

2019-2020
Lebanon Junior High School
Course Description Guide



Lebanon Junior High School

Lebanon, OH 45036

Approved by Lebanon City Schools Board of Education, January 2019

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From the Guidance Department

Lebanon Junior High is committed to preparing our students for the future. The Junior High will be a positive climate for young adolescents by providing and promoting a shared vision and high expectations for each child. Through more flexible organizational structures and varied teaching strategies, the Junior High will offer access to curriculum that is challenging, integrated, and exploratory.

The goal of the Junior High is to prepare all of our students for the academic, social, civic, and career needs of the twenty-first century. This will be accomplished by providing programs that promote the skills necessary to become lifelong learners.

It is our hope that this Course Description Guide will provide information that will help you and your child plan for the next school year. Please review this carefully before making class selections. We offer a variety of electives that we feel will help give each student a well-rounded education. As our school district continues to grow, we continue to refine our methods of educating your child to meet tomorrow's challenges.

The master schedule, to a large degree, is built from student requests on their registration forms. We work hard to create a schedule for students that meet both academic needs and top choices of electives for the year. When students sign up for full year electives, they are expected to fulfill this year-long commitment as the master schedule has been designed to accommodate their requests. With all of this information, schedule changes become difficult once the school year starts, so please consider your selections carefully.

We look forward to a successful year,

Jessica Bacher*
Counselor
Last Names A-K
934-5307

Andrew King**
Counselor
Last Names L-Z
934-5308

Patty Bugher
Guidance Secretary
934-5304

*Ms. Bacher will handle all scheduling for 7th graders.

**Mr. King will handle all scheduling for 8th graders.

General Information

SCHEDULES

Schedules will not be available until the week school starts in August. We will send home information regarding pickup of next year's schedules in the spring. Information will be also sent home during the summer regarding schedule distribution prior to the first day of school.

All junior high school students will take four core academic classes – English language arts, math, science, and social studies. English language arts classes are divided into 2 bells (1 bell if an accelerated course in 8th grade), enabling the integration of reading and writing. In addition, 7th grade students will take one and a half class periods of electives while 8th grade students will take two class periods of electives (accelerated ELA students will have 3). Students are encouraged to sign up for a complete schedule of classes and electives.

SCHEDULE CHANGES

Changing courses after registration will be considered by the guidance office if the student has a scheduling conflict. With sufficient planning and forethought, the registered courses should be final. Classes are scheduled upon availability and balanced class sizes. We cannot honor requests to have a particular semester, bell, or teacher. If a schedule change is necessary, parental permission must be made through the counselor and/or the teacher. Schedule changes must be made within the first 5 days of the quarter. Course request changes cannot result in more than one study hall per semester.

GRADING SYSTEM

Grades earned at LJHS are based on the letter system using the following percentage scale:

| | |
|-------------|--------------------|
| A: 90 – 100 | Superior Work |
| B: 80 – 89 | Above Average Work |
| C: 70 – 79 | Average Work |
| D: 60 – 69 | Below Average Work |
| F: 0 – 59 | Failing Work |

PROGRESS BOOK

This online system allows school staff, parents and students the opportunity to view grades and classroom work through the school's website. Please access this system by logging on to our school website: www.lebanonschools.org then click on Progress Book. Parents and students both are issued passwords to view a student's specific classes and grades. Please contact the main office at 934-5300 if this information is lost.

REPORT CARDS

Report cards are distributed every nine (9) weeks to notify parents of a student's progress. The report cards are available through ProgressBook. At the conclusion of each quarter, report cards will not be posted for those students who have not paid their fees. Parents and students should check to see if all report card information is correct. If any information is not correct, the student should see his or her counselor immediately.

