



Sycamore Junior High School

8th GRADE COURSE PLANNER

2020-2021

Sycamore Junior High School

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2020 - 2021 School Year

ADMINISTRATORS:

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

Math	Peter Tanaka tanakak@sycamoreschools.org	Social Studies	Victor Harris harrisv@sycamoreschools.org
Language Arts	Sara Sheldt sheldts@sycamoreschools.org	District Music Supervisor	Micah Ewing ewingm@sycamoreschools.org
Science	Heather Swensen swensenh@sycamoreschools.org	Physical Education	Jim DeJoy dejoyj@sycamoreschools.org
Global Language	Mike Teets teetsm@sycamoreschools.org	Special Education	Ashley Marinich marinicha@sycamoreschools.org

Table of Contents

Introduction	4
General Information → Grading System → Honor Roll → Principal's Honor Roll → Athletic Eligibility → Promotion and Summer School	5
Requirements	6
Language Arts	7
English for Speakers of Other Languages (ESOL)	8
Social Studies	9
Science	10
Mathematics	11-12
Global Language	13
Physical Education and Health	14
Art	15
Music	16-17
Electives	18-20
Student Course Pathway Diagrams	21-22

Dear Students and Parents/Guardians,

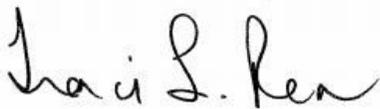
The purpose of this booklet is to introduce and describe the educational programming available at Sycamore Junior High School. Our course offerings provide both academic challenge and the opportunity for success for all students. These junior high years are important years of transition for students 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 21st 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, Foundations of Art and Geometry Accelerated. In addition, Global language Level 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 supports in reading or math will not be placed in a 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 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 7th graders, except those repeating the 7th 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 7th graders repeating the 7th 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 7th or 8th 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 OHSAA 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
Aviator	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
Aviator	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 7th and 8th 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 7th graders

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 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.

01802 Language Arts 8

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.

01804 Language Arts 8 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 will require 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)

(Placement 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.

19800 ESOL Support Grade 8 **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.

04802 American History 8 Length: Year

The eighth grade social studies program is a study of American History from pre-Columbian America to Reconstruction in 1877. Students will develop and improve their skills to select, analyze and judge issues, and to respond to the demands of a changing world. The course also promotes responsible American citizenship and integrates the four academic standards contained in the new Ohio Social Studies content standards: history, geography, economics, and government

04804 American History 8 Honors Length: Year [recommendation only]

The eighth grade social studies program is a study of American History from pre-Columbian America to Reconstruction in 1877. Students will develop and improve their skills to select, analyze and judge issues, and to respond to the demands of a changing world. The course also promotes responsible American citizenship and integrates the four academic standards contained in the new Ohio Social Studies content standards: history, geography, economics, and government.

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 web quests, and work on strengthening critical thinking skills through inquiry.

In the area of Earth science, emphasis is on the physical features of Earth and how they form, including Earth's interior, rock record, geologic processes & history, plate tectonics, and resulting landforms of constructive and destructive forces. Physical science concepts focuses on forces and motion within and around the Earth and universe including forces and motion, potential energy, and forces and energy in direct and indirect contact. Life science topics emphasize speciation and reproduction including natural selection, diversity of species and genetics.

03802 Science 8 Length: Year

The 8th Grade Science program is designed to provide the majority of students with a foundation for higher level science courses. Course work builds skills, working from concrete concepts to abstract models. Continued development of a scientific knowledge base provides a conceptual foundation that is used for interpretation and analysis of key concepts. Symbolic representation of content is extensive and guided as scientific processing skills are further developed through inquiry and experimentation. Mathematical skills such as accurately measuring, collecting data, and computation are emphasized. Class time focuses on the key concepts with guided questioning geared at analysis of the information. Tests emphasize comprehension with a moderate number of application and/or analysis types of questions. Independent work provides opportunities for review of key concepts. The pace of instruction is strong and requires regular independent homework. Differentiation of assignments allows students' individual needs to be met.

