

# **Brown County Junior High School**

**7<sup>th</sup> Grade Course Guide  
2020-21**



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### STUDENT PLACEMENT

Student success in school is dependent upon several variables including student skill, student work ethic, correct placement, and parent support and encouragement. The school works to ensure that students have every chance to succeed. Based on grades, ILEARN, and other test scores, students have been recommended for placement in the appropriate level of language arts, social studies, science, and math. *Administrative approval is required for change.*

### GENERAL & HONORS CURRICULUM

Brown County Junior High School offers a “GENERAL” curriculum in Language Arts 7/8, Social Studies 7/8, Science 7/8, and Math 7/8 that meets all state and corporation standards and requirements. These students are generally at grade level in all areas of learning in that particular subject area.

Brown County Junior High School also offers an “HONORS” curriculum at both the 7<sup>th</sup> and 8<sup>th</sup> grade levels in math, social studies, science, and language arts. Placement in “HONORS” classes requires that students meet evaluation criteria including: standardized testing results, writing samples, and a review of previous grades.

“HONORS” instruction includes reduced amounts of introductory activities, reviews, and practices. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. Testing should indicate that students have already met some objectives for this grade level or that they are capable of mastering objectives more quickly than other classmates. The time gained will be used for more complex content instruction and extended activities.

# DAILY TIME SCHEDULE

Period 1	8:15 - 9:17
Period 2	9:21 - 10:19
Period 3	10:23 -11:21
Period 4	11:25 -12:54
Period 5	12:58 - 1:57
Period 6	2:01 - 3:00

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1<sup>st</sup> Lunch: 11:21 – 11:52

2<sup>nd</sup> Lunch: 12:24 – 12:54

Trimester I            August 5<sup>th</sup> – November 6<sup>th</sup>

Trimester II           November 9<sup>th</sup> – February 19<sup>th</sup>

Trimester III          February 22<sup>nd</sup> – May 20<sup>th</sup>

## REQUIRED COURSES

<u>Subject</u>	<u>Days</u>
Language Arts 7	3 trimesters
Social Studies 7	3 trimesters
Mathematics 7	3 trimesters
Science 7	3 trimesters
Health and Fitness 7	1 trimester

## ELECTIVES

<u>Subject</u>	<u>Days</u>	<u>Comments</u>
Visual Art 7	1 trimester	
Honors Art 7	2 trimesters	
Ceramics 7/8	1 trimester	
Design/Printmaking 7/8	1 trimester	
Engineering/Tech 7	1 trimester	
STEM Lab 7/8	1 trimester	
Digital Citizenship 7	1 trimester	
Intro to Computer Science 7	1 trimester	
History of Sports 7	1 trimester	
Music Technology 7/8	1 trimester	
Concert Choir 7/8	1, 2, or 3 trimesters	
Choraliers 7/8	3 trimesters	audition required
Intermediate Band 7/8	3 trimesters	
Advanced Band 7/8	3 trimesters	audition required
Study Skills 7/8	3 trimesters	case conference requires teacher recommendation

# **REQUIRED COURSE DESCRIPTIONS**

## **LANGUAGE ARTS**

Language arts provides an integrated study of literature, media, reading process, oral communication, writing process, and language, which includes grammar usage, mechanics, and spelling as tools of effective communication. Student use of language as a tool for learning and thinking, as well as a source of pleasure, is further developed in language arts. While the core language arts program is an integrated approach, time blocks focus on any of the following components: reading, literature, writing and language, and oral communication.

### **Language Arts 7**

Language Arts 7 is a course based on *Indiana's Academic Standards for English/Language Art* emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews as well as critiques of both informational and literary writing. They read and respond to fiction selections such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

### *Honors Language Arts 7*

This course meets all state and corporation standards. The following are examples of how learning is accelerated and extended:

#### *Grammar and Usage*

In the accelerated curriculum there is less time spent on basic punctuation rules. While other classes may still be struggling with the rules and uses of commas, for example, accelerated students are discussing, creating, and punctuating compound/complex sentences.

#### *Reading and Literature*

Students must be able analyze theme, conflict, and character etc., in writing and in discussion. An understanding of the historical background is essential.

