



# **Sycamore Junior High School**

**7th GRADE COURSE PLANNER**

**2020-2021**

# Sycamore Junior High School

5757 Cooper Road  
Cincinnati, OH 45242  
(513) 686-1760  
(Fax) 513-891-3162

## 2020 - 2021 School Year

### ADMINISTRATORS:

Traci L. Rea, Principal  
Misty Belfrom, 8<sup>th</sup> Grade – Assistant Principal  
Andrew King, 7<sup>th</sup> Grade – Assistant Principal

### COUNSELORS

**Ben Brenner**

(Counselor for students with last names beginning with A – K)

**Kristin Suter**

(Counselor for students with last names beginning with L – N)

**Rachel Morris**

(Student Support Counselor)

**Counselors' Office Phone # - (513) 686-1764**

*Website: <http://www.sycamoreschools.org>*

### DEPARTMENT SUPERVISORS

<b>Math</b>	<b>Peter Tanaka</b> <a href="mailto:tanakak@sycamoreschools.org">tanakak@sycamoreschools.org</a>	<b>Social Studies</b>	<b>Victor Harris</b> <a href="mailto:harrisv@sycamoreschools.org">harrisv@sycamoreschools.org</a>
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## Dear Students and Parents/Guardians,

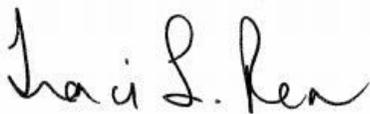
The purpose of this booklet is to introduce and describe the educational programming available at Sycamore Junior High School. Our course offerings provide both academic challenge and the opportunity for success for all students. These junior high years are important years of transition for students and their parents. Our school theme, "freedom with responsibility," describes our approach to working with our young people. We require more responsibility from our students than was previously required while extending more freedom to them as they demonstrate this responsibility.

You will see from the enclosed descriptions of requirements and electives that students have decisions to make about their school experience at Sycamore Junior High School. We have designed this booklet to help you make these decisions. Of course, there are basic requirements, but students have some choices to make concerning their schedule of classes. Courses reflect Ohio Learning Standards implications and increased levels of critical thinking, problem solving, and teamwork required of the student on his/her journey toward the 21<sup>st</sup> century workplace.

We encourage each student and parent to study the information contained in this course planner. The best schedule is developed through careful consideration of present interests, future plans, and data driven course placement. Feel free to contact your child's current teacher or one of the junior high counselors if you have any questions or concerns.

The faculty and administration of Sycamore Junior High School look forward to working with you to develop a schedule that appropriately challenges your child's interests and abilities and prepares them on their journey toward high school, college, and career.

Sincerely,



Traci L. Rea, Ph. D.  
Principal

# GENERAL INFORMATION

## Grading System

Sycamore Junior High uses the following grading system:

Grade	Scale	Grade Points
A = Excellent-outstanding	(90 – 100)	4.0
B = Good-above average	(80 – 89)	3.0
C = Satisfactory-average	(70 - 79)	2.0
D = Passing-below average	(60 - 69)	1.0
F = Failing-insufficient to pass	(0 – 59)	0.0

## Weighted Courses:

Sycamore Junior High does not keep a grade point average on students. Weighted classes for high school credit will be included in the GPA calculation on the high school transcript.

## High School Credit:

Math and Foundations of Art courses that are taken at the Junior High for high school credit will be permanently recorded on the high school transcript and will not be eligible for removal at a later date. These courses include: Algebra I Accelerated, Algebra I Honors, Foundations of Art, and Geometry Accelerated. In addition, Global Language I & II classes are high school level courses, open to all students and are recommended for anyone interested in attending college. However, students who require additional support in reading or math will not be placed in a high school-level global language course.

## Credit Flexibility Plan

A credit flexibility plan enables students to earn high school credit by completing coursework and/or successfully completing assessments that show mastery of course content. Other possibilities would be screened and approved through the Sycamore High School Credit Flexibility Access process. These might include educational programs and/or individual student proposals for obtaining credit.

The Credit Flexibility Handbook provides a detailed explanation of Credit Flex including important timeline information and required application materials. The Handbook is available online at [www.sycamoreschools.org](http://www.sycamoreschools.org) and from school counselors.