GRADUATION REQUIREMENTS

Lebanon City School's graduation requirements meet the standards set by the North Central Association of Colleges and Secondary Schools and the Ohio State Department of Education. The following minimum state and local credits must be met to graduate from Lebanon High School, some of which may be obtained at LJHS:

| Graduation Requirements for class of 2014 and Beyond | |
|---|-------------------|
| English | 4 credits |
| Mathematics (including Algebra II) | 4 credits |
| Science | 3 credits |
| Social Studies | 3 credits |
| Health | ½ credit |
| Physical Education | ½ credit |
| Fine Arts | 1 credit |
| Computer-based Course | ½ credit |
| Economics or Finance | ½ credit |
| Additional Core or Elective Courses | 6 credits |
| Total Credits Needed to Graduate | 23 credits |

These are MINIMUM requirements for graduation. Students are encouraged to earn more credits as their interests and abilities dictate.

JUNIOR HIGH COURSES FOR HIGH SCHOOL CREDIT

Some courses in the 7th and 8th grade will be taken for high school credit. Class credit is awarded on a semester basis like it is at Lebanon High School. Classes that earn high school credit are as follows:

- Band I (full year, 1.0 credit)
- Band II (full year, 1.0 credit)
- Choir I (full year, 1.0 credit)
- Choir II (full year, 1.0 credit)
- Orchestra I (full year, 1.0 credit)
- Orchestra II (full year, 1.0 credit)
- Health (semester, .5 credit)
- Spanish I (full year, 1 credit)
- French I (full year, 1 credit)
- Algebra I (full year, 1 credit)
- Algebra IA (full year, 1 credit)

A student will receive credit for the above classes if they complete the semester with a D average or higher. The credit will become a part of the student's high school transcript, but the grade will not be calculated into their high school cumulative GPA. A student who earns a grade of "C" or below may be encouraged to repeat the same course at the high school, if offered. Any course taken in Junior High, if repeated during the regular school day in high school, must be repeated during the 9th grade year. If a student chooses to repeat a course during the regular school day for which credit has been earned, the higher grade shall replace the lower grade on the student's transcript, but additional credit shall not be granted. Credit for a course may only be earned one time.

- Physical Education, Art, Robotics, Flight and Space, Careers, and Study Hall are offered at the junior high but do NOT receive high school credit.

CORE COURSES FOR 7TH GRADE

Seventh grade students take the following required courses:

- English Language Arts 7
- Math (Pre-Algebra 7 or Accelerated Math 7)
- Science 7
- Social Studies 7
- Career Exploration

English Language Arts - TWO BELLS

Language Arts for the seventh grade includes reading, English syntax and vocabulary in connected Reading and Writing classes. Students develop and learn to apply strategies that help them comprehend and interpret informational and literary texts. Students acquire vocabulary through exposure to language-rich situations, such as reading books, poetry, drama and multi-media sources. Students will display college and career readiness through oral presentation, reading for understanding, and written expression. Students' writing develops as they regularly engage in the major phases of the writing process. Students learn to apply their writing for different purposes and opportunities for practice: root word study, narrative, informational, and persuasive (argument). Writing conventions include spelling, punctuation, grammar, and other conventions associated with forms of written text. All skills align with Ohio's Learning Standards. The curriculum is designed to provide all learners an opportunity to integrate their knowledge and ideas by studying craft and structure, ultimately ensuring they are ready for college and careers.

Accelerated English Language Arts =TWO BELLS

Accelerated ELA is a course designed for those who excel in language arts, in preparation for the rigor and independence of future accelerated classes. Although the content is similar to that of other seventh grade classes, the discussions, work load and application of learning will go beyond mastering skills but focus more so on thinking beyond the text. Choice in novels and analytical annotation help students learn to connect reading and writing, in addition to enhancing skills necessary for developing a sound argument.

**This course is by invitation only.*

Placement in Accelerated ELA is based on the following attributes.

| <i>Attribute</i> | <i>Specifics for Grade 7</i> | <i>Specifics for Grade 8</i> |
|-------------------------|--|--|
| Average Grades | A and B average | A and B average |
| Gifted Identification | Student has been identified as gifted with superior cognitive ability or subject-specific reading ability or both. | Student has been identified as gifted with superior cognitive ability or subject-specific reading ability or both. |
| MAP Scores | Data trending toward the 85th percentile or higher on fall and winter testing | Data trending toward the 85th percentile or higher on fall and winter testing |
| Writing Prompt | Scored by a team of teachers | Scored by a team of teachers |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | N/A | Accelerated 7th ELA |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

Teachers in these classrooms:

- Facilitate forums for higher-level discussion

- Expect that students can and will learn rote information independently
- Function continually at the challenge level

Pre-Algebra 7

Pre-Algebra A is a year-long seventh grade mathematics course fully aligned to the topics and rigor of Ohio’s Learning Standards for Mathematics. Topics covered include ratios and proportional reasoning, number systems, geometry, expressions, equations, inequalities, statistics, and probability. Students will be placed in Algebra 1A after completing this class.

