

Hopewell Memorial Junior High School



**2024 - 2025
Course Descriptions
Grades 5 → 8**

Hopewell Memorial Junior High School

Course Descriptions Table of Contents

Please Note:

- Students will be assigned to courses based upon criteria noted within this Course Description Guide.
- After the first two weeks of school, student schedules will not be altered.
- Every attempt will be made to schedule students for their desired electives. However, priority is placed on scheduling students for core content courses (ELA, History, Math, Science & Wellness). Therefore, a student may not receive a desired elective based on a conflict with core content course, class size or availability.

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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.

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.

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.

EMOTIONAL SUPPORT

Services for eligible students whose behavior interferes with the ability to learn in the regular education classroom environment without support. 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..

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).

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.

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.

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.

5th GRADE CORE COURSES

English Language Arts (ELA) - 2 Periods

This 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). Also in the Reading component, students will utilize different comprehension strategies using a variety of text structures to build vocabulary and reading skills such as sequencing, summarizing, paraphrasing, inference, and drawing conclusions. The Grammar and Spelling components are taught in conjunction with the reading text. The Writing element will consist of writing from narrative, descriptive, persuasive and expository works, including Text Dependent Analysis.

Math - 2 Periods

This course based on the University of Chicago School Mathematics Project is entitled Everyday Math. The course is aligned to the PA State Standards for Mathematical Content. The core concepts include, but are not limited to the following: Write and interpret numerical expressions; analyze patterns and relationships; understand the place value system; perform; use equivalent fractions as a strategy to add and subtract fractions; apply and extend previous understandings of multiplication and division to multiply and divide fractions; convert like measurement units within a given measurement system; represent and interpret data; understand concepts of volume and relate volume to multiplication and to addition; graph points on the coordinate plane to solve real-world and mathematical problems; classify two-dimensional figures into categories based on their properties

Science - 1 Period

Course instruction includes 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. 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.

Social Studies - 1 Period

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 three 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.

6th GRADE CORE COURSES

English Language Arts (ELA) - 2 Periods

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 fiction versus nonfiction 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.

Math - 2 Periods

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.

Science - 1 Period

Course instruction includes three main units: Water, Earth's Processes, and Air Around You. The core concepts include, but are not limited to the following: freshwater, groundwater, surface water, and oceans; minerals, rocks, energy, plate tectonics, earthquakes, and volcanoes; atmosphere, weather, climate, and air pollution.

Social Studies - 1 Period

The Social Studies Common Core Standards encompass topics related to Civics, Economics, Geography, Government, and History. Current events will be woven throughout the curriculum in order to add a global perspective to our curriculum. This course entails independent and collaborative projects aligned with the transferable soft skills of collaboration, critical thinking, creatively, and communication.

5th and 6th GRADE UNIFIED ARTS (Specials)

Art

This course 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 artwork. They will also learn art history which will be enhanced by the integration of technology.

Digital Skills

During this course students will focus on basic computer skills and responsible computer use through Digital Citizenship lessons. This course will cover basic formatting skills related to the Google Workspace.

InnovatED

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 (STEAM). 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 21st 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.

Music

- The **5th Grade General Music** curriculum consists of various opportunities for students to create music with others. Activities may include: using classroom percussion instruments, bucket drumming, and playing miniature keyboards and ukuleles.
- The **6th Grade General Music** 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.

Physical Education / Wellness

This course focuses 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 and fitness, to include cardiovascular exercises, competitive events, and swimming.

Coding - (Grade 6 only)

The course begins by looking at how users make choices in the apps they use. Students then learn to make a variety of Sprite Lab apps that also offer choices for the user. As the course progresses, students learn more advanced concepts, including variables and "for" loops. Students are provided with greater autonomy and choices throughout this course. Ultimately, students will create interactive projects and artwork.

Technology Education

This pass/fail course provides students with an introduction to biotechnologies, physical and informational technologies. Safety practices will be addressed throughout the course while students are 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.

Band

This is an elective 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.

Specific days of attendance for 5th & 6th Grade Chorus are set by the teacher and occur during the grade level study hall period.

Chorus

This is an elective class for students wishing 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 learn music reading skills, basic sight-singing skills, listening skills, and performance skills. **Specific days of attendance for 5th & 6th Grade Chorus are set by the teacher and occur during the grade level study hall period.**

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. 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.

7th and 8th GRADE CORE COURSES

ENGLISH LANGUAGE ARTS (ELA)

ELA 7 - 2 Periods *Reference chart for prerequisites*

This course 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. 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.

ELA 7

| Prerequisites for Course Levels: | | |
|--------------------------------------|----------------------------------------------|-----------------------------------|
| Traditional ELA | Academic ELA (All four required) | Honors ELA (All four required) |
| NWEA Score < 212 | NWEA Score 213-230 | NWEA Score 230+ |
| < 70% final average in ELA 6 | ≥ 70% final average in ELA 6 | ≥ 93% final average in ELA 6 |
| Below Basic on 6th Grade ELA PSSA | Proficient or Basic on 6th Grade ELA PSSA | Advanced on 6th Grade ELA PSSA |
| Teacher Recommendation | Teacher Recommendation | Teacher Recommendation |

ELA 8 - 2 Periods *Reference chart for prerequisites*

This course 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. 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.