## College Credit Plus

Junior High students are eligible to participate in Ohio's College Credit Plus program. This program provides opportunities for students to earn college credit while taking high school coursework. For more information visit <https://www.sycamoreschools.org/Page/2356>.

## Honor Roll

The Sycamore Junior High Honor Roll will be compiled by counselors at the end of each grading period. The list will include the names of those students who have achieved an overall average of 3.4 or better in all courses. A letter grade of D or F in any subject automatically disqualifies a student from the honor roll.

## Principal's Honor Roll

Any student who attains an overall average of 3.6 or better in all classes will be eligible to be included in the Principal's Honor Roll.

## Athletic Eligibility

Students at Sycamore Junior High must meet the minimum eligibility standards established by the Ohio High School Athletic Association and the Sycamore Board of Education as listed below:

All incoming seventh graders, except those repeating the seventh grade, are eligible for the first grading period of the school year regardless of their previous academic achievement.

If a student enrolled in grade 7 or 8 attains the age of 15 before August 1, the student shall be ineligible to participate in 7-8th grade interscholastic athletics for the school year commencing in that calendar year.

Eighth graders, and seventh graders repeating the seventh grade, will have their first quarter eligibility determined by grades earned during the 4th quarter of the previous academic year. For eligibility purposes, summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible, a student in seventh or eighth grade must be currently enrolled and must have been enrolled in school in the immediately preceding grading period. The student must also have received passing grades during that grading period in a minimum of five of those subjects in which the student received grades. (Per OHSSA Guidelines)

## Promotion and Summer School

Any student who fails an academic course (Language Arts, Math, Science, Social Studies) must successfully complete the course(s) in summer school for promotion to the next grade level

If a student, who has failed two courses during the regular school year, does not attend summer school or fails summer school, the principal has the discretion to deny promotion to the next grade level. If a student fails three academic courses, he/she must repeat the year.

## Flex Time

Flex Time is a twenty-one minute long, non-graded bell that Junior High students have each day. The time is scheduled between 4th and 5th bell each day and provides the opportunity for students to receive enrichment, remediation or other academic assistance.

# REQUIREMENTS

## Minimum Requirements:

### SEVENTH GRADE

Subject	Length
Language Arts	Year
Math	Year
Science	Year
Social Studies	Year
Flex Time	Year
Global Language*	Year
Physical Education/Health*	Semester
Art*	Semester
Music*	Semester/Year

### EIGHTH GRADE

Subject	Length
Language Arts	Year
Math	Year
Science	Year
Social Studies	Year
Flex Time	Year
Global Language *	Year
Physical Education/Health*	Semester
Music*	Semester/Year

*\*Requirements for Global Language and certain electives will be waived for students who do not meet proficiency standards in Language Arts or Math as set forth by the State of Ohio. Proficiency of the state standards strengthens our students for long-term success in high school. Students not meeting standards will participate in extra supports that may limit their elective options.*

All seventh and eighth graders are required to take year-long classes in Language Arts, Math, Science, Social Studies, and Global Language\*. Physical Education is a semester requirement for both grades. Music is a requirement for both grades; students may choose to schedule semester or year-long courses in Music. Art 7 is a requirement for seventh graders. Year-long music courses require a year-long commitment; students cannot exit at semester.

# LANGUAGE ARTS

(Required)

Students will engage in integrated language arts activities to develop effective communication skills in reading, writing, speaking, and listening so all students can meet the requirements of college and career readiness. Students will comprehend and evaluate complex text, construct effective arguments, develop and articulate their own ideas and those of others, develop a command of standard English, and acquire and use a wide range of vocabulary. They will develop skills to become self-directed learners, effectively seek and use resources available to them, and use technology and digital media strategically and effectively.

All language arts classes will place emphasis on the grade-level appropriate standards outlined in the Common Core. All courses are subject to minimum and maximum enrollment standards.

## **Language Arts 7      Length: Year**

This course is challenging and students will read and practice skills and strategies to understand literary, informational, and real world text. They will use organizational formats to write narrative, informational, and argumentative pieces. They will exercise good reading and writing habits through the use of the reading and writing process. Students will participate in collaborative activities, hone speaking and listening communication skills, and research topics related to content themes.