Accelerated Math 7-

Accelerated Pre-Algebra 7 is a year-long seventh grade mathematics course fully aligned to the topics and rigor of Ohio’s Learning Standards for Mathematics. For students entering from accelerated 6th grade math, this course covers the balance of grade 7 standards and all of grade 8 standards, preparing the student for Algebra I in 8th grade. Topics covered include, but are not limited to, ratios and proportional reasoning, number systems, geometry, expressions, equations, inequalities, statistics, and probability, graphing and writing linear equations, slope-intercept form, multi-step equations and inequalities, applying and solving word problems algebraically, transformations, exponent properties, and Pythagorean Theorem. Emphasis is placed on the development of algebraic concepts, along with problem-solving and critical thinking skills. Topics are covered at a much faster pace than Pre-Algebra 7. Students who maintain an C or better average in Accelerated Pre-Algebra 7 may be recommended for Algebra I in eighth grade. Students taking this course will take the 8th grade Math AIR assessment.

Placement in Accelerated Pre-Algebra 7 is based on the following attributes:

| <i>Attribute</i> | <i>Specifics for Grade 7</i> | <i>Specifics for Grade 8</i> |
|-------------------------|---|---|
| Average Grades | A and B average | C or better average |
| Gifted Identification | Student has been identified as gifted with superior cognitive ability or subject-specific math ability or both. | Student has been identified as gifted with superior cognitive ability or subject-specific math ability or both. |
| MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th percentile or higher on fall and winter testing |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | Accelerated Grade 6 Math | Accelerated Pre-Algebra |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

Teachers in these classrooms:

- Facilitate forums for higher-level discussion
- Expect that students can and will learn rote information independently
- Function continually at the challenge level

Science 7

7th grade science students cover topics from all areas of science. Students begin by investigating scientific thinking, experimental design and using math and graphs in science. They then continue with life science where students trace matter and energy through ecosystems and biomes, including the processes of photosynthesis and cellular respiration. They study several topics in physical science such as thermal energy and heat, electricity, and waves, sound and light. They also concentrate on chemistry by looking at elements and the periodic table, chemical bonds and acids and bases. Students finish the year with earth and space science where they will study things like the water cycle, the atmosphere, weather and cycles of the earth, moon and sun.

Accelerated Science 7

Students in this course will follow the same standards and topics described above, however this course extends and enriches the content through additional exploration, lab activity, inquiry-based and project-oriented learning. The course is designed for the student that enjoys a challenge, has a high aptitude for science, and is self-motivated to excel academically in preparation for advanced courses at the high school level.

Placement in Accelerated Science 7 is based on the following criteria:

| Attribute | Specifics for Grade 7 | Specifics for Grade 8 |
|-----------------------|---|---|
| Average Grades | A and B average | A and B average |
| Math MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th Percentile or Higher Fall and Winter |
| ELA MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th percentile or higher on fall and winter testing |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | Accelerated Grade 6 Math | Accelerated Pre-Algebra Accelerated ELA |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

World History 7-

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world including Greece and Rome with an emphasis on their influence of democratic government. The second half of the year will focus on the Middle Ages in Europe, Asia and Africa. This study incorporates each of the four social studies strands into a chronological view of how past events have shaped the modern world. Students learn that geographic setting, cultural diffusion, economic conditions, government decisions, and citizen action shape each historic event. Students also expand their command of social studies skills and methods. Seventh grade social studies classes use a standards based learning approach to assessing learning outcomes. This means that students will not earn points for completing activities, but instead for what they have learned on specific standards.

