUPPORT**

Services are available for eligible students who have difficulty in the acquisition and retention of basic learning skills. Students with a disability receiving learning support have services that primarily focus on the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance. Learning support is available in all buildings at the elementary, junior high and high school levels.

## **LIFE SKILLS SUPPORT**

Services for students with a disability whose social/behavioral skills are developmentally delayed who require services primarily in the areas of academic, functional or vocational skills necessary for independent living. At the elementary level, programs focus on self-help, readiness skills and then the acquisition of academic skills; the junior high school level focuses on pre-vocational and practical work skills; and the high school level focuses on community-based vocational programming, independent living and recreational/leisure skills. District operated programs are available at Independence Elementary School, Hopewell Memorial Junior High School and Hopewell High School.

## **PHYSICAL SUPPORT**

Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills

## **SPEECH AND LANGUAGE SUPPORT**

Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills. Speech and language support is available in all buildings at the elementary, junior high and high school levels.

## **TRANSITION SERVICES**

Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as "post-secondary outcomes" and are the driving force behind Individualized Education Programs (IEPs) written for students in high school.

Transition planning begins, no later than age 14, as students explore what they want their post-school outcomes to be through career awareness exploration activities. It continues through high school as instruction and community experiences support these outcomes.

Transition planning involves a partnership between the student, the family, school-age services and program providers, post-secondary services and program providers, and local community members. Effective transition involves purposeful planning among all these entities. It entails recognizing the student's current strengths, interests, preferences, and needs, and then identifying what services and supports are needed to achieve future success.

### **OTHER RELATED SERVICES**

Other Related Services are available to students who require such services to gain benefit from their educational program. These services may include: occupational therapy, physical therapy, psychological services, nursing services and school counseling services. Special transportation is also offered to students who are unable to access regular transportation services, due to the disability or the location of the special education program.



## 5<sup>th</sup> Grade Course Descriptions

### Language Arts 5

This two period (block) course includes instruction related to **Reading, Grammar, Spelling and Writing**. The **Reading** component focuses on student exposure to excerpts from various forms of literature genres (Fiction, Non-Fiction, Historical Fiction, Realistic Fiction, Fantasy and Poetry). **Spelling and Reading** skills are taught in conjunction with literature piece. Students will focus on finding text evidence, drawing conclusions, cause-effect relationships, story elements, sequence, comparing and contrasting, making predictions, vocabulary building, figurative language, summarizing, paraphrasing, using context clues, etc. **Class and Independent reading** are a part of the Language Arts Curriculum. To address **Grammar**, lessons include the identification and appropriate creation/use of sentences, subjects, predicates, nouns, pronouns, adjectives, verbs, adverbs, and prepositions. The **Writing element** consist of narrative, descriptive, persuasive and expository works. Instructional efforts will result in students writing quality five paragraph essays. Throughout the course students will also be utilizing the Lexia<sup>®</sup> Core5<sup>®</sup> Reading online literacy Program.

**Lexia<sup>®</sup> Core5<sup>®</sup> Reading** supports students by providing differentiated literacy instruction. This research-based program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing relevant data to assist students in the following areas.

- **Phonological awareness** – Phonemic Awareness focuses on individual sounds within words. Activities require students to identify, segment, blend and manipulate syllables and sounds in words.
- **Phonics** – tasks require students to apply knowledge of letter-sound correspondence to reading and spelling words. Additionally, these activities involve pattern recognition of syllable types, rules for syllable division and simple spelling generalizations based on letter-sound correspondence.
- **Structural analysis** – entails activities centered on a student’s ability to recognize meaningful parts of multisyllabic words derived from Latin and Greek.
- **Automaticity** - developed through a series of warm-ups and processing activities. Fluency is also addressed through tasks requiring sentence structure analysis and timed silent readings.
- **Vocabulary** - activities intended to teach word-learning strategies, provide exposure to varied vocabulary terms, and foster student awareness of word relationships and associations.
- **Comprehension** – presented via activities focused on developing a student’s ability to understand information at a concrete level as well as an abstract level through the application of higher order thinking skills and interaction with increasingly complex narrative and informational texts.

### Language Arts 5 Prerequisites:

#### 1. Traditional Lang. Arts 5

- Successful completion of 4th Grade Language Arts
- NWEA assessment score (< 200)
- Teacher Recommendation

2. **Academic Lang. Arts 5** – must meet **TWO of the THREE** criteria
  - Successful completion of 4th Grade Language Arts with at least a 75% grade average for the year
  - NWEA assessment score (200 - 214)
  - Teacher Recommendation
  
3. **Honors Lang. Arts 5** – must meet **ALL THREE** of the criteria
  - Successful completion of 4th Grade Language Arts with a 90% or higher grade average for the year
  - NWEA assessment score (>214)
  - Teacher Recommendation

## **Math 5**

This two period (block) course based on the University of Chicago School Mathematics Project is entitled Everyday Math. The core concepts include, but are not limited to the following: Number Theory (Rectangular Arrays, Factors, Divisibility, Prime & Composite Numbers, Square Numbers, Prime Factorization); Estimation & Computation (Addition, Subtraction and Multiplication of Whole Numbers & Decimals, Estimation of Products, Lattice Method of Multiplication, Comparing Millions, Billions and Trillions); Geometry Explorations (Angle measurement, Tessellations, etc.); Division (Partial Quotients Division Algorithm & Strategies, Division of Decimal Numbers, Interpreting the Remainder & Distance); Fractions, Decimal and Percents (Comparing, Calculation Conversions, Bar & Circle Graphs); Using Data (Stem-and-Leaf Plots, Slide Rule Use, Clock Fractions, Common Denominators); Exponents & Negative Numbers (Notations, Powers of 10, Order of Operations, Addition & Subtraction of Negative Numbers); Fractions & Ratios (Comparing Fractions, Adding & Subtracting Mixed Numbers, Fractions of Fractions, Multiplication of Fractions, Whole Numbers & Mixed Numbers, Percents of Numbers); Coordinates of Area, Volume and Capacity; Algebra Concepts and Skills; Probability, ratios and Rates.

### **Math 5 Prerequisites:**

1. **Traditional Math 5**
  - Successful completion of 4th Grade Math
  - NWEA assessment score (<205 )
  - Teacher Recommendation
  
2. **Academic Math 5** – must meet **TWO of the THREE** criteria
  - Successful completion of 4th Grade Math with at least a 75% grade average for the year
  - NWEA assessment score (205 - 220)
  - Teacher Recommendation
  
3. **Honors Math 5** – must meet **ALL THREE** of the criteria
  - Successful completion of 4th Grade Math with a 90% or higher grade average for the year
  - NWEA assessment score (>220)
  - Teacher Recommendation



## Science 5

Instruction within in this course will include three main units: **Variables**, **The Changing Surface of the Earth**, and **Animal Diversity and Environments**.

- In the **Variables** unit, students participate in hands-on investigations to see how variables will affect various objects. Investigations include “Pendulums/Swingers”, “Lifeboats”, “Planes”, and “Catapults/Flippers”
- In the **Changing Surface of the Earth** unit, students study landforms, various types of maps, soil formation and structure and glaciers.
- In the **Animal Diversity and Environments** unit, students are introduced to many animals and their behaviors. Lessons include: Mollusks, worms, arthropods and echinoderms; fish, amphibians and reptiles; birds and mammals.