## **Language Arts 7 Honors      Length: Year    [recommendation only]**

This course is designed with increased rigor to provide more in-depth instruction in reading, writing, and critical thinking. It demands high cognitive ability as well as an interest in language arts. It requires task management skills to complete concurrent, short- and long-term reading and writing assignments. The students will have multiple opportunities for a wide range of speaking, listening, and viewing activities as well as varied multi-paragraph and multi-faceted writing assignments.

# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

(Recommendation Only - As Needed)

The ESOL program offers classes in grades 7 and 8 for those students who are learning English as an additional language and have been qualified as an English Learner per the guidelines from the state of Ohio. Classes range from beginner to more advanced. The ESOL program emphasizes the development of effective communication in listening, speaking, reading, and writing in English. Students receive letter grades for these courses.

## **ESOL English Language Arts I**                      **Length: Year**

Prerequisite: Designation as an emerging English learner

ESOL English is designed for English learners who are at an emerging level of English proficiency as defined by the Ohio Department of Education. The emphasis of the course is on creating and developing a foundation of English Language Arts curriculum concepts, vocabulary, and skills in all four language modalities (speaking, listening, reading, and writing). This course follows the Common Core State Standards for ELA as well as the Ohio English Language Proficiency Standards.

## **ESOL English Language Development I**                      **Length: Year**

Prerequisite: Designation as an emerging English learner

English Language Development I is designed for English learners who are at the emerging level of English proficiency as defined by the Ohio Department of Education. The emphasis of the course is on promoting the ongoing development of English language proficiency skills in all four language modalities (speaking, listening, reading, and writing) with an increase in vocabulary, complexity of texts and level of mastery of expressive writing in English. This course follows the Ohio English Language Proficiency Standards.

## **ESOL English Language Development II**                      **Length: Year**

Prerequisite: Designation as progressing English learner

English Language Development II is designed for English learners who are at the intermediate level of English proficiency as defined by the Ohio Department of Education and who are able to demonstrate mastery of the concepts and skills taught in ESOL English Language Development I. The emphasis of the course is on promoting the ongoing development of English language proficiency skills in all four language modalities (speaking, listening, reading, and writing) with an increase in the complexity of texts and level of mastery of expressive writing in English. This course follows the Ohio English Language Proficiency Standards.

## **ESOL Support Grade 7**                      **Length: Year**

ESOL Support is designed to assist English language development within content-area courses. Any current or recently exited English Learner may be in ESOL Support.

# **SOCIAL STUDIES**

(Required)

All Social Studies classes will place emphasis on the Ohio grade-level academic standards.

## **World History 7**

**Length: Year**

The seventh grade social studies program will focus on the development of ancient world civilizations in Europe, Africa, Asia as well as the Americas. The time period studied will be from approximately 750 BC to 1600 AD. This course will incorporate the four academic standards contained in the new Ohio Social Studies content standards: history, geography, economics, and government. Students will use prior knowledge and new understandings to make connections between past and present events.

## **World History 7 Honors**

**Length: Year**

**[recommendation only]**

The seventh grade social studies program will focus on the development of ancient world civilizations in Europe, Africa, Asia as well as the Americas. The time period studied will be from approximately 750 BC to 1600 AD. This course will incorporate the four academic standards contained in the new Ohio Social Studies content standards: history, geography, economics, and government. Students will use prior knowledge and new understandings to make connections between past and present events.

This course is designed to meet the needs of the highly talented students at Sycamore Junior High School. The honors pathway demands reading and critical thinking skills significantly above grade level and students must have the capacity to complete complex assignments independently. Work outside the classroom on additional assignments or projects may be required. Courses in this pathway require high ability and interest and take place in a fast paced and challenging academic environment.

# SCIENCE

(Required)

The science program consists of a processed based study of the topics within the branches of science including Earth and Space Science, Life Science, and Physical Science. All students develop basic laboratory skills, incorporate technology through simulation and/or webquests, and work on strengthening critical thinking skills through inquiry. This course builds on 6th grade content and lays the foundation for 8th grade science.

Following the State Content Standards, all seventh grade students will have studies in the areas of Earth and Space Science including Sun, Earth, and Moon Cycles, Earth's Water, Atmosphere, Environmental Impacts and World Currents. In the area of Life Science, Ecosystems and Biomes will be explored. The Physical Science units include Elements, Properties of Matter, Types of Energy, and Energy Conservation. Students will learn these fundamental science concepts, analyze and apply them to the natural world.