03804 Science 8 Honors Length: Year [recommendation only]

Course work in the honors 8th Grade course is designed for independent work with abstract concepts and the ability to provide detailed, in-depth analysis of core concepts. Analysis of data from a variety of sources and drawing appropriate conclusions from key concepts is required. Mastery of mathematical skills such as basic computation, accurately measuring and collecting data, and presenting data in a variety of forms, are fundamental components of laboratory experiments. Class time focuses on the key concepts with extensive questioning geared at analyzing information. Tests emphasize interpretation, application and analysis of core content. Independent work demands that students move quickly through both knowledge and comprehension levels. The pace of instruction is fast, requiring independent study skills and challenging homework.

MATHEMATICS

(Required)

The best judge of a student's mathematics progress relative to other Sycamore Junior High students and our various course offerings is the child's math teacher. Our math department works hard to carefully and thoughtfully place each child in the environment which best allows the student to be challenged yet successful. Our math teaching staff appreciates your confidence, cooperation, and understanding concerning our course recommendations.

02802 Math 8 Length: Year

This course is designed to meet the needs of the largest group of our eighth grade math students. The Common Core State Standards for 8th grade will be emphasized, along with skills needed to pursue the study of post-high school mathematics. There will be a constant focus on real-world based problems utilizing the Pearson *enVision* middle school math program. Successful completion of this course is usually followed by Algebra I in the ninth grade.

02103 Algebra I Honors Length: Year [Prerequisite is Math 7 Honors]

The prerequisite for this course is Math 7 Honors which incorporates both the 7th and 8th grade Common Core Standards. This is an accredited high school algebra course. It is the foundation for all of the other math courses that follow. Topics include relationships between quantities and reasoning with expressions, equations and inequalities, linear, quadratic and exponential functions, polynomials, factoring, radical and rational expressions and equations and descriptive statistics. Due to the requirements of the End-of-Course exam, a graphing calculator is highly recommended for Algebra I and beyond."

- This course is for high school credit and will be permanently recorded on the student's high school transcript and will not be eligible for removal at a later date.

02104 Algebra I Accelerated Length: Year [must meet eligibility requirements]*

This is an advanced, accredited high school algebra course. It is theoretical in nature and contains complex examples which can be applied to physics and other science subjects. The pacing is much faster than the Algebra I Honors course. Because Algebra I is the basis of all subsequent high school and college mathematics courses, this course is appropriate only for students with extremely advanced mathematical skills, maturity, and interests. This course will emphasize all the Common Core State Standards. Students who successfully complete this course usually enroll in 02204 Accelerated Geometry or Geometry Honors in the ninth grade. Due to the requirements of the End-of-Course exam, a graphing calculator is highly recommended for Algebra I and beyond.

- This course is for high school credit and will be permanently recorded on the student's high school transcript and will not be eligible for removal at a later date.
- This course may be a mix of 7th and 8th grades.

**Algebra 1 Accelerated is only available to students who currently qualify for the program. The recommendation is based on Sycamore Community School District criteria:*

- 128 CogAT
- 95th percentile for 1 MAP Testing Session

MATHEMATICS

(Required)

02204 Geometry Accelerated

Length: Year

[must meet eligibility requirements]**

This is an advanced high school-level course and accredited approach to the study of Euclidean geometry in which deduction and logic are used to build a mathematical system. Rigorous proofs are emphasized to gain an understanding of plane, solid, coordinate, and transformational geometry. This course does not emphasize all the new Ohio Academic Content Standards.

***02204 Geometry Accelerated is only an option for students who are currently in this program. Recommendation is based on Sycamore Community School District criteria:*

- 144 CogAT
- 98th percentile for 1 MAP Testing Session

GLOBAL LANGUAGE

(Required, Pending Meeting Proficiency Requirements*)

*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.

Beginning level language experiences in Spanish, French, Chinese, and Latin are offered to junior high students. They should select the language and course appropriate to their language interests. No prior experience is necessary. **Click [HERE](#) to access more information about each language.**

Global language classes are high school level courses, open to all students and are recommended for anyone interested in attending college. However, students who have not met proficiency standards and require additional supports in reading or math will not be placed in a high school level global language course.

Students who complete a Level I or Level II course will automatically receive high school credit and a grade on their high school transcript. This grade and credit can be removed from the high school transcript if requested by the student by the end of the first semester of his/her junior year.