## Social Studies 5

A content focus on the history, culture and economy of Pennsylvania and our region as the starting point for this course will allow the student to set themselves in a place and time as they begin their study of middle level Social Studies. An emphasis on the skills delineated in the PDE Elementary History Standards will allow the learner to organize their historical thinking into social, geographic, political and economic viewpoints and create a basis for the focus areas of the next 3 years of study. An understanding of the role of the individual as part of the group’s economic, political and social identity and achievement will develop as students explore topics that focus on the concept that their experience as citizens of Pennsylvania has a history that will be, at times, different and at times, similar to the citizens of other parts of our nation and the world. The skills focused on in this course will be in general social studies abilities and understandings as well as individual development and identify as citizens of our community.

## SPECIALS

### Band 5

This is an entry level class for students wishing to play band instruments. Students will be exposed to the basics of playing an instrument (independently and as an ensemble) through various musical selections. Students meet once a week with during their elective rotation period and perform a spring concert in May. This is not a graded class.

### Computers 5

During this course students will focus on basic computer skills and responsible computer use. Students will develop an understanding of Internet safety, ethical computer use, keyboarding, copying and pasting files or text, copyright laws, accessing, creating, and printing work, and searching the Internet. This course will cover basic formatting skills related to web-based applications including Google Docs, Slides, Sheets, Draw, and Classroom.

### Music 5

5<sup>th</sup> Grade music students will be introduced to various musical instruments including, but not limited to: keyboard, ukulele, Boomwhackers, and bucket drums. This is a graded class.

## Library Science 5

The junior high library follows a flexible schedule. Free periods are allotted for students to select reading materials, which are selected by the librarian to foster a love of reading and support the school-wide Accelerated Reader program. Classes come to the library sporadically throughout the school year for instruction on topics involving library science and to research skills. Projects represent collaborative efforts between the subject teacher and the library teacher and meet PA Academic Standards within each subject's curriculum. Instructional objectives for each grade level are as follows:

- Become independent library users by utilizing the OPAC and referring to the Dewey Decimal system to locate books in the library (Language Arts Collaboration).
- Practice web searching skills, evaluate websites for reliability, and recognize copyright laws to create a website about an animal (Computer Science Collaboration).
- Use print and electronic resources to gather information and create an e-book about an explorer (Social Studies Collaboration).
- Utilize electronic databases to access biographical information about an author and create an avatar to present the information to peers (Language Arts Collaboration).

## Physical Education 5

P.E. 5 is a course with instruction focused on the development and maintenance of health related fitness. The course is not centered on the development of specific athletic skills. Students will participate in a variety of activities to attain a personal level of health fitness, to include cardiovascular exercises, competitive events and swimming. The course is not designed to develop specific athletic skills. **Students are not required to change clothes for this class. However, to participate, students should have on appropriate attire for participation in physical activities to prevent injury (shoes, etc.)**

## Arts 5

Visual Arts 5 encourages students to explore and develop their own ideas in various media, while mastering basic art concepts and thinking skills. Students will learn the process of perceiving, analyzing, interpreting and judging art work.

## Rotation Courses

**(Pass/Fail)**

### Chorus 5/6

This is an entry-level class for students who wish to sing in a choral ensemble. Chorus students will learn to use their vocal instrument to sing as part of an ensemble. In addition to learning proper vocal production and technique, students will also learn music reading skills, basic sight-singing skills, listening skills, and performance skills. The chorus will perform at two concerts per year. This class is graded as Pass/Fail.

## Essential Technology I

During this course students will focus on basic computer skills and responsible computer use. Students will develop a basic understanding of Internet safety, ethical computer use, keyboarding, copying and pasting files or text, copyright laws, accessing, creating, and printing work, and searching the Internet. This course will cover basic skills related to web-based applications including Google Docs, Slides, Sheets, Draw, and Classroom and Internet Research.

## Help Lab 5

On rotation days noted as Help Lab, students will return to their homeroom during the corresponding class period. During this time, individuals may seek clarification regarding coursework or participate in extensions of learning activities.

## InnovatED 5

This is a hands-on, project-oriented course for students. The course is designed to address national educational standards in Science, Technology, Engineering, Art, and Mathematics. The goal, as a team, is to open one's mind and gain knowledge in STEAM related fields, as well as develop one's skills needed for success in the 21<sup>st</sup> Century. All students will actively engage in solving real-world problems by using prior knowledge, scientific inquiry, content knowledge, and technological design. Creativity, teamwork, communication, and critical thinking are essential components of the course.

### Topics Covered:

1. Design Process
2. Simple Machines
3. Mechanical Movement
4. Video Design and Production

## Introduction to Jr. High

The intent of these sessions is to provide students with a better understanding of the essential skills required for success in a Jr. High learning environment. Students will be exposed to various organizational strategies, building level policies/practices, study habits, peer relationship strategies, collaborative learning strategies.

## Technology Education 5

This pass/fail course provides students with an introduction to biotechnologies, physical and informational technologies. Additionally, students will be exposed to the basic tools used in mechanical drawing/CADD, sketching, measurement (to the nearest 1/8 inch) and basic three dimensional objects. Various hand/ power tools will be incorporated for student use in the development of assigned projects. Students will learn basic functions of the engraving software to control the Milling machine in the lab. Students will also work to complete a manufacturing/ woodworking project in the lab. **Safety practices will be addressed throughout the course**

## 6<sup>th</sup> Grade Course Descriptions

### Language Arts 6

The objective of this course is to develop students' ability to use context clues; make inferences based on text selections; Identify, compose, describe/analyze main ideas, characters and plots; Read, write and present comparative contrast essays; Demonstrate appropriate usage of oral and written sentence structure; Identify and interpret fictional verses non-fictional literary works. This entails the incorporation of cumulative and sequential multi-sensory activities that engage students while establishing skills in phonemic awareness and phonics, word recognition and spelling, vocabulary, grammar and usage. The Accelerated Reader Program is a component of this course. Throughout the course students will also be utilizing the Lexia® PowerUp Literacy™ online literacy Program.

**Lexia® PowerUp Literacy™** focuses on helping students develop into proficient readers and self-assured learners. This Program assists educators with their efforts to address gaps in any noted deficiency with literacy skills. It too, offers students in their efforts to enhance or develop higher-order skills necessary for comprehension, analysis, evaluation, and comparison of complex, informational texts. The Program also aides and encourages students to take ownership of their learning via goal setting measures. Focal points of Lexia® PowerUp Literacy™ are as follows.

- **Word Study:** Tasks focus on the development of a student's ability to develop or enhance automatic word recognition skills and comprehension of multisyllabic academic based vocabulary words.
- **Grammar:** Correlating tasks assist students with their ability to understand how words function in sentences and the structure of varying text genres.
- **Comprehension:** Via comprehension based activities, students develop skills and strategies for analyzing increasingly complex informational texts.
- **Authentic Text Comprehension:** Features activities centered on authentic informational and narrative texts, to include drama and poetry selections.
- **Critical Thinking:** Entails close readings and the comparison of complex readings selections.