## **Science 7      Length: Year**

The seventh grade science course is designed to provide the majority of students with a foundation for higher level science courses. Coursework builds skills from concrete examples to abstract models representing key concepts. Class time focuses on analysis of key concepts with guided questioning geared at application of the ideas. Laboratory experiments are designed to bridge the scientific knowledge base to higher levels of thinking such as, interpretation, application, and analysis of key concepts. Mathematical skills such as accurately measuring and collecting data, graphing data in a variety of forms, and relationships between variables, are developed and emphasized during experiments and coursework. Independent work emphasizes review of content with guided practice to apply information addressed in class. Tests emphasize comprehension and application of core concepts. The pace of instruction is strong and requires regular independent homework. Differentiation of assignments allows students' individual needs to be met.

## **Science 7 Honors      Length: Year      [recommendation only]**

Course work in seventh grade Science honors is designed to move quickly and transition easily from concrete examples to abstract thinking. Class time focuses on key concepts with extensive questioning geared at application of the ideas. Laboratory experiments are primarily student directed, with the teacher facilitating the experimental design process. Student interpretation of data/information requires the ability to analyze and apply information from a variety of sources. Mathematical skills, such as accurately measuring and collecting data, graphing data in a variety of forms and inferential thinking based on data is integrated into the science program. Tests emphasize interpretation, application and analysis of core content. Work outside of class on additional assignments and/or projects in addition to regular class work/homework assignments is required. The pace of instruction is fast and challenging.





# PHYSICAL EDUCATION AND HEALTH

*(Required, Pending Meeting Proficiency Requirements\*)*

*\*Requirements for PE, Global Language and/or certain electives will be waived for students who do not meet proficiency standards in Language Arts or Math as set forth by the State of Ohio. Proficiency of the state standards strengthens our students for long-term success in high school. Students not meeting standards will participate in extra supports that may limit their elective options.*

**Physical Education/Health**

**Grade: 7**

**Length: Semester**

Seventh grade physical education develops the basic skills of both lifetime and team sports. The Fitness Gram Physical Fitness Test is administered twice (pre and post) a semester. Physical fitness will be stressed throughout the semester. A five-week health unit that consists of drug education, fitness, first aid and nutrition is also included in the seventh grade physical education program. A physical education uniform and outdoor cold weather running clothes are required.

# ART

(Required, Pending Meeting Proficiency Requirements\*)

*\*Requirements for certain electives will be waived for students who do not meet proficiency standards in Language Arts or Math as set forth by the State of Ohio. Proficiency of the state standards strengthens our students for long-term success in high school. Students not meeting standards will participate in extra supports that may limit their elective options.*

## **Art 7: PBL Infused Visual Arts**

**Grade: 7**

**Length: Semester**

The required seventh-grade art program is primarily focused on material exploration, design process, problem-solving, and art history. Students will be introduced to painting, drawing, ceramics, and creative problem-solving. With these tools students will have the opportunity to engage in project-based learning (PBL), requiring them to investigate and respond to authentic and complex challenges.

# MUSIC

(Required, Pending Meeting Proficiency Requirements\*)

*\*Requirements for certain electives will be waived for students who do not meet proficiency standards in Language Arts or Math as set forth by the State of Ohio. Proficiency of the state standards strengthens our students for long-term success in high school. Students not meeting standards will participate in extra supports that may limit their elective options.*

Students are required to take at least one semester of music in both seventh and eighth grades. Year-long music courses require a year-long commitment; students cannot exit at the semester.

**Concert Choir**                      **Grade: 7 and 8**                      **Length: Year**

**Treble Tones**                      **Grade: 7 and 8**                      **Length: Year**

**Chorale**                      **Grade: 7 and 8**                      **Length: Year**

Choir members will learn the basics of music, will understand how the voice works and how to improve it, and will participate in several performances. Students will sing a variety of musical styles representing various cultural and sacred events, and have opportunities to be involved in extra performances. Choir is open to all students who express an interest following an audition with the choir directors.