Level I Classes (7th or 8th Grade)

08310	French I	Grade: 7 or 8	Length: Year
08510	Latin I	Grade: 7 or 8	Length: Year
	<i>For more information on Latin, see this video by teacher Sean Minion</i>		
	https://www.youtube.com/watch?v=gwZFRWmi9dc		
08610	Spanish I	Grade: 7 or 8	Length: Year
08210	Chinese I	Grade: 7 or 8	Length: Year

The Level I class is the first in a series of proficiency based high school level courses. At the Level I, the student is introduced to basic vocabulary and pronunciation, gradually building a foundation in understanding and speaking the target language. Daily use of the target language can be expected. Reading and writing follow in the natural development of the language skills. The student will become acquainted with the target culture and gain insight into cultural similarities and differences. Contextualized grammar concepts are introduced at this level. Students will also pursue interdisciplinary and technological connections.

Level II* Classes (8th Grade)

08320	French II	Grade: 8	Length: Year
08520	Latin II	Grade: 8	Length: Year
08620	Spanish II	Grade: 8	Length: Year
08220	Chinese II	Grade: 8	Length: Year

This class is for students who have passed Level I of a language. The student will complete the rudimentary components of the global language. Additionally, the student will need to demonstrate greater depth and detail in the performance of the required tasks. The proficiency skills attained in Level I will be enhanced in this sequential course. Use of the target language in authentic situations with a variety of assessments can be expected.

Level II classes are for 8th grade only, and can only be taken after a Level I class in the same language has been completed

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.*

07800 Physical Education/Health

Grade: 8

Length: Semester

Eighth grade physical education develops the basic skills of both individual and team sports. The Fitness Gram Physical Fitness Test is administered twice a semester (pre and post). Physical fitness will be stressed throughout the semester. A five-week health unit that consists of instruction in family life education, abstinence, and sexually transmitted diseases is also included in the eighth 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.*

05800 Art 8

Grade: 8

Length: Semester

Art 8 is a program designed for committed students who have an interest in continuing their studies at the high school level. The eighth grade art students can expect to increase their awareness of art history, be challenged with creative problem-solving skills, and experience a higher level of two dimensional and three dimensional art production.

05010 Art 1 Foundations

Grade: 8

Length: Semester

Art 1 Foundations (formerly Foundations of Art) is a rigorous high school level art course designed for committed students who plan to continue their studies at the high school level. This course covers only two-dimensional art and is designed to further expose students to the principles of art through drawing, design and painting. Art 1 Foundations students can expect to increase their awareness of art history, be challenged with creative problem-solving skills, and experience a higher level of art production in preparation for advancing to the next level of high school art courses. Homework is required.

****If you take this course for high school credit, it will be permanently recorded on your high school transcript and will not be eligible for removal at a later date.*

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 7th and 8th grades. Year long music courses require a year long commitment; students cannot exit at semester.

06210 Concert Choir **Grade: 7 and 8** **Length: Year**

06720 Treble Tones **Grade: 7 and 8** **Length: Year**

06200 Chorale **Grade: 7 and 8** **Length: Year**

Choir members will learn the basics of music, will understand how your 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.

06810 Band 8 **Grade: 8** **Length: Year**

This section of band is for 8th 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.

06830 Strings- Orchestra 8 **Grade: 8** **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 leading to a variety of concert experiences from small ensembles to the 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.

06410 Introduction to Guitar I **Grade: 7 and 8** **Length: Semester**

In this course students 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

Continued from page 16

06420 Introduction to Guitar II Grade: 8 Length: Semester

In this course, students will continue to develop the skills learned in Intro to Guitar I. Skills will include: reading all first position notes (diatonic and chromatic); expanding chord vocabulary, including barre chords and strumming patterns; beginning second position playing; learning additional music theory and using it to help with guitar playing; and using the guitar to perform, compose and improvise.

06510 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 provide their own piano at home to participate in this class.

06520 Introduction to Piano II Grade: 8 Length: Semester

In this course, students will continue to develop the skills learned in Intro to Piano I. Skills will include: continuing to improve music reading and hand independence; learning additional music theory and using it to help with piano playing; and using the piano to perform, compose and improvise.

06610 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 Caribbean, Mexico and Peru. It will then move to the history of American country music and of 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.

06600 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 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*)

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10020 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.

10030 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 18

12020 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, and health and safety procedures related to child care will be explored.