Careers

This semester course will engage students in career research, integrate a variety of Google Suite programs, and develop keyboarding skills. Students will explore many topics related to careers, including self-assessment of interests, educational options, and personal strengths. Through hands-on learning, group activities, and self-reflection, students will begin to visualize their future in our ever-changing world.

CORE COURSES FOR 8TH GRADE

Eighth grade students take the following required courses:

- English Language Arts 8
- Math (Algebra IA or Algebra I)
- Science 8
- Social Studies 8

English Language Arts- TWO BELLS

English Language Arts for the eighth grade includes reading, English syntax and vocabulary in connected Reading and Writing classes. Focus for the course will be on increasing the depth and breadth of students' reading experiences while helping them develop an intrinsic desire to read. Students will build comprehension skills and further develop pre-reading, during-reading, and post-reading strategies by reading high-interest novels from various genres and devoting considerable

time to sustained silent reading of books of their choice. This course will also use writing, speaking, listening, and a variety of technology to allow students to interact more deeply with the texts. Students apply reading comprehension strategies to understand informational and literary texts. Informational texts have become an integrated part of every course; therefore, an increase in volume and text complexity is to be expected. Students demonstrate comprehension of print by responding to questions (e.g., literal, inferential, evaluative, and synthesis). Students acquire vocabulary through exposure to language-rich situations. Students' writing develops as they regularly engage in the major phases of the writing process. Students learn to apply their writing for different purposes and audiences. Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions associated with forms of written text. All skills align with Ohio's Learning Standards. The curriculum is designed to provide all learners an opportunity to integrate their knowledge and ideas by studying craft and structure, ultimately ensuring they are ready for college and careers.

Accelerated English Language Arts- ONE BELL

Accelerated ELA is a rigorous course taught in a high school format designed to prepare students for Accelerated English at the high school. The format of instruction is limited to one bell so reading outside of class is a requirement. Preparation for assignments is integral for the success of higher level discussions within the classrooms. Independent reading at an advanced reading level will expose students to rich and complex text. Students are often asked to analyze and apply critical thinking skills to current day events in addition to making connections with other texts. The course will embody the same skills as a regular ELA class although the assignments and discussions will focus less on comprehension of skills and more on the development and synthesis of student thinking.

Summer reading will be a requirement. Also, it is recommended that students in this course take a study hall to keep up with the reading and course assignments.

**This course is by invitation only.*

Placement in Accelerated ELA is based on the following attributes:

| Attribute | Specifics for Grade 7 | Specifics for Grade 8 |
|-----------------------|--|--|
| Average Grades | A and B average | A and B average |
| Gifted Identification | Student has been identified as gifted with superior cognitive ability or subject-specific reading ability or both. | Student has been identified as gifted with superior cognitive ability or subject-specific reading ability or both. |
| MAP Scores | Data trending toward the 85th percentile or higher on fall and winter testing | Data trending toward the 85th percentile or higher on fall and winter testing |
| Writing Prompt | Scored by a team of teachers | Scored by a team of teachers |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | N/A | Accelerated 7th ELA |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

Teachers in these classrooms:

- Facilitate forums for higher-level discussion
- Expect that students can and will learn rote information independently
- Function continually at the challenge level

Algebra IA

Algebra IA is a year-long eighth grade mathematics course fully aligned to the topics and rigor of Ohio's Learning Standards for Mathematics. This course provides mastery of algebra skills including operations with real numbers,

simplifying algebraic expressions, solving linear equations and inequalities, solving quadratic equations, solving system of linear equations, exponents, simplifying radicals operating with polynomials, and factoring polynomials. These topics include 21st century skills and problem solving that develop a deep understanding of algebraic properties, concepts and operations. Students that successfully complete this course will take Algebra IB as a freshman.

Students will receive high school credit for successful completion of Algebra IA. Students who fail either semester will be expected to make up the course in summer school at the expense of the parents.

Algebra I

Algebra I is a rigorous and accredited high school course that includes and extends traditional algebraic concepts with an emphasis on problem solving and theory. Topics covered include linear equations, systems of equations, quadratic equations, factoring, algebraic fractions, radicals, radical equations, and exponential equations, analysis of graphs and functions. Emphasis is given to applying and solving word problems algebraically. Students that successfully complete this course *may* be recommended by their 8th grade teacher for Accelerated Geometry as a freshman.