**Band 7**                      **Grade: 7**                      **Length: Year**

This section of band is for 7th grade brass, woodwind, and percussion students. As a member of the band, a student is given the opportunity to improve their musicianship through participation in small ensembles, sectional and full band rehearsals, and concert performances. Concert band consists of performing technique studies and scales for continued technical growth as well as sight-reading, rehearsing, and performance of standard band literature of the classic to contemporary composers. Membership is open to all students in grades seven and eight who have previously played in the Sycamore band program or by audition with the band director.

**Strings - Orchestra 7**                      **Grade: 7**                      **Length: Year**

The string orchestra is a continuation of our string instrument program begun in the elementary grades. Continued technical and musical growth is stressed using materials appropriate for the age and musical development of the students and leads to a variety of concert experiences from small ensembles to a full orchestra. Membership is open to students playing violin, viola, cello, and string bass who have played in the Sycamore program or by audition with the orchestra director.

**Introduction to Guitar I**                      **Grade: 7 and 8**                      **Length: Semester**

In this course you will learn the basics of guitar playing, including music reading skills (treble clef), music theory, playing techniques, open chords, and general information about the instrument. There are NO PREREQUISITES and students do not need to provide their own guitar to participate in this class.

# MUSIC

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## **Introduction to Piano I      Grade: 7 and 8      Length: Semester**

In this course students will learn the basics of piano playing, including music reading (treble and bass clefs), music theory (chords and scales), playing techniques, and general information about the instrument. There are NO PREREQUISITES and students do not need to have a piano at home in order to participate in this class.

## **International Music      Grade: 7 and 8      Length: Semester**

***(Offered Even to Odd Years 2020-2021)***

This course will survey musical styles beginning with the music of the Caribbean, Mexico and Peru. It will then move to the history of American country music, and the Broadway musicals of Lerner & Loewe and of Andrew Lloyd Webber. Our survey will conclude with Rock music from the 1970s - 1990s. Students will listen to musical examples by significant performers and contributors in each unit. Students will also participate in world drumming circles focusing on Latin American instruments, rhythms, and techniques.

## **World Music      Grade: 7 and 8      Length: Semester**

***(Offered Odd to Even Years 2021-2022)***

This course will survey musical styles beginning with the music of Africa, Japan, and India. It will then move to the history of American Jazz, and the Broadway musicals of Rodgers & Hammerstein and of Stephen Sondheim. Our survey will conclude with rock music from the 1940s - 1970s. Students will listen to musical examples by significant performers and contributors in each unit. Students will also participate in world drumming circles focusing on African instruments, rhythms, and techniques.

# ELECTIVES

(Pending Meeting Proficiency Requirements\*)

*\*Requirements for certain electives will be waived for students who do not meet proficiency standards in Language Arts or Math as set forth by the State of Ohio. Proficiency of the state standards strengthens our students for long-term success in high school. Students not meeting standards will participate in extra supports that may limit their elective options.*

## **CS Discoveries/Technology Solutions**

**Grade: 7 and 8**

**Length: Semester**

Computer Science Discoveries (CS Discoveries)/Technology Solutions is an introductory computer science, programming, and systems control course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun! This STEAM based and code.org influenced course will integrate Science, Technology, Engineering, Art and Mathematical concepts in a project-based, hands-on learning environment. Learners will create, collaborate, communicate, apply critical thinking skills and incorporate our “Aves STEAM Design Process (Define, Brainstorm, Research, Develop Ideas, Choose Best Idea, Model or Prototype, Test and Evaluate, Improve Design, and Communicate Results)” as they learn to manipulate coding software and control many types of innovative technology equipment. Students will explore latest technology advancements and learn how to control multiple software applications: programming languages, animations, a 3D design environment, video making enhanced with green screen technology, professional web page creations with html and css, as well as experience advanced Adobe and Google tools. This course will provide a good foundation for those students interested in pursuing Tech Media Solutions, Robotics, Video Media Communications, engineering, computer programming or web design courses at the high school level.