ELA 8

| Prerequisites for Course Levels: | | |
|--------------------------------------|----------------------------------------------|------------------------------------------------------------------------------|
| Traditional ELA | Academic ELA (All four required) | Honors ELA (All four required) |
| NWEA Score < 212 | NWEA Score 213-230 | NWEA Score 230+ |
| < 70% final average in ELA 7 | ≥ 70% final average in ELA 7 | ≥ 93% final average in Academic ELA 7 ≥ 87% final average in Honors ELA 7 |
| Below Basic on 7th Grade ELA PSSA | Proficient or Basic on 7th Grade ELA PSSA | Advanced on 7th Grade ELA PSS |
| Teacher Recommendation | Teacher Recommendation | Teacher Recommendation |

HISTORY

World Geography and Cultures 7 - 1 Period *Reference chart for prerequisites*

This course will 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 the American Government will have focus in their appropriate regions.

| Prerequisites for Honors World Geography and Cultures 7 |
|----------------------------------------------------------------------|
| ≥ 90% final average in 6 th Grade History |
| ≥ 87% final average or higher in 6 th Grade Language Arts |
| Teacher Recommendation |

Civics and Citizenship 8 - 1 Period *Reference chart for prerequisites*

This 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.

| Prerequisites for Honors Civics and Citizenship 8 |
|--------------------------------------------------------------------|
| Minimum a 87% final average in Honors World Geography & Cultures 7 |
| 90% final average or higher in 7 th Grade Language Arts |
| Teacher Recommendation |
| OR |
| Minimum a 90% final average in World Geography & Cultures 7 |
| Previously enrolled for the entire year in Honors Language Arts 7 |
| Teacher Recommendation |

MATH

7th GRADE MATH

| Prerequisites for Course Levels: | | |
|---------------------------------------------------------|------------------------------------------------|---------------------------------|
| Math 7 | Honors Math (All four required) | Algebra I |
| NWEA Score < 212 | NWEA Score 230+ | NWEA Score 236+ |
| < 90% final average in Math 6 | ≥ 90% final average in Math 6 | ≥ 95% final average in Math 6 |
| Proficient, Basic or Below Basic on 6th Grade Math PSSA | Proficient or Advanced on 6th Grade Math PSSA. | Advanced on 6th Grade Math PSSA |
| Teacher Recommendation | Teacher Recommendation | Teacher Recommendation |

8th GRADE MATH

| Prerequisites for Course Levels: | | | |
|------------------------------------|--------------------------------------------|--------------------------------------|---------------------------|
| Foundations of Math 8 | Math 8 | Algebra I (All four required) | Geometry |
| NWEA Score < 219 | NWEA Score 220-225 | NWEA Score 236+ | Pass the Algebra I course |
| < 70% final average in Math 7 | 70% → 89% final average in Math 7 | ≥ 90% final average in Honors Math 7 | |
| Below Basic on 7th Grade Math PSSA | Proficient or Basic on 7th Grade Math PSSA | Advanced on 7th Grade Math PSSA | |
| Teacher Recommendation | Teacher Recommendation | Teacher Recommendation | Teacher Recommendation |

Math 7 - 2 Periods [Reference chart for prerequisites](#)

This course is comprised of instruction exposing students to Ratios and Relationships (Ratios and Proportional Reasoning, Percents); The Number System (Integers, Rational Numbers); Expressions, Equations and Inequalities; Geometry (Geometric Figures, Measure Figures); and Statistics and Probability (Probability, Statistics). Course entails the use of standards-align e-resource(s) to expand classroom practice and/or offer diagnostic measurements to meet academic needs of the entire class as well as provide opportunities for student-specific skill-building exercises. This encompasses the use of software tools like MobyMax, ALEKS, etc.

Honors Math 7 - 1 Period [Reference chart for prerequisites](#)

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). This course will prepare students for Algebra I the following year. Course entails the use of standards-align e-resource(s) to expand classroom practice and/or offer diagnostic measurements to meet academic needs of the entire class as well as provide opportunities for student-specific skill-building exercises. This encompasses the use of software tools like MobyMax, ALEKS, etc.

Foundations of Math 8 - 2 Periods *Reference chart for prerequisites*

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). Course entails the use of standards-align e-resource(s) to expand classroom practice and/or offer diagnostic measurements to meet academic needs of the entire class as well as provide opportunities for student-specific skill-building exercises. This encompasses the use of software tools like MobyMax, ALEKS, etc.

Math 8 - 1 Period *Reference chart for prerequisites*

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). Course entails the use of standards-align e-resource(s) to expand classroom practice and/or offer diagnostic measurements to meet academic needs of the entire class as well as provide opportunities for student-specific skill-building exercises. This encompasses the use of software tools like MobyMax, ALEKS, etc.