11010 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

Continued from page 18

11020 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:

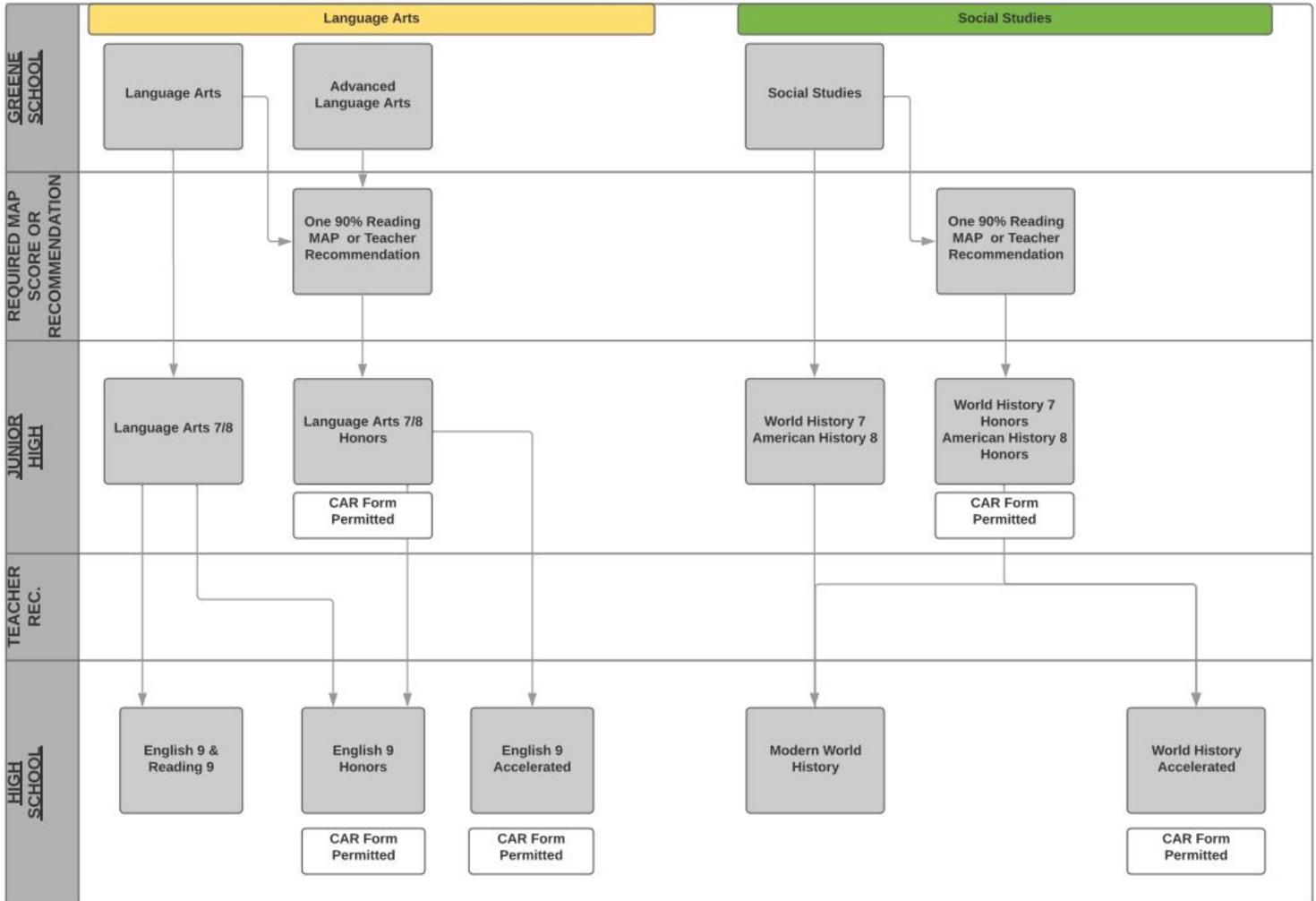
- 1) Children's Toys That Light Up & Move In At Least Three Distinct Ways
- 2) Drag Racing Cars That Start & Stop On Their Own
- 3) Medically Assistive Robots That Help People Who Are Unable To Walk Upstairs
- 4) Cars That Can Follow A Predefined Path Without Human Interaction
- 5) Innovative Advertising 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=EVdl9X8W0uo>

STUDENT COURSE PATHWAYS

Language Arts and Social Studies

STUDENT COURSE PATHWAYS



STUDENT COURSE PATHWAYS

Math and Science

STUDENT COURSE PATHWAYS