## **SJH News Crew/ Digital Media Solutions**

**Grade: 7 and 8**

**Length: Semester**

Our award winning, STEAM-based, cross-curricular, SJHS-TV News Crew\* actively engages in blended-learning skills as they naturally incorporate the “Aves STEAM Design Process” to critically problem solve, create, collaborate, communicate, and run a “real-life” video studio station, as well as learn to control our state of the art district stadium scoreboard equipment. Project-Based-Learning (PBL) pedagogy and studio classroom maker-space environment fosters students’ manipulation of creative communication media tools, such as the professional Tri-Caster and OBS broadcasting software, Adobe Premiere Pro and other creative media packages, as well as their supporting software: sound recorders, Photoshop and Adobe Master Collection; all in order to produce professional quality news media projects, special interest story videos, animations as well as informational slideshows that live-broadcast/live-video-stream across the building and the entire district. The crew is responsible for club advertising and informational media streaming over the hallway TV video and digital signage delivery system. The Crew experiences immediate peer and staff feedback for their published work. The Crew works all facets of a “professional-type” TV broadcast station equipment: broadcasting/ live-video streaming equipment, cameras, modulators, signal switch boxes, soundboard, sound input devices and multiple video input equipment such as computers, VCR, DVD player, etc. They storyboard ideas, write daily scripts, deliver the daily video announcements, utilize and experiment with green screen/Chroma Key technology and gain a deeper understanding of multi-communication tools to plan and create effective, thematic client products. Students acquire invaluable insight to the importance of time-management, project management, live-video broadcast production stress, completion deadlines, constructive feedback and professional-life skills!

\*JH News Crew has received national, state and district recognitions for individual and team projects and competitions.

# **ELECTIVES**

Continued from page 17

## **Food, Fashion, & Family**

**Grade: 7 and 8**

**Length: Semester**

Food, Fashion & Family is designed to provide any student with the basic information and skills needed to function effectively within the family and within a changing society. The units included are: nutrition and food preparation, clothing construction and design, and child development. Students will learn basic sewing skills, construct a garment, and create a recycle project. Principles and elements of design will be applied to fashion illustration sketches created by students. The food and nutrition units will focus on the study of the food guide pyramid, meal planning principles, food preparation and serving. Lab experiences and demonstrations provide hands-on opportunities for students to gain confidence and skills in the kitchen. In child development, students will study the development of the child from birth to preschool. Developmental tasks, selection of toys and age-appropriate play activities, health and safety procedures related to child care will be explored.

## **Design, Modeling & Green Architecture**

**Grade: 7 and 8**

**Length: Semester**

Design, Modeling & Green Architecture is focused on the learning and application of basic engineering/architecture techniques and problem-solving.

The first half of the class is focused on engineering. In this portion of the course, students will explore the design process, engineering sketching, 3D modeling, and prototyping through a series of projects and activities. In this half of the course, there are four main projects: 1) Creating a Cast/Brace to Help Improve the Mobility of a Person Based on a Given Diagnosis 2) Redesigning a Toy to Make It More Appealing/Accessible to Your Client 3) 3D Modeling and Fabricating of an Item Given Specific Parameters (i.e. Wooden Puzzle Cubes) 4) Creating a Toy of Your Own Design Within Given Parameters.

The second half of the class is focused on architecture. In this portion of the course, students will explore architectural measurement, blueprints, 3D Modeling of buildings, house design, and green initiatives. These topics are explored through three main projects: 1) Creating a 3D Model of a Dream Home While Working Within a Budget & Parameters 2) Physically Building a Scale Model of a Utility Shed That Is As Energy Efficient as Possible 3) Making a Green, Tiny Home Out of a Shipping Container.

For further insight, please view this video: <https://www.youtube.com/watch?v=2vaWPu0J2Pg>

# ELECTIVES

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## **Automation and Robotics**

**Grade: 7 and 8**

**Length: Semester**

Automation and Robotics is a Project Lead the Way (PLTW) course that introduces students to the skills and challenges associated with one of the world's most sought after, developing, and in-need career fields: robotics engineering. In this course, students are taught building and programming skills and are asked to use these skills to design, build, and program robots that will solve real-world problems, while also meeting given design criteria. While the exact projects change every semester, the following exemplifies the types of robots that former students have designed:

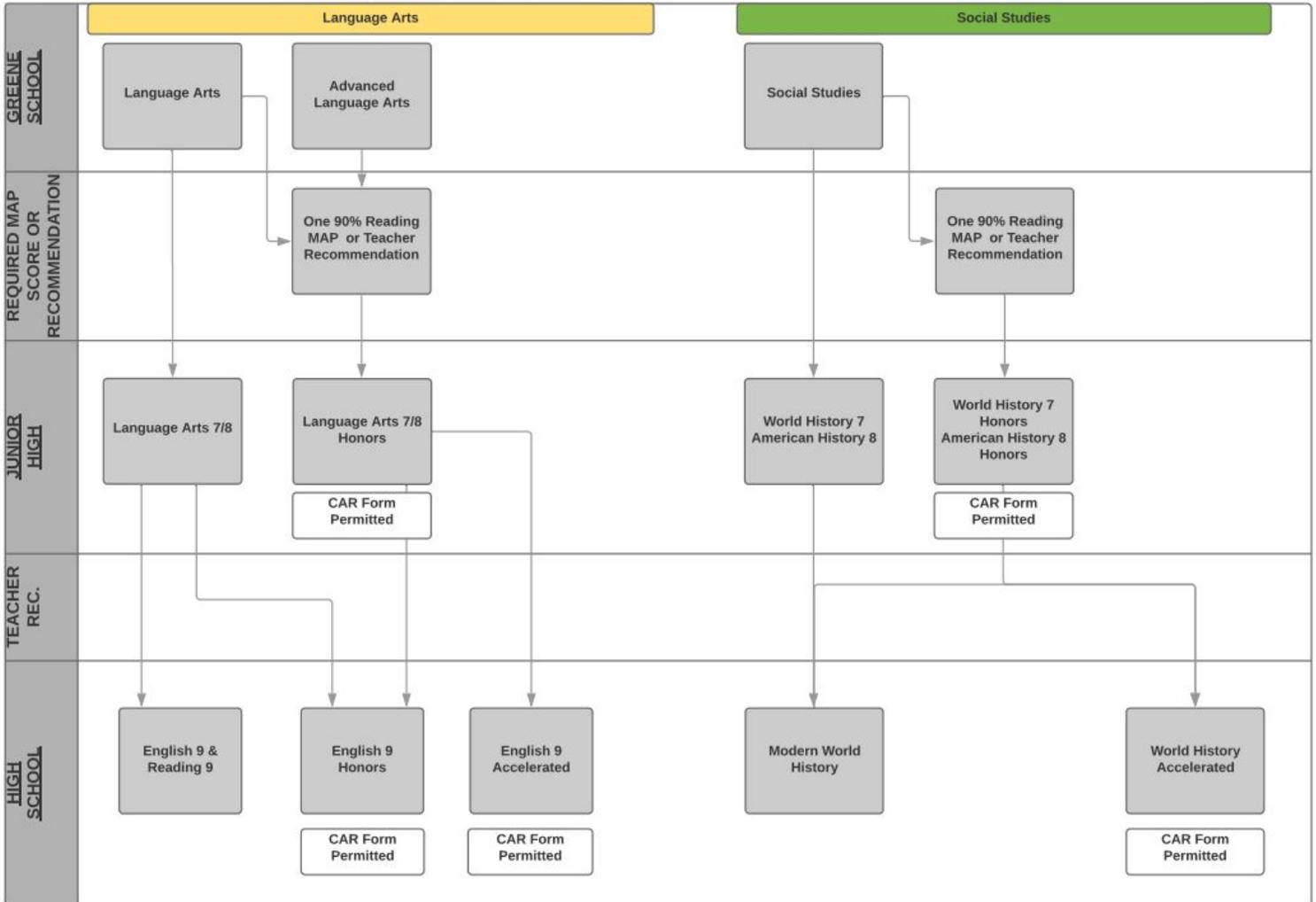
- 1) Children's Toys That Light Up & Move In At Least Three Distinct Ways
- 2) Drag Racing Cars That Start & Stop On Their Own
- 3) Medically Assistive Robots That Help People Who Are Unable To Walk Upstairs
- 4) Cars That Can Follow A Predefined Path Without Human Interaction
- 5) Innovative Advertising Robots To Increase Business For A Company
- 6) An Unmanned Factory Assembly Line That Can Create & Package a Product

For further insight, please view this video: <https://www.youtube.com/watch?v=EVdI9X8W0uo>

# STUDENT COURSE PATHWAYS

## Language Arts and Social Studies

### STUDENT COURSE PATHWAYS



# STUDENT COURSE PATHWAYS

## Math and Science

### STUDENT COURSE PATHWAYS