Algebra I (7th & 8th) - 1 Period *Reference chart for prerequisites*

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. Students will take the Keystone Exam upon completion of this course. Course entails the use of standards-align e-resource(s) to expand classroom practice and/or offer diagnostic measurements to meet academic needs of the entire class as well as provide opportunities for student-specific skill-building exercises. This encompasses the use of software tools like MobyMax, ALEKS, etc.

Geometry - 1 Period *Reference chart for prerequisites*

This course is an accelerated course involving the study of figures and their relationships as well as methods of specific proofs. Within the course, students will utilize the MaxthXL online program. The MathXI digital interactive platform provides for personalized learning related to each individual's need to practice course concepts. Incorporated online assessments and resulting data provide educators with valuable information regarding students' performance levels, allowing for alterations to classroom instructions.

SCIENCE

Science 7 - 1 Period *Reference chart for prerequisites*

In this course, students will expand their awareness of topics related to 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.

| Prerequisites for Honors Science 7 |
|--------------------------------------------------------------------------------------------|
| $\geq 90\%$ final average in 6 th Grade Science |
| $\geq 87\%$ final average in 6 th Grade Math |
| Teacher Recommendation |
| NOTE: Participation in the Science Fair is a course requirement in Honors Science 7 |

Science 8 - 1 Period *Reference chart for prerequisites*

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.

| Prerequisites for Honors Science 8 |
|----------------------------------------------------------------------------------------------------------------|
| $\geq 90\%$ final average in Science 7 OR $\geq 80\%$ final average or higher in Honors Science 7 |
| Teacher Recommendation |
| NOTE: Participation in the Science Fair is a course requirement in Honors Science 8 |

7th and 8th GRADE UNIFIED ARTS

Every attempt will be made to schedule students for their desired electives. However, priority is placed on scheduling students for core content courses (ELA, History, Math, Science & Wellness). Therefore, a student may not receive a desired elective based on a conflict with core content course, class size or availability.

Art 7/8

This course is designed around the artistic conceptual elements with a focus on the principles of design. Students will gain a stronger knowledge of Art appreciation and criticism. They will be able to analyze and interpret various pieces of historical works while understanding the importance of the artistic movements throughout history. Students will gain strength in areas of problem solving, interpreting, creating, analysis and expression throughout the course. Their responses and questioning of processes will involve their understanding of traditional Art forms such as ceramics, painting, sculpture, and drawing while including the New Art forms including the studies of graphic design, industrial design, and advertising.

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 is a performance-based class where participation in concert performances outside of regular class hours is required.

Modern Band 7/8 - Semester course

The major emphasis of this course is to develop student achievement through the exploration of a modern band ensemble. The course will introduce the skills necessary to perform on electric guitar, acoustic guitar, electric bass, keyboard, drums and vocals. Many styles of music will be discussed, demonstrated and performed by the students, such as pop, rock, reggae, and hip hop. The course will also foster peer to peer development in the band setting while encouraging each band to perform cohesively as a single unit. Students in Modern Band will also be introduced to the art of Songwriting. End of term projects will culminate with each student having their song performed by the ensemble. **Class offered based on staff availability**

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.

Digital Skills 7/8

This course where students take the formatting, digital literacy, and video skills learned from Digital Skills 5/6 along with communication, collaboration, creativity, and problem solving to apply to real world computer projects. This course will cover basic formatting skills related to the Google Workspace.

Computational Thinking with Robots

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.

InnovatED 7/8

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 (STEAM). 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 21st 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.

Jazz Band 7/8

This course meets 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 is a performance-based class where participation in concert performances outside of regular class hours is required.

Technology Education 7/8

During this graded 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.

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 attire and shoes on those days scheduled to participate in gym or pool-based activities.

Wellness 8

This fitness based physical education course will provide fitness education and access to help students understand, improve and maintain their physical well-being. 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 such as nutrition and maintaining a healthy lifestyle, disease prevention and control, drug use / misuse, first aid, CPR, and human growth and development. The course is not designed to develop specific athletic skills. Students are required to change into appropriate dress code attire and shoes on those days scheduled to participate in gym or pool-based activities.

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. 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.

Study Hall

Students assigned to a study hall are provided with time to complete coursework, projects or study for pending exams. Study halls are not meant to be a free period for individuals to converse with others or seek opportunities to visit other classrooms or walk the hallways.

In order to maintain the proper atmosphere in a study hall, certain rules must be followed.

- Each student in the study hall must bring materials to pursue academic areas.
- Study hall teachers may issue passes to the office, counselor's office, library and nurse.
- Students desiring to see a teacher must present a previously obtained pass to the study hall teacher at the beginning of the period.
- Students are not permitted to go to teacher's classrooms on a regular basis. Students may go to a classroom with prior teacher approval to make up tests, quizzes, or other class work only. Students will not simply hang out in a teacher's classroom instead of their assigned study hall. There will be no permanent passes to leave the study hall.
- Students may study together pending teacher approval.
- Students are not permitted to sleep in the study hall.
- Students are permitted to use personal electronic devices in the study hall (cell phones, etc.)