Students will receive high school credit for successful completion of Algebra I. Students participating in the class will need to purchase a graphing calculator. The list of acceptable calculators will be provided on the summer school supply list.

****This course is by invitation only.***

Placement in Algebra I is based on the following criteria:

| Attribute | Specifics for Grade 7 | Specifics for Grade 8 |
|-----------------------|---|---|
| Average Grades | A and B average | A and B average |
| Gifted Identification | Student has been identified as gifted with superior cognitive ability or subject-specific math ability or both. | Student has been identified as gifted with superior cognitive ability or subject-specific math ability or both. |
| MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th percentile or higher on fall and winter testing |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | Accelerated Grade 6 Math | Accelerated Pre-Algebra |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

- ❖ Teachers in these classrooms:
 - Do not re-teach items from past curriculum, but may review them
 - Provide opportunities for students to hone previously taught skills
 - Facilitate forums for higher-level discussion
 - Expect that students can and will learn rote information independently
 - Function continually at the challenge level

Science 8

Students in the eighth grade explore patterns of heredity, studies of forces, and plate tectonics. They begin to draw conclusions from scientific evidence that support theories related to the change of Earth's surface and its interior as identified by the behavior of seismic waves. Students identify land features through satellite images and topographic maps and identify their cause. Students interpret evidence of the dynamic changes of Earth's surface through time as found in the geologic record. Students will be able to explain how extinction of a species occurs when the environment changes and its adaptive characteristics are insufficient to allow survival. Students design a solution to a problem and build a product when given certain constraints.

Accelerated Science 8

Students in this course will follow the same standards and topics described above, however this course extends and enriches the content through additional exploration, lab activity, inquiry-based and project-oriented learning. The course is designed for the student that enjoys a challenge, has a high aptitude for science, and is self-motivated to excel academically in preparation for advanced courses at the high school level.

Placement in Accelerated Science 8 is based on the following criteria:

| Attribute | Specifics for Grade 7 | Specifics for Grade 8 |
|-----------------------|---|---|
| Average Grades | A and B average | A and B average |
| Math MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th Percentile or Higher Fall and Winter |
| ELA MAP Scores | Data trending toward the 80th percentile or higher on fall and winter testing | Data trending toward the 80th percentile or higher on fall and winter testing |
| State Test Scores | Performance level of 4 or 5 on previous grade level test | Performance level of 4 or 5 on previous grade level test |
| Previous Acceleration | Accelerated Grade 6 Math | Accelerated Pre-Algebra Accelerated ELA |

*MAP data trends begin with, but are not limited to, fall and winter administration of current school year.

US History 8-

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country from the first Americans to 1877. This study incorporates each of the four social studies strands into a chronological view of the development of the United States. While students are studying a particular historic event in the United States, they also look at its geographic settings, economic implications, developments in government, and the role of citizens. Students continue to expand their command of social studies skills and methods.

ELECTIVE COURSES

| Course Title | Level | Length | Credit | Notes |
|---------------------|----------------|----------------------|---------------|--------------------------------|
| Art | 7 and 8 | Semester/Full | NA | Can request 2 semesters |

Art is an upbeat, fun junior high course offered to students in 7th and 8th grade. Students will perform multiple techniques in drawing, painting, and clay sculpting, while learning about art history, current events, artists, and cultures. Students will improve creatively, gain artistic confidence, and treasure their unique project outcomes that are displayed in school and at the District Art Show. 7th and 8th graders are combined in art classes. Students can take up to four semesters of art at LJHS as the content and projects do not repeat over the two years students are at LJHS.