#### **Language Arts 6 Prerequisites:**

##### **1. Traditional Lang. Arts 6**

- Successful completion of 5th Grade Language Arts
- NWEA assessment score (<207) and Teacher Recommendation

##### **2. Academic Lang. Arts 6 – must meet two of the three criteria**

- Successful completion of 5th Grade Language Arts with at minimum a 75% grade average for the year
- NWEA assessment score (208 – 219)
- Teacher Recommendation

##### **3. Honors Lang. Arts 6 – must meet ALL three of the criteria**

- Successful completion of 5th Grade Language Arts with a 90% or higher grade average for the year
- NWEA assessment score (>220)
- Teacher Recommendation

## Math 6

This course based on the University of Chicago School Mathematics Project is entitled Everyday Math and builds upon the mathematical concepts from prior exposure to the program. The core concepts include, but are not limited to the following: Collection, Display and Interpretation of Data; Operations with Whole Numbers and Decimals; Variables, Formulas, and Graphs; Rational Number Use and Operations; Geometry: Congruence, Constructions & Parallels; Number Systems and Algebraic Concepts: Probability and Discrete Mathematics; Rates and Ratios; Geometric Concepts.

### Math 6 Prerequisites:

#### 1. Traditional Math 6

- Successful completion of 5th grade Math
- NWEA assessment score (194 – 211)
- Teacher Recommendation

#### 2. Academic Math 6 – must meet two of the three criteria

- Successful completion of 5th grade Math with at minimum a 75% grade average for the year
- NWEA assessment score (212 – 220)
- Teacher Recommendation

#### 3. Honors Math 6 – must meet ALL three of the criteria

- Successful completion of 5th grade Math with a 90% or higher grade average for the year
- NWEA assessment score (>221)
- Teacher Recommendation

## Honors Pre-Algebra 6

This accelerated course is a blend of the essential elements of Math 6 and transitions to Pre-Algebra concepts of fractions, mixed numbers, decimals, ratios/proportions, percentages, algebraic problem solving, geometric figures/properties and transformations, Pythagorean Theorem, probability and statistics, volume and surface, and linear functions and number systems.

### Honors Pre-Algebra 6 Prerequisites:

#### ALL three of the following criteria have been met:

- Successful completion of Math 5 with at least a 90% average
- NWEA 6+ assessment score of at least 235
- Teacher recommendation

## Science 6

Instruction within this course will focus Variables Animal Diversity, Astronomy, Air, Human Body and a lab oriented kit pertaining to Weather and Water.

## **Social Studies 6**

The Social Studies Common Core Standards include: Civics, Economics, Geography, Government and History. Current events will be woven throughout the curriculum utilizing resources such as CNN 10 Student News in order to add a global perspective to our curriculum. This course will ask students to identify claims and reference evidence from the news to support these assertions. This course entails independent and collaborative projects aligned with the 4 Cs: *collaboration, critical thinking, creatively and communication.*

## **SPECIALS**

### **Band 6**

This instrumental class is for students who have completed the 5<sup>th</sup> grade instrumental class. Rhythms, embouchure, hand position, posture, and tone production addressed in grade 5 are reinforced. Students begin learning more complex rhythms and extend the tonal range of their instruments. Students meet at a minimum two times a week during their elective rotation period and perform a spring concert in May. This is not a graded class.

### **Music 6**

This graded class focuses on the evolution of American music, with specific units on Appalachian Folk Music, The Blues, and Rock ‘n’ Roll. Throughout the course, students will learn to listen critically to music, identify musical styles and instruments, make cultural connections with history, utilize the creative process to compose original songs, communicate ideas through multimedia technology, and use the research process to drive individual learning.

### **Library Science**

The junior high library follows a flexible schedule. Free periods are allotted for students to select reading materials, which are selected by the librarian to foster a love of reading and support the school-wide Accelerated Reader program. Classes come to the library sporadically throughout the school year for instruction on topics involving library science and to research skills. Projects represent collaborative efforts between the subject teacher and the library teacher and meet PA Academic Standards within each subject’s curriculum.

Instructional objectives for each grade level are as follows:

- Engage in lessons based on appropriate online behavior, safety and privacy (Digital Literacy Curriculum—CIPA).
- Avoid plagiarism by practicing paraphrasing and summarizing information to create a video that teaches peers about the culture of Russia (Social Studies Collaboration).
- Focusing on gathering bibliographic information, access print and electronic resources to create a PowerPoint presentation that will teach peers about a decade of the 20<sup>th</sup> century (Social Studies Collaboration).



## **Physical Education 6**

P.E. 6 is a course designed for students to develop and maintain a level of health related fitness. The course is not centered on the development of specific athletic skills. Students will participate in a variety of activities to attain a personal level of health fitness, to include cardiovascular exercises, competitive events and swimming. The course is not designed to develop specific athletic skills. **Students are not required to change clothes for this class. However, to participate, students should have on appropriate attire for participation in physical activities to prevent injury (shoes, etc.)**

## **Arts 6**

Visual Arts 6 is a course designed to inspire each student to greater levels of expectations. This course will emphasize the importance of an art program that is devoted to the continual learning process outside the classroom and the natural success that accompanies it. This is accomplished by creating a community of learners which involves learning teams. Students will master a variety of art processes and history which will be enhanced by the integration of technology. Self-evaluation and problem solving skills will inspire the students to a greater wonder and understanding of the importance of art in our society.

## **Rotation Courses**

**(Pass/Fail)**

### **Chorus 5/6**

This is an entry-level class for students who wish to sing in a choral ensemble. Chorus students will learn to use their vocal instrument to sing as part of an ensemble. In addition to learning proper vocal production and technique, students will also learn music reading skills, basic sight-singing skills, listening skills, and performance skills. The chorus will perform at two concerts per year. This class is graded as Pass/Fail.

### **Essential Technology II/Computers**

Essential Technology II /Computers is a rotation class that looks to reinforce the basic computer skills gained in Computers 5. Students will build upon their basic understanding of Internet safety and ethical computer use through Digital Citizenship courses. Emphasis will be on independent and collaborative problem solving through project based learning as students learn and use intermediate computer skills to build, create, and design. This course will cover basic and intermediate skills related to web-based applications including Google Docs, Slides, Sheets, Draw, and Classroom and Internet Research. This class will not be limited to the use of computers. Students will explore iPads and other peripheral tools as well including apps such as iMovie and Touchcast.

### **Help Lab 6**

On rotation days noted as Help Lab, students will return to their homeroom during the corresponding class period. During this time, individuals may seek clarification regarding coursework or participate in extensions of learning activities.

## **InnovatED 6**

This course is designed to take abstract knowledge taught in core subjects and apply it to practical situations. With an emphasis on team building and improving group dynamics, all students will actively engage in solving real-world problems by using prior knowledge, scientific inquiry, content knowledge, and technological design. Creativity, teamwork, communication, and critical thinking are essential components of the course.

## **Technology Education 6**

During this course, students will explore aspects of the agricultural and industrial production processes; Describe how biotechnology impacts our daily living; Physical technologies of structural design, analysis and engineering. Additionally, students will be exposed to the basic tools used in mechanical drawing/CADD, sketching, measurement (to the nearest 1/16 inch) and basic three dimensional objects. Various hand/ power tools will be incorporated for student use in the development of assigned projects. Students will use the Spectra CADD engraver software to design and program the CNC machine to incorporate into a project. Students will also work to complete a manufacturing/ woodworking project in the lab. **In doing so, safety practices will be review and stressed throughout the course.**

## 7<sup>TH</sup> GRADE COURSE DESCRIPTIONS

### HISTORY

#### **World Geography and Cultures 7**

The emphasis of the full year course for grade 7 students will be a focus on the concepts in physical and human geography. These regions include Mesopotamia, Egypt, Mesoamerica, India, China, Japan, Africa, Greece, Rome, and Western Europe. This is a comprehensive overview organized chronologically. This course will help students understand the Earth's physical and human diversity. Through the use of the 5 geographic themes and the PA Common Core Standards in Social Studies students will gain knowledge of the physical and human characteristics of places and regions, and the impact of interactions between people and places. While studying diverse global locations, students will compare historic development, standards of living, and economic factors around the world. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues. Historical foundations to American Government will have focus in their appropriate regions. (Example: Roman ideals of law as a precursor to the English system from which we evolved our government.)