#### *Writing*

Each quarter of the curriculum focuses on a different type of writing. During the persuasive essay section, accelerated classes students tend to select issues that require more in-depth thought, are more global in nature, and possibly require research. They will write a 5 paragraph essays and then extend the experience by participating in formal speeches and/or debates.

#### *Speaking*

Students are evaluated on the basis of a variety of oral presentations. These might include both formal and informal speeches, class presentations, debates, and group discussions.

## **SOCIAL STUDIES**

### **(Peoples, Places, and Cultures in Africa, Asia, and the Southwest Pacific)**

Students study the physical geography, environments, economies, governments, and cultures of Africa, Asia, and the Southwest Pacific. Key historic movements and events from early civilizations to modern times are examined. The interconnections of people, places, events, and developments are explored. Using resources such as maps, globes, graphics, atlases, databases, and websites, students use, interpret, and evaluate a variety of information.

#### *Social Studies 7*

Students compare the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Commonwealth of Independent States, (4) the Middle East, (5) the Pacific

Islands, (6) Australia, and (7) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

### **Honors Social Studies 7**

While all students in seventh grade compare the history, geography, government, economic systems, current issues, and cultures of the Eastern World, students in Honors Social Studies 7 are expected to demonstrate strong written and oral communication skills, and are expected to work cooperatively in group settings, and individually. A more thorough understanding of the Social Studies 7 curriculum and the demonstration of higher level thinking skills are required.

## **SCIENCE**

7<sup>th</sup> grade science provides learning experiences through which students begin to comprehend the nature of science, as well as continue to develop, in concrete terms, their understanding of fundamental concepts and principles about the nature of science and technology, the physical setting, the living environment, the human organism, the designed world, and the common themes of science.

### **Science 7**

Students in seventh grade understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular. Science 7 provides learning experiences through which students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems. These process skills are integrated into the curriculum

along with the content standards in physical science, earth science, life science and science, technology and engineering.

### **Honors Science 7**

Students in seventh grade “honors” science describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth.

“Honors” level instruction includes reduced amounts of introductory activities, reviews, and practices. Testing should reveal that students have already met some objectives for this grade level or that they are capable of mastering objectives more quickly than other classmates. The time gained may be used for more complex content instruction and extended projects and activities.

## **MATH**

Students use scientific notation and square roots; convert between fractions and decimals; express relationships using algebra and identify attributes of geometric shapes; compare units of measure and use similarity to solve problems; compute the perimeter, area, and volume of irregular geometric objects; identify relationships among variables within a data set; and use probability to make predictions about events. Students also make decisions about how to solve problems and communicate their ideas.

### **Math 7**

This class provides a review of basic operations with whole numbers, decimals, and fractions. The study of ratio, proportion, and percent is extended, as is the study of geometry and measurement. More in-depth work with probability, algebra, and statistics is provided. Problem-solving techniques are explored and practiced throughout each unit.



### **Honors Math 7**

Units of study in Honors Math 7 include integers, solving equations and inequalities, using formulas, scientific notation, functions and graphing, fractions, proportions, percent, statistics, probability, geometry, and problem solving. Students must have a teacher recommendation and a grade of C or better to take Geometry for high school credit in grade 8.

## **HEALTH and FITNESS**

### **Health & Fitness 7 (1 trimester)**

Health & Fitness education is essential for our seventh grade students to learn the benefits of making healthy choices physically, mentally and socially as outlined by Indiana State Standards. Health and Fitness education is a twelve-week integrated course that will provide students with the necessary information to develop the appropriate attitudes and behaviors that will ultimately lead to a more productive lifestyle.

During the physical education sessions, students will learn basic motor skills that are associated with fitness and game play. Special emphasis will be placed on areas of student strength and cardiovascular conditioning. Students will periodically participate in fitness testing in order to measure gains in overall conditioning and will also participate in games and activities that require physical effort and safe, team play. Students will be required to dress out for all physical education sessions while being responsible for their own personal hygiene.

The health education sessions offer students a variety of skills and information to support them in making informed decisions regarding their personal health. The major content areas for these sessions include growth and development, mental/emotional health, disease prevention, drugs and alcohol, relationships and personal health. The goal for the health education sessions is to provide students with opportunities to explore the content while also developing communication, management and decision making skills that will lead to healthy choices.