ROBOTICS (STEM 7th or 8th grade)- Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design, build, and program traffic lights, robotic arms, task specific robots, and an automated assembly line. (*Note: Students who previously took the Automation and Robotics Course (GATEWAY 1) CAN take this course as it will cover additional material and any previous projects will be developed further.*)

FLIGHT AND SPACE (STEM 7th or 8th grade)- In Flight and Space, students will explore the exciting worlds of aeronautics and aerospace as they come alive through hands-on projects. Some of the projects students will create are a hovercraft, a kite, and hot air balloons. Concepts covered include lift, drag, roll, yaw, pitch, etc. Students learn the science

behind aeronautics and use their knowledge to design, build, and test a glider. Simulation software allows students to experience a rocket launch and the variables involved in rocket design.

HEALTH and PHYSICAL EDUCATION

| <u>Course Title</u> | <u>Level</u> | <u>Length</u> | <u>Credit</u> | <u>Notes</u> |
|----------------------------|---------------------|----------------------|----------------------|--------------------------------|
| PE | 7/8 | semester | NA | can request 2 semesters |
| Health | 7/8 | semester | .50 | only take one time |

Physical Education *(semester) not for HS credit - may take in 7th and 8th grade*

With the ever-increasing awareness of obesity in our society, it is our goal that the students realize the importance of being physically fit and strive to improve their overall fitness by participating in Physical Education. Students will have the opportunity to learn about a variety of individual, team and lifetime sports. Students may participate and learn how to play: soccer, volleyball, basketball, softball, flag-football, table tennis, golf, ultimate Frisbee, tetherball, wall ball, four square and speed ball. They will also be introduced to our Fitness Center and how to use the equipment safely and effectively. Students may sign up for two semesters of Physical Education in 7th or 8th grade, or both years for a total of four semesters of PE. Priority will be given to all students to get one semester of PE that want to take this course. Remaining positions will be filled with those students wanting two semesters of PE. Basic junior high health topics will be covered in this course.

Health *(semester) .50 high school credit - may take in 7th or 8th grade once for credit*

Students must have one semester of Health Education in order to fulfill graduation requirements. Junior High students may receive this credit before high school. The course, when completed successfully, yields one-half credit. The course is designed to meet the needs of the young adolescent. Areas covered during the course provide learning activities that impress upon the students their responsibility to make intelligent decisions in relation to their health. The course of study includes: mental, social, and physical health; nutrition; chemical substances (use and abuse); body systems: pregnancy and childbirth; sexually transmitted diseases and abstinence; CPR and first aid certification; and how to develop healthy relationships/domestic violence prevention. The content of this course is based on the curriculum for the high school health course and is not modified for the age of junior high students.

Placement in Health is based on the following recommended criteria:

- ❖ B average or better in courses during the previous school year.
- ❖ Student has a level of maturity to handle the mature content covered in this course.

PERFORMING ARTS

| <u>Course Title</u> | <u>Level</u> | <u>Length</u> | <u>Credit</u> | <u>Note</u> |
|----------------------------|---------------------|----------------------|----------------------|--------------------------------------|
| Choir I | 7 | year | 1.00 | |
| Band I | 7 | year | 1.00 | |
| Orchestra I | 7 | year | 1.00 | |
| Choir II | 8 | year | 1.00 | Choir I not a prerequisite |
| Band II | 8 | year | 1.00 | See director if not in Band I |
| Orchestra II | 8 | year | 1.00 | |

Band I *(year) 1.0 high school credit*

Band I is open to students who have completed at least one year of band. Students in Band perform a variety of music throughout the year and study a wide range of instrumental techniques. Band I performs three regular concerts at LJHS and participates in OMEA District Band contest. Students enrolled in Band I are also eligible to participate in Jazz Band and Solo & Ensemble contest, which are extracurricular opportunities offered by the LJHS band program. The Lebanon Junior High Band program has a tradition of success in the Southwest Ohio region.

Orchestra I: *(1.0 High School credit - must be taken for a full year to receive credit.)* This course is for students who have had two years experience playing violin, viola, cello or bass. The primary focus is on the development and expansion of

basic skills learned in 5th and 6th Grade Orchestra. Students will work on developing good tone quality, bowing techniques, recognizing and performing different styles of music, increasing technical and rhythmic skills and developing as individual and ensemble musicians. Students desiring to join without prior experience must speak personally with the instructor to implement a plan toward "catching up" to the level of their peers. The orchestra participates in a minimum of three concerts per year, with options being open for performances throughout the community.