#### **Honors World Geography and Cultures 7**

The emphasis of the year-long course for grade 7 students will expand their existing knowledge base and concepts in physical and human geography. These regions include Mesopotamia, Egypt, Mesoamerica, India, China, Japan, Africa, Greece, Rome, Western Europe, and the Vikings. This is a comprehensive overview organized chronologically and also in thematically in regards to ramifications to modern day. Students will analyze cultural regions, draw comparisons, and identify differences with other diverse cultures of the world. This course will help students understand the Earth's physical and human diversity. Through the use of the 5 geographic themes and the PA Common Core Standards in Social Studies students will gain knowledge of robust geographic and digital literacy and discussion, the physical and human characteristics of places and regions, and the impact of interactions between cultural groups and geographical locations and place that relate to the ramifications of the world today. While studying diverse global locations, students will compare historic development, social hierarchies, standards of living, systems of political organization, and economic factors around the world. In addition, students gain a diverse understanding of global cultures and the historical factors that have shaped the world around them through digital resources as well as in-depth discussions. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues, all of which with a large emphasis on literacy and discussion perspectives. Historical foundations to American Government will have heavily influential focus in their appropriate regions. (For example, Ancient Greece's principle of Democracy leads to Roman ideals of law and justice as a precursor to the English system from which the United States Constitution was written in our country.) The Honors World Geography and Cultures will also have a devoted Debates unit based on their studies throughout the course of the year.

### **Honors World Geography and Cultures 7 Prerequisites:**

- At minimum a 90% final average in 6<sup>th</sup> Grade History and an 87% final average or higher in 6<sup>th</sup> Grade Language Arts; teacher recommendation and student interest.
- OR**
- At minimum a 90% final average in 6<sup>th</sup> Grade History and previously enrolled for the entire year in 6<sup>th</sup> Grade Honors Language Arts; teacher recommendation and student interest.

## **LANGUAGE ARTS**

### **Traditional Language Arts 7**

**Description:** The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course moves at a slower pace to help developing learners find greater success when reading novels, plays, short stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, persuasive, and descriptive pieces. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period. Throughout the course students will also be utilizing the Lexia® PowerUp Literacy™ online literacy Program.

**Lexia® PowerUp Literacy™** focuses on helping students develop into proficient readers and self-assured learners. This Program assists educators with their efforts to address gaps in any noted deficiency with literacy skills. It too, offers students in their efforts to enhance or develop higher-order skills necessary for comprehension, analysis, evaluation, and comparison of complex, informational texts. The Program also aides and encourages students to take ownership of their learning via goal setting measures. Focal points of Lexia® PowerUp Literacy™ are as follows.

- **Word Study:** Tasks focus on the development of a student's ability to develop or enhance automatic word recognition skills and comprehension of multisyllabic academic based vocabulary words.
- **Grammar:** Correlating tasks assist students with their ability to understand how words function in sentences and the structure of varying text genres.
- **Comprehension:** Via comprehension based activities, students develop skills and strategies for analyzing increasingly complex informational texts.
- **Authentic Text Comprehension:** Features activities centered on authentic informational and narrative texts, to include drama and poetry selections.
- **Critical Thinking:** Entails close readings and the comparison of complex readings selections.

### **Traditional Language Arts 7 Prerequisites:**

- Passing grade in 6<sup>th</sup> Grade Language Arts
- NWEA assessment score (195 - 212)
- Teacher Recommendation

### Traditional Language Arts 7 Units of Study:

- **Essay Writing:** Preparation for PSSA timed-writing in all three modes: argumentative, narrative, expository. Students will use a specific and clear thesis and support it with reasons and textual evidence.
- **Novel Study:** *Twenty Thousand Leagues Under the Sea* by Jules Verne. PSSA open-ended response, vocabulary, character, theme.
- **Novel Study:** *The Watsons go to Birmingham – 1963* by Christopher Paul Curtis. PSSA open-ended response, vocabulary, applying reading strategies, plot elements, and figurative language.
- **Civil Rights Project:** Students will research a topic from the Civil Rights timeline, write a summary of their findings and create a website complete with pictures and text to illustrate what they learned.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families I.*
- **Community Contribution Project/Speech:** Students will write an informative essay on one thing in which they excel. Then, they will find a person in their community who has become successful in that field. Students will give a short speech utilizing media to demonstrate what they learned.
- **Short Stories and Plays:** Students will read and analyze a collection of short stories and the play, *A Christmas Carol*.
- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, and other poetic devices.
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, parts of speech, run-on, fragments, agreement, and punctuation.

### **Academic Language Arts 7**

The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course has students reading novels, plays, short stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, argumentative, and informative pieces. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period.

#### Academic Language Arts 7 Prerequisites:

- Successful completion of 6<sup>th</sup> Grade Language Arts with at least a 75% class average for the year
- NWEA assessment score (213 – 230)
- Teacher Recommendation

### Academic Language Arts Units of Study:

- **Essay Writing:** Preparation for PSSA timed-writing in all three modes: argumentative, narrative, expository. Students will use a specific and clear thesis and support it with reasons and textual evidence.



- **Novel Study:** *They Had a Dream* by Jules Archer. PSSA open-ended response, vocabulary, non-fiction analysis.
- **Novel Study:** *The Watsons go to Birmingham – 1963* by Christopher Paul Curtis. PSSA open-ended response, vocabulary, applying reading strategies, plot elements, and figurative language.
- **Civil Rights Project:** Students will research a topic from the Civil Rights timeline, write a summary of their findings and create a website complete with pictures and text to illustrate what they learned.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families I.*
- **Community Contribution Project/Speech:** Students will write an informative essay on one thing in which they excel. Then, they will find a person in their community who has become successful in that field. Students will give a short speech utilizing media to demonstrate what they learned.
- **Short Stories and Plays:** Students will read and analyze a collection of short stories and the play, *A Christmas Carol*.
- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, and other poetic devices.
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, parts of speech, run-on, fragments, agreement, and punctuation.

## Honors Language Arts 7

The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course moves quickly as students read novels, plays, short stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, persuasive, and descriptive pieces. Additional readings are assigned in the Honors program, some as a class and some independently. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period.

### Honors Language Arts 7 Prerequisites:

- Completion of 6<sup>th</sup> Grade Honors Language Arts with at least an 83% class average for the year
- NWEA assessment score (231 – 260)
- Teacher Recommendation for enrollment
- **Movement from Academic to Honors Level**
  - Pass 6<sup>th</sup> Grade Academic Language Arts with at least a 90% class average + NWEA score requirement and teacher recommendation.

### Honors Language Arts Units of Study:

- **Essay Writing:** Preparation for PSSA timed-writing in all three modes: argumentative, narrative, expository. Students will use a specific and clear thesis and support it with reasons and textual evidence.