## **ELECTIVE COURSE DESCRIPTION**

### **Visual Art 7 (1 trimester)**

Students in the junior high program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. This course is an introduction to the area of art. Art is all around us and makes an effective contribution to an individual's understanding, participation, and appreciation of his/her environment. Students will have the opportunity to explore a variety of media from drawing and painting to digital arts and photography, through hands on experiences. The basic concepts of shape, form, line, texture, color, value, and space will be stressed through 2-dimensional art activities. After this foundation is established, 3-dimensional art will be pursued through sculpture and ceramics. The art program provides an atmosphere for individual, creative development, as well as an appreciation of the aesthetic values of art.

### **Honors Art 7 (Recommendation required – 2 trimesters)**

Students recommended for this course will be notified. If a student has an interest and is not recommended, he/she may request reconsideration. Students must maintain a *C* average in order to remain in this class. This course is designed to take the student beyond basic art concepts. A large variety of media such as painting, drawing, sculpture, ceramics, printmaking, textiles, and computer graphics will be used throughout the course. By exposing students to techniques and approaches to the visual arts not normally offered in the semester art course, students gain a greater understanding of art history and the effect society has had on the arts and visual expression.

### **Ceramics 7/8 (1 trimester)**

This trimester course will build upon what students have previously learned in visual arts. Students will learn to make 3D Sculptures, and will incorporate the use of clay. Students will have a basic understanding of the history of clay, will build sculptures by hand and will throw pottery on a pottery wheel. This is a great way for students to explore art creating 3D objects. Students can take this one trimester course as a 7th or as an 8th grader. Students may only take this course once.

**Design/Printmaking 7/8 (1 trimester)**

Students will explore a variety of ways to make prints and will explore and demonstrate ideas of design. Students will explore color theory, photoshop, visual communication, and font design. Students can take this one trimester course as a 7th or as an 8th grader. Students may only take this course once.

**Engineering/Technology 7 (1 trimester)**

This is a trimester long course that will focus on the basics of engineering and will also explore aspects of design. Students can expect to use real 3D modeling software to design projects to complete in class. This class is a great way to explore the engineering field of study. This course is also a prerequisite for our 8th grade honors engineering course (Intro to Engineering Design).

**STEM Lab 7/8 (1 trimester)**

This course will be in addition to their regular science and math classes. The STEM course is not an add-on math, science, or technology course. Students will explore mini-units that are unique to their grade level. The goal of STEM is to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology.

**Digital Citizenship 7 (1 trimester)**

Students will be exposed to a variety of Google apps. In addition, students will learn how to use technology in a safe, legal and ethical manner to be good digital citizens and lifelong learners. All students will also use typing.com to improve basic keyboarding skills. At the end of the course, students will receive a basic introduction to computer programming and coding. Most work is completed through fun and creative projects using the computer software.

**Intro to Computer Science 7 (1 trimester)**

Intro to Computer Science is an introductory computer science course that empowers students to create authentic websites and engage with computer science as a medium for creativity, communication, problem solving, and fun. This course is open to any incoming 7th grade student that has an interest in computer science.

### **History of Sports 7 (1 trimester)**

This course involves a comprehensive look at the history of sports. We will begin by examining the origin of sport, dating back to the ancient Olympic Games and progress into the evolution of modern sports. During the semester, we will cover America's Pastime: The Game of Baseball, the creation of golf, the sport of kings (Horse Racing), creation of the NFL, creation of the NBA, WNBA, March Madness (both men's and women's), Title IX, dynasties and rivalries, civil rights and sports, commercialization/economics of sports, sport icons and heroes, and many other related topics that are relevant to today's society.

### **Music Technology 7/8 (1 trimester)**

This course is open to both 7th and 8th grade students and is an introduction to music technology, focusing on digital audio, MIDI sequencing, and notation software. Students will design and produce independent and group projects in the areas of music composition, performance, and recording. Completed products will use Finale, Ableton Live, and Garage Band software. Hardware components such as Makey-Makey's, Novation Launch Pad, and