Orchestra II: *(1.0 High School credit - must be taken for a full year to receive credit.)* Preferably for students who have had three years experience playing violin, viola, cello or bass. This course brings a continuation of refining skills previously learned in grades 5-7. It also requires a higher level of dedication to home practice habits as the level of difficulty is higher than previous years. It is not recommended that students register for this course without meeting the requirements listed above. However, students desiring to join who have less than desired experience should contact the instructor personally in order to implement a plan toward "catching up" to the level of their peers. The orchestra participates in a minimum of three concerts per year, with options being open for performance throughout the community.

Band II *(year) 1.0 high school credit*

Band II is open to all students previously enrolled in Band I. Students in Band II perform a wide variety of music on wind and percussion instruments throughout the year with many opportunities for ensemble groups and solo playing. Band II performs four regular concerts at LJHS and participates in OMEA District Band contest as well. Band II is annually invited to perform with the LHS Marching Band for a special performance during the football season. Students enrolled in Band II are also eligible to participate in Jazz Band and Solo & Ensemble contest, which are extracurricular opportunities offered by the LJHS band program. The Lebanon Junior High Band program has a tradition of success in the Southwest Ohio region.

LJHS Girls Choir *(year) (1.0 High School credit - must be taken for a full year to receive credit.)*

This course welcomes girls (7th & 8th) interested in learning proper vocal production through singing and will focus on the changing female voice. LJHS Girls Choir will be a 2-3 part choir. In a 2 part choir, these will be soprano and alto, yet in a 3 part choir parts will be Soprano 1, Soprano 2 and Alto. Depending on the stage of vocal development. Voice range checks will be done periodically in small groups to determine voice part assignment and so repertoire selection can accommodate everyone's changing voice. There are typically 3 concerts per year (1 per quarters 2, 3 and 4), in addition to a possible contest performance in the spring, which is required of all participants. Junior High Choirs at Lebanon City Schools have a long-standing tradition of excellence, and have been among the very best in the Southwest Ohio region for many years.

LJHS Boys Choir *(year) (1.0 High School credit - must be taken for a full year to receive credit.)*

This course welcomes boys (7th & 8th) interested in learning proper vocal production through singing and will focus on the changing male voice. LJHS Boys Choir will be a 2-3 part choir. In a 2 part choir, these will be tenor and baritone, yet in a 3 part choir parts will be Tenor 1, Tenor 2 and Baritone depending on the stage of vocal development. Voice range checks will be done periodically in small groups to determine voice part assignment and so repertoire selection can accommodate everyone's changing voice. There are typically 3 concerts per year (1 per quarters 2, 3 and 4), in addition to a possible contest in the spring, which is required of all participants. Junior High Choirs at Lebanon City Schools have a long-standing tradition of excellence, and have been among the very best in the Southwest Ohio region for many years.

STUDY HALL *(semester) - non-credit course*

All students will be provided a 35 -minute extra time, extra help bell at the beginning of each day (M, T, Th, Fr). This time is the equivalent of a study hall for all students. As a result, students are encouraged to explore electives instead of taking an additional study hall. This will help them to choose courses that fit their skills and interests as they enter the high school. If students choose to take a study hall they must use this class for academic gains. Literature read in the study hall will be subject to limitations at the discretion of the teacher. No food or drink will be permitted during study hall. Study halls are not for socializing and should only be considered for those students that can manage their time without adult intervention. Students are encouraged to sign up for a complete schedule of classes and electives. Study hall is available when a student's first choice of electives is not available.

WORLD LANGUAGE

| <u>Course Title</u> | <u>Level</u> | <u>Length</u> | <u>Credit</u> | <u>Notes</u> |
|----------------------------|---------------------|----------------------|----------------------|------------------------|
| Spanish I | 8 | year | 1.0 | Invitation Only |
| French 1 | 8 | year | 1.0 | Invitation Only |

Spanish I (year) 1.0 high school credit - **8th grade students are *invited* to this course based on their 7th grade first semester GPA.** Consideration will be given to students currently taking accelerated courses.