- **Novel Study:** *War of the Worlds* by H.G. Wells. PSSA open-ended response, vocabulary, character, theme.
- **Novel Study:** *The Watsons go to Birmingham – 1963* by Christopher Paul Curtis. PSSA open-ended response, vocabulary, applying reading strategies, plot elements, and figurative language.
- **Civil Rights Project:** Students will research a topic from the Civil Rights timeline, write a summary of their findings and create a website complete with pictures and text to illustrate what they learned.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families I.*
- **Community Contribution Project/Speech:** Students will write an informative essay on one thing in which they excel. Then, they will find a person in their community who has become successful in that field. Students will give a short speech utilizing media to demonstrate what they learned.
- **Short Stories and Plays:** Students will read and analyze a collection of short stories and the play, *A Christmas Carol*.
- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, and other poetic devices.
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, parts of speech, run-on, fragments, agreement, and punctuation.

## MATHEMATICS

### Math 7

The course is comprised of instruction exposing students to Ratios and Relationships (Ratios and Proportional Reasoning, Percents); The Number System (Integers, Rational Numbers); Expressions and Equations (Expressions, Equations and Inequalities); Geometry (Geometric Figures, Measure Figures); Statistics and Probability (Probability, Statistics).

#### Math 7 Prerequisites:

- Successful completion of Math 6

### Honors Math 7

The course is comprised of a more intensive instructional approach to Ratios and Relationships (Ratios and Proportional Reasoning, Percents); The Number System (Integers, Rational Numbers); Expressions and Equations (Expressions, Equations and Inequalities); Geometry (Geometric Figures, Measure Figures); Statistics and Probability (Probability, Statistics).

#### Honors Math 7 Prerequisites:

##### ALL of the following criteria have been met:

- 83% in Honors Math 6 or 90% in Academic Math 6
- NWEA 6+ assessment score of at least 230
- Teacher recommendation

## Algebra 1 (7<sup>th</sup> Grade)

This course is a more intensive approach to Algebra focusing on a variety of algebraic topics to include: linear and quadratic equations, polynomials, factoring, graphing, working with rational and irrational numbers, developing problem solving skills, etc.

### Algebra 1 (7<sup>th</sup> Grade) Prerequisites:

**ALL of the following criteria have been met:**

- 83% in Honors Pre-Algebra 6
- NWEA 6+ assessment score of 235 or higher
- Teacher Recommendation

## SCIENCE

### Science 7

The intent of this course is to address various components of Ecology (Interactions of life, Nonliving Environment, Ecosystem, Conserving Life) and Life Structure (Structure and function of cells and genetics),

### Honors Science 7

In this course, students will expand their awareness of topics related to of Ecology (Interactions of life, Nonliving Environment, Ecosystem, Conserving Life) Students will gain an understanding of Life Structure through the examination structure and function of cells and genetics. Students will learn to utilize the scientific method, formulate a hypothesis, conduct experiments and learn about controlling variables and interpreting data. This accelerated course entails independent, student research and student driven projects. Course content is presented in a manner that involves details and delves deeper into scientific information. Course exams are open ended and students must be able to demonstrate the application of information across topics. **Participation in the Science Fair is a course requirement.**

### Honors Science 7 Prerequisites:

- Minimum NWEA of 230 for both math and language arts
- Minimum of 90% final grade in science along with a teacher recommendation.

## ELECTIVES

{Attempts will be made to assign requested electives so long as a conflict does not exist with core content courses (Language Arts Math, Science, and Social Studies), other requested electives and/or staff availability. **Students CANNOT take the same course two consecutive years**}

### Astronomy 7/8 - (Mission to Mars) - (course availability based upon staffing)

The pass/fail course requires students to use critical thinking, creativity, public speaking and problem solving to explore the challenges of deep space travel and how reality differs from fiction. Students will have projects including, but not limited to, studying the effects of gravity on the human body, how life would evolve differently on Mars, determine a crew to travel to Mars based on skills, develop a society with laws, and government, spatial reasoning by mock packing of a 1 cubic meter box, building a solar power land rover, design/build a space ship capable of carrying astronauts to Mars and building model rockets.

## **Band 7 & 8**

Students enrolled in this graded course meet daily in a full concert band setting. Membership is open to all students who have successfully completed a band class in the previous year. This course will be a continuation of the technical training started in the beginning classes. Emphasis is placed on the attainment of skills necessary to meet high standards of music performance. This group will perform in a winter concert in December and a spring concert in May. This is a graded class.

## **Art 7/8**

This course has been designed to give students a general understanding of ceramics. In this course, students will begin with a brief history of ceramics. This past to present look at ceramics will provide students the opportunity to develop their critical inquiry skills relative to aesthetics and criticism of the various ceramic pieces presented by the instructor. Students will learn how to correlate the elements and principle of design into their discussions about ceramic art and will use these skills for the implementation of developing their own/group projects. Students will understand the difference between functional and artistic ceramics. Students will look at what it takes to have a proper ceramic studio, including set up and organization of tools and equipment, safety procedures, as well as different kiln types and operation. Students will learn the ceramic terminology with each lesson. A sketchbook will be utilized for recording all written aspects of the class such as notetaking, brainstorming, compare and contrast, design development, instructions, self-evaluation, etc. Throughout the course, students will produce many different forms of ceramic ware. They will explore various construction methods (pinch, coil, and slab). Course will explore stages of clay, decoration methods, how to repair and replace damages as well as glaze techniques. Connections between other curricular areas may also be explored (Greek ceramics, musical instruments, etc.). This course will also foster student understanding of how artist today are inspired to use recycled materials to create art and help the environment. This is not a craft class. Students will be challenged to investigate, hypothesize and formulate different ways recycled materials can be used to make true works of art.

## **Chorus 7/8**

Chorus students will learn to use their vocal instrument to sing as part of an ensemble. They will understand and track how their voice changes through adolescence while exploring all parts of their vocal ranges. In addition to learning proper vocal production and technique, students will also learn music theory, sight-singing skills, listening skills, and performance skills. This is a performance-based class where participation in concert performances outside of regular class hours is required.

## **Computational Thinking with Robots 7/8 – (availability based upon staffing)**

This course utilizes RoboMatter Inc.'s TREC Creative Engineering and Robot Programming course (TREC: Technology, Robotics, Engineering and Coding). Students will learn the fundamental programming concepts required to complete STEAM grade level tasks. Students will utilize both physical and virtual robots in tasks designed to incorporate TREC concepts. Students will transition from block based programming to text based programming. Students will also have the opportunity to design and build task specific robots.

## **Creek Connections 7/8 - (course availability based upon staffing)**

The course facilitates and promotes awareness, appreciation, knowledge and stewardship of water resources and covers ecological topics not in the general curriculum. Units include Watersheds and Wetlands, Pest Management, Environmental Health, Agriculture and Society. Course entails group work, case studies, lab activities, writing and a culminating student-led project within the community. Relevant case studies and problem solutions from *Environment and Ecology for Pennsylvania* will be referenced throughout the course

## **Digital Media 7/Computers**

Computers 7 is a course where students take the formatting, digital literacy ,and video skills learned from Computers 5 and Computers 6 along with communication, collaboration, creativity, and problem solving to apply to real world computer projects. This course will cover advanced skills related to web-based applications including Google Docs, Slides, Sheets, Draw, Classroom, Internet Research, iMovie, and Touchcast.

## **Jazz Band 7 & 8**

Students enrolled in this graded course meet daily in a full jazz band setting. Membership is open to all students who play alto saxophone, tenor saxophone, bari saxophone, trumpet, and trombone and who successfully completed a band class in the previous year. Membership is open to pianists, drummers, guitarists, and bassists who successfully pass the audition at the end of the previous school year. This course will cover many types of jazz (swing, blues, Latin jazz, jazz rock) and also introduce the students to improvisation. This group will perform at the winter concert in December and the spring concert in May. (Students who play concert band instruments will also be expected to participate in the concert band portion of the concert). Additional jazz band performances will most likely be scheduled throughout the year. This is a graded class.

## **InnovatED 7**

This is a hands-on, project-oriented course preparing students for careers related to STEAM and STEM. The course begins with a mini unit on professionalism, work safety, and budgeting. Beginning week three, students will have the opportunity to explore and practice different STEAM related disciplines and skills.

### **List of Disciplines and Skills:**

- Cooking, meal planning, and budgeting
- Soldering
- CPU dismantling and construction
- Hand Held Electronic Repair
- Architecture, project management, and budgeting
- 3-D Printing
- Problem solving through K'nex- pistons, gears, and motion
- Medical Equipment basics- stethoscope, blood pressure cuff, heart rate, bandage application, and wound care
- Surgical suture stitching practice
- Circuit basics
- Law- how to read and problem solve
- Communications, customer service, and sociology

## Technology Education 7

During this course, students will identify the environmental, societal and economic impacts of the three types of technology. They too, will evaluate the effectiveness of a graphic object design and differentiate among the different types of construction applications.

Mechanical drawing/CADD, sketching, measurement (to the nearest 1/16 inch) and basic three dimensional objects are integral components of the course. Students will design (using CADD software) and produce a woodworking project. They will utilize various hand/ power tools during this course while working towards the completion of assigned projects. **Safety practices are reviewed and stressed throughout the course.**

**\*Students will pass a knowledge and safety test of tools and machines before work commences.**

## Wellness 7

Wellness 7 is a course that emphasizes personal fitness and is designed to demonstrate strategies for students to improve or maintain a high-quality of life through regular physical activity. Students will participate in a variety of activities to attain a personal level of health fitness, to include cardiovascular exercises, competitive events and swimming. The course is not designed to develop specific athletic skills. **Students are required to change into appropriate dress code appropriate attire and shoes on those days scheduled to participate in gym or pool based activities.**

## Library

The junior high library follows a flexible schedule. Free periods are allotted for students to select reading materials, which are selected by the librarian to foster a love of reading and support the school-wide Accelerated Reader program. Classes come to the library sporadically throughout the school year for instruction on topics involving library science and to research skills. Projects represent collaborative efforts between the subject teacher and the library teacher and meet PA Academic Standards within each subject's curriculum.

Instructional objectives for each grade level are as follows:

- Use reliable electronic resources to summarize information about a Civil rights event to create a video featuring primary source photographs from the event (Language Arts Collaboration).
- Use print and reliable electronic resources to gather information about life in Ancient Greece, which will be used to take on the role of a Greek citizen for Greek Day (Social Studies Collaboration).
- Debate the personal attributes of Julius Caesar and Alexander the Great by using reliable print and electronic resources to gather evidence (Social Studies and Gifted Education Collaboration).



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

### HISTORY

#### **Civics and Citizenship**

This year-long course will utilize students' previous learning experiences to explore their rights and duties as citizens following The Colonial Era leading up to the ratification of the United States Constitution. The focus will be on students gaining an understanding of the Social Studies Standards of Civics and the United States Government. Unbiased media focused objectives within the course allow opportunities for the development of understandings of digital citizenship and the exploration of the relationship between government structure and politics, media, current events, and Social Studies skills. Students will also study topics relevant to their annual Washington DC trip.

#### **Honors Civics and Citizenship**

This year-long course will utilize students' previous learning experiences to explore their rights and duties as citizens following The Colonial Era leading up to the ratification of the United States Constitution. The focus will be on students gaining an understanding of the Social Studies Standards of Civics and the United States Government as well as the utilization of their skills in an academic setting. Unbiased media focused objectives within the course allow opportunities for the development of understandings of digital citizenship and the exploration of the relationship between government structure and politics, media, current events, and Social Studies skills. Students will also study topics relevant to their annual Washington DC trip as well as participate in frequent debate-centered topics relevant to citizenship and those associated with the United States Constitution.

#### **Honors Civics and Citizenship Prerequisites:**

- At minimum a 90% final average in 7<sup>th</sup> Grade History and an 87% final average or higher in 7<sup>th</sup> Grade Language Arts; teacher recommendation and student interest.
- OR**
- At minimum a 90% final average in 7<sup>th</sup> Grade History and previously enrolled for the entire year in 7<sup>th</sup> Grade Honors Language Arts; teacher recommendation and student interest.

### LANGUAGE ARTS

#### **Traditional Language Arts 8**

The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course moves at a slower pace to help developing learners find greater success when reading novels, plays, short



stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, persuasive, and descriptive pieces. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period. Throughout the course students will also be utilizing the Lexia® PowerUp Literacy™ online literacy Program.

**Lexia® PowerUp Literacy™** focuses on helping students develop into proficient readers and self-assured learners. This Program assists educators with their efforts to address gaps in any noted deficiency with literacy skills. It too, offers students in their efforts to enhance or develop higher-order skills necessary for comprehension, analysis, evaluation, and comparison of complex, informational texts. The Program also aides and encourages students to take ownership of their learning via goal setting measures. Focal points of Lexia® PowerUp Literacy™ are as follows.

- **Word Study:** Tasks focus on the development of a student’s ability to develop or enhance automatic word recognition skills and comprehension of multisyllabic academic based vocabulary words.
- **Grammar:** Correlating tasks assist students with their ability to understand how words function in sentences and the structure of varying text genres.
- **Comprehension:** Via comprehension based activities, students develop skills and strategies for analyzing increasingly complex informational texts.
- **Authentic Text Comprehension:** Features activities centered on authentic informational and narrative texts, to include drama and poetry selections.
- **Critical Thinking:** Entails close readings and the comparison of complex readings selections.

#### **Traditional Language Arts 8 Prerequisites:**

- Passing grade in 7<sup>th</sup> Grade Language Arts
- NWEA assessment score (197 – 210)
- Teacher Recommendation

#### **Traditional Language Arts 8 Units of Study:**

- **Narrative Writing:** Writing a thesis, writing with detail, focusing a topic, incorporating dialogue, peer revision process, conventions, and body structure
- **Novel Study:** *The Outsiders* by S.E. Hinton. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Communications and Media Study:** Narrow a topic, compose questions, interview subject, and oral presentations using media.
- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, image creation, line breaks with purpose and other poetic devices.
- **Novel Study:** *Hatchet* by Gary Paulsen. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Public Speaking Unit:** Students will write and deliver planned and impromptu speeches, culminating with a formal argumentative speech.
- **Short Story Study:** Selections from *Prentice Hall Literature* anthology: discussion and questions regarding literary elements, devices, and vocabulary.
- **Drama Study:** *The Governess* by Neil Simon and *The Diary of Anne Frank* (a

- play adaptation): comparing two texts, point-of-view, bias, propaganda, vocabulary.
- **Research Report:** Students will research a Holocaust survivor practicing note-taking, peer/self-editing for content, paraphrasing, summarizing and citing multiple sources using MLA format.
- **Novel Study:** *The Adventures of Tom Sawyer* by Mark Twain: PSSA open-ended response, author's purpose, main idea, supporting text, setting, theme, plot structure and vocabulary.
- **Argument Writing:** Students will write a literary analysis of *The Adventures of Tom Sawyer* citing research using argument and identifying the author's purpose for writing the novel.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families II*.
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, clauses, phrases, verbals, run-ons, fragments, agreement, capitalization and punctuation.

## Academic Language Arts 8

The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course has students reading novels, plays, short stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, persuasive, and descriptive pieces. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period.

### Academic Language Arts 8 Prerequisites:

- Successful completion of 7<sup>th</sup> Grade Language Arts with at least a 75% class average
- NWEA assessment score (211 – 230)
- Teacher Recommendation

### Academic Language Arts 8 Units of Study:

- **Narrative Writing:** Writing a thesis, writing with detail, focusing a topic, incorporating dialogue, peer revision process, conventions, and body structure
- **Novel Study:** *The Outsiders* by S.E. Hinton. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Communications and Media Study:** Narrow a topic, compose questions, interview subject, oral presentation using media.
- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, image creation, line breaks with purpose and other poetic devices.
- **Novel Study:** *Oddballs* by William Sleator. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Public Speaking Unit:** Students will write and deliver planned and impromptu speeches, culminating with a formal argumentative speech.
- **Short Story Study:** Selections from *Prentice Hall Literature* anthology:

- discussion and questions regarding literary elements, devices, and vocabulary.
- **Drama Study:** *The Governess* by Neil Simon and *The Diary of Anne Frank* (a play adaptation): comparing two texts, point-of-view, bias, propaganda, vocabulary.
- **Research Report:** Students will research a Holocaust survivor practicing note-taking, peer/self-editing for content, paraphrasing, summarizing and citing multiple sources using MLA format.
- **Novel Study:** *The Adventures of Tom Sawyer* by Mark Twain: PSSA open-ended response, author's purpose, main idea, supporting text, setting, theme, plot structure and vocabulary.
- **Argument Writing:** Students will write a literary analysis of *The Adventures of Tom Sawyer* citing research using argument and identifying the author's purpose for writing the novel.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families II*.
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, clauses, phrases, verbals, run-ons, fragments, agreement, capitalization and punctuation.

## Honors Language Arts 8

The Language Arts block (two periods) provides students with a comprehensive program that teaches the Common Core State Standards and helps students become better readers, writers, and thinkers so they are better prepared for college, careers, and beyond. The major objective of this course is to develop students' ability to read and understand fiction and nonfiction text and to write, speak, and listen as ways of communicating effectively. This course moves quickly as students read novels, plays, short stories, and poems. Writing is also a strong component in the course using the Collins Writing Program. Students will write narrative, persuasive, and descriptive pieces. Additional readings are assigned in the Honors program, some as a class and some independently. Grammar and editing instruction is integrated into the processes of reading and writing. This course entails student completion of a novel based project/task, per grading period.

### Honors Language Arts 8 Prerequisites:

- Completion of 7<sup>th</sup> Grade Honors Language Arts with at least an 83% class average
- NWEA assessment score (231 – 260)
- Teacher Recommendation for enrollment
- **Movement from Academic to Honors Level**
  - Pass 7<sup>th</sup> Grade Academic Language Arts with at least a 90% class average + NWEA requirement and teacher recommendation

### Honors Language Arts 8 Units of Study:

- **Narrative Writing:** Writing a thesis, writing with detail, focusing a topic, incorporating dialogue, peer revision process, conventions, and body structure.
- **Novel Study:** *The Outsiders* by S.E. Hinton. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Communications and Media Study:** Narrow a topic, compose questions, interview subject, oral presentation using media.

- **Poetry Unit:** Students will analyze a series of poems by professional and student poets. Students will also write their own poetry using form, figurative language, image creation, line breaks with purpose and other poetic devices.
- **Novel Study:** *A Midsummer Night's Dream* by William Shakespeare. PSSA open-ended response, inferences/conclusions, character traits, motivation, conflict and vocabulary.
- **Public Speaking Unit:** Students will write and deliver planned and impromptu speeches, culminating with a formal argumentative speech.
- **Short Story Study:** Selections from *Prentice Hall Literature* anthology: discussion and questions regarding literary elements, devices, and vocabulary.
- **Drama Study:** *The Governess* by Neil Simon and *The Diary of Anne Frank* (a play adaptation): comparing two texts, point-of-view, bias, propaganda, vocabulary.
- **Research Report:** Students will research a Holocaust survivor practicing note-taking, peer/self-editing for content, paraphrasing, summarizing and citing multiple sources using MLA format.
- **Novel Study:** *The Adventures of Tom Sawyer* by Mark Twain: PSSA open-ended response, author's purpose, main idea, supporting text, setting, theme, plot structure and vocabulary.
- **Argument Writing:** Students will write a literary analysis of *The Adventures of Tom Sawyer* citing research using argument and identifying the author's purpose for writing the novel.
- **Vocabulary:** *Vocabulary from Latin and Greek Roots: A Study of Word Families II.*
- **Grammar Study:** Analysis of proper sentence construction, types of sentence structures, sentence combining, clauses, phrases, verbals, run-ons, fragments, agreement, capitalization and punctuation.

## MATHEMATICS

### Foundations of Math 8

The course is comprised of instruction related to The Number System (Real Numbers); Expressions and Equations (Equations in One Variable, Equations in Two Variables); Functions (Functions); Geometry (Triangles and the Pythagorean Theorem, Transformations, Congruence and Similarity, Volume and Surface Area); Statistics and Probability (Scatter Plots and Data Analysis). **Students enrolled in this course will also be enrolled in a daily Math Lab class in place of an elective option.** Math Lab will involve additional content/skills related review activities and some extensions of the content/skills presented within the course. Math Lab will also involve additional use of ALEKS beyond the normal Foundations of Math 8 course requirement to assist students with skill comprehension.

#### Foundations of Math 8:

- Successful completion of Math 7
- Teacher Recommendation

## Math 8

The course is comprised of instruction related to The Number System (Real Numbers); Expressions and Equations (Equations in One Variable, Equations in Two Variables); Functions (Functions); Geometry (Triangles and the Pythagorean Theorem, Transformations, Congruence and Similarity, Volume and Surface Area); Statistics and Probability (Scatter Plots and Data Analysis).

### Math 8 Prerequisite:

- Successful completion of Math 7
- Teacher Recommendation

## Algebra 1

This course is a more intensive approach to Algebra focusing on a variety of algebraic topics to include: linear and quadratic equations, polynomials, factoring, graphing, working with rational and irrational numbers, developing problem solving skills, etc.

### Algebra 1 Prerequisites:

#### ALL of the following criteria have been met:

- 83% in Honors Pre-Algebra 7 or 90% in Pre-Algebra 7
- NWEA 6+ assessment score of 235 or higher
- Teacher Recommendation

## Geometry:

This is an accelerated course involving the study of figures and their relationships as well as methods of proofs.

### Geometry Prerequisite:

- Successful completion of Algebra 1
- Teacher's recommendation for enrollment

## SCIENCE

### Science 8

This course will expose students to a Physical Science component by identification and examination of atomic structure and movement, forces of motion, and chemistry.

### Honors Science 8

In this course, students will expand their awareness of atomic structure and movement, forces of motion and chemistry. Students will learn to utilize the scientific method, formulate a hypothesis, conduct experiments and learn about controlling variables and interpreting data. This accelerated course entails independent, student research and student driven projects. Course content is presented in a manner that involves details and delves deeper into scientific information. Course exams are open ended and students must be able to demonstrate the application of information across topics. **Participation in the Science Fair is a course requirement.**



### **Honors Science 8 Prerequisites:**

- Minimum NWEA of 230 for both math and language arts
- Minimum of 90% final grade in academic science along with a teacher recommendation.
- Minimum of 80% final grade in 7<sup>th</sup> grade honor science along with a teacher recommendation.

## **ELECTIVES**

{ Attempts will be made to assign requested electives so long as a conflict does not exist with core content courses (Language Arts Math, Science, and Social Studies), other requested electives and/or staff availability. **Students cannot take the same course two consecutive years** }

### **Astronomy 7/8 – course availability based upon staffing**

The course requires students to use critical thinking, creativity, public speaking and problem solving to explore the challenges of deep space travel and how reality differs from fiction. Students will have projects including, but not limited to, studying the effects of gravity on the human body, how life would evolve differently on Mars, determine a crew to travel to Mars based on skills, develop a society with laws, and government, spatial reasoning by mock packing of a 1 cubic meter box, building a solar power land rover, design/build a space ship capable of carrying astronauts to Mars and building model rockets.

### **Band 7 & 8**

Students enrolled in this graded course meet daily in a full concert band setting. Membership is open to all students who have successfully completed a band class in the previous year. This course will be a continuation of the technical training started in the beginning classes. Emphasis is placed on the attainment of skills necessary to meet high standards of music performance. This group will perform in a winter concert in December and a spring concert in May. This is a graded class.

### **Art 7/8**

This course has been designed to give students a general understanding of ceramics. In this course, students will begin with a brief history of ceramics. This past to present look at ceramics will provide students the opportunity to develop their critical inquiry skills relative to aesthetics and criticism of the various ceramic pieces presented by the instructor. Students will learn how to correlate the elements and principle of design into their discussions about ceramic art and will use these skills for the implementation of developing their own/group projects. Students will understand the difference between functional and artistic ceramics. Students will look at what it takes to have a proper ceramic studio, including set up and organization of tools and equipment, safety procedures, as well as different kiln types and operation. Students will learn the ceramic terminology with each lesson. A sketchbook will be utilized for recording all written aspects of the class such as notetaking, brainstorming, compare and contrast, design development,



instructions, self-evaluation, etc. Throughout the course, students will produce many different forms of ceramic ware. They will explore various construction methods (pinch, coil, and slab). Course will explore stages of clay, decoration methods, how to repair and replace damages as well as glaze techniques. Connections between other curricular areas may also be explored (Greek ceramics, musical instruments, etc.). This course will also foster student understanding of how artist today are inspired to use recycled materials to create art and help the environment. This is not a craft class. Students will be challenged to investigate, hypothesize and formulate different ways recycled materials can be used to make true works of art.

## **Chorus 7/8**

Chorus students will learn to use their vocal instrument to sing as part of an ensemble. They will understand and track how their voice changes through adolescence while exploring all parts of their vocal ranges. In addition to learning proper vocal production and technique, students will also learn music theory, sight-singing skills, listening skills, and performance skills. This is a performance-based class where participation in concert performances outside of regular class hours is required.

## **Computational Thinking with Robots 7/8 - (course availability based upon staffing)**

This pass/fail course utilizes RoboMatter Inc.'s TREC Creative Engineering and Robot Programming course (TREC: Technology, Robotics, Engineering and Coding). Students will learn the fundamental programming concepts required to complete STEAM grade level tasks. Students will utilize both physical and virtual robots in tasks designed to incorporate TREC concepts. Students will transition from block based programming to text based programming. Students will also have the opportunity to design and build task specific robots.

## **Creek Connections 7/8 - (course availability based upon staffing)**

The course facilitates and promotes awareness, appreciation, knowledge and stewardship of water resources and covers ecological topics not in the general curriculum. Units include Watersheds and Wetlands, Pest Management, Environmental Health, Agriculture and Society. Course entails group work, case studies, lab activities, writing and a culminating student-led project within the community. Relevant case studies and problem solutions from *Environment and Ecology for Pennsylvania* will be referenced throughout the course

## **Jazz Band 7 & 8**

Students enrolled in this graded course meet daily in a full jazz band setting. Membership is open to all students who play alto saxophone, tenor saxophone, bari saxophone, trumpet, and trombone and who successfully completed a band class in the previous year. Membership is open to pianists, drummers, guitarists, and bassists who successfully pass the audition at the end of the previous school year. This course will cover many types of jazz (swing, blues, Latin jazz, jazz rock) and also introduce the students to improvisation. This group will perform at the winter concert in December and the spring concert in May. (Students who play concert band instruments will also be expected to participate in the concert band portion of the concert). Additional jazz band performances will most likely be scheduled throughout the year. This is a graded class.

## **InnovatED 8**

This is a hands-on, project-oriented course designed to expose students to STEAM centered careers and connect them with mentors in the profession. The course begins with a mini unit on professionalism, work safety, and budgeting. During week two, students will compose a letter to a professional in their field of choice requesting a phone conversation, face-to-face meeting, or day to shadow. In class students will have the opportunity to research STEAM careers and develop skills related to the discipline of their choice.

## **Technology Design and Innovation - 8<sup>th</sup> grade**

In society today, digital media is an essential tool used to receive, produce, share, and broadcast information worldwide. Today's students need to know how to use, analyze, and produce digital media responsibly and effectively to share, persuade, and communicate information. The semester long video production curriculum emphasizes a/v skills, digital citizenship, collaboration, problem-solving, and communication to prepare our students to be leaders in using and analyzing digital media and technology.

## **Technology Education 8**

Exploring technology is an activity-based course that exposes students to technology by examining the basic systems of communication, manufacturing, construction, transportation and bio-related areas. Students will develop the ability to select and correctly use materials, tools and techniques to answer questions, understand explanations and solve problems. During this 9 week course, students will study the evolution of technology, invention, and innovation, impacts of technology, the systems approach, and various problem solving methods. This course will include the continued care and use of hand tools and the further introduction of power equipment. The course incorporates problem solving activities and a hands-on approach through the use of the wood shop. Students will work collaboratively in order to complete a manufacturing project.

**Safety practices are reviewed and stressed throughout the course.**

**\*Students will pass a knowledge and safety test of tools and machines before work commences.**

## **Wellness 8**

The year-long fitness-based physical education course will provide fitness education and access to help students understand, improve and maintain their physical well-being with heart-rate monitoring as the critical component. The curriculum is designed to demonstrate strategies for students to improve or maintain a high quality of life through regular physical activity. Students will also be provided instruction in and practice with the concepts of nutrition and maintaining a healthy lifestyle pertaining to topics as nutrition and maintaining a healthy lifestyle, disease prevention and control, drug use / misuse, first aid, CPR, and human growth and development. The traditional class instruction coupled with the daily "mini-lessons" for all students in healthy eating habits and good nutrition. The course is not designed to develop specific athletic skills.

**Students are required to change into appropriate dress code appropriate attire and shoes on those days scheduled to participate in gym or pool based activities.**

## Library

The junior high library follows a flexible schedule. Free periods are allotted for students to select reading materials, which are selected by the librarian to foster a love of reading and support the school-wide Accelerated Reader program. Classes come to the library sporadically throughout the school year for instruction on topics involving library science and to research skills. Projects represent collaborative efforts between the subject teacher and the library teacher and meet PA Academic Standards within each subject's curriculum.

Instructional objectives for each grade level are as follows:

- Access professional music reviews to create student music reviews (Music Collaboration).
- Accessing primary source interviews, write a five paragraph essay about a Holocaust survivor that includes a bibliography (Language Arts Collaboration).
- Debate Union and Confederate viewpoints during the Civil War by using reliable print and electronic resources to gather evidence (Social Studies Collaboration).
- Engage in lessons about digital self-expression and identity (Digital Literacy Curriculum — CIPA).