This is a rigorous and accredited high school course that will challenge motivated language learners. It is equivalent to Spanish I at the high school. Students should expect to have daily homework. Students learn several language structures, vocabulary on a variety of topics, and communication patterns for level I Spanish. Culture is integrated in the curriculum as well. This is a proficiency-based program, focusing on what students can do with the language in written and oral communication. To be successful in this course, students should:

- possess good organization skills.
- be self motivated to review and study each night.
- have a strong background in English
- on average have a 3.0+ gpa

French I (year) 1.0 high school credit - **8th grade students are *invited* to this course based on their 7th grade first semester GPA.** Consideration will be given to students currently taking accelerated courses.

This is a rigorous and accredited high school course that will challenge motivated language learners. It is equivalent to French I at the high school. Students should expect to have daily homework. Students learn several language structures, vocabulary on a variety of topics, and communication patterns for level I French. Culture is integrated in the curriculum as well. This is a proficiency-based program, focusing on what students can do with the language in written and oral communication. To be successful in this course, students should:

- possess good organization skills.
- be self motivated to review and study each night.
- have a strong background in English
- on average have a 3.0+ gpa

WORKSHEET FOR SCHEDULING FOR 7TH GRADE

Class order will be determined by availability.

Fill in all blanks, full elective(1.0) = 1 bell, semester elective (0.5) = 1 semester. Careers will be 1st or 2nd semester

Example 1: Standard schedule

| BELL | SEMESTER 1 | SEMESTER 2 |
|------|-------------------------------------|-------------------------------------|
| ETEH | ETEH (35 Minutes) | ETEH (35 Minutes) |
| 1 | ELA 7 | ELA 7 |
| 2 | ELA 7 | ELA 7 |
| 3 | PRE ALGEBRA 7 or Accelerated Math 7 | PRE ALGEBRA 7 or Accelerated Math 7 |
| 4 | WORLD HISTORY | WORLD HISTORY |
| 5 | SCIENCE | SCIENCE |
| 6 | CAREERS | |
| 7 | | |

Example 2: Standard schedule with accelerated ELA

| BELL | SEMESTER 1 | SEMESTER 2 |
|------|-------------------------------------|-------------------------------------|
| ETEH | ETEH (35 Minutes) | ETEH (35 Minutes) |
| 1 | ACCELERATED ELA 7 | ACCELERATED ELA 7 |
| 2 | ACCELERATED ELA 7 | ACCELERATED ELA 7 |
| 3 | PRE ALGEBRA 7 or Accelerated Math 7 | PRE ALGEBRA 7 or Accelerated Math 7 |
| 4 | WORLD HISTORY | WORLD HISTORY |
| 5 | SCIENCE | SCIENCE |
| 6 | CAREERS | |
| 7 | | |

WORKSHEET FOR SCHEDULING FOR 8TH GRADE

Class order will be determined by availability.

Fill in all blanks, full elective(1.0) = 1 bell, semester elective (0.5) = 1 semester.

Example 1: Standard schedule

| BELL | SEMESTER 1 | SEMESTER 2 |
|------|-------------------|-------------------|
| ETEH | ETEH (35 Minutes) | ETEH (35 Minutes) |
| 1 | ELA 8 | ELA 8 |
| 2 | ELA 8 | ELA 8 |
| 3 | ALGEBRA I OR IA | ALGEBRA I OR IA |
| 4 | US HISTORY | US HISTORY |
| 5 | SCIENCE | SCIENCE |
| 6 | | |
| 7 | | |

Example 2: Standard schedule with accelerated ELA

| BELL | SEMESTER 1 | SEMESTER 2 |
|------|-------------------|-------------------|
| ETEH | ETEH (35 Minutes) | ETEH (35 Minutes) |
| 1 | ACCELERATED ELA 8 | ACCELERATED ELA 8 |
| 2 | ALGEBRA I OR IA | ALGEBRA I OR IA |
| 3 | US HISTORY | US HISTORY |
| 4 | SCIENCE | SCIENCE |
| 5 | | |
| 6 | | |
| 7 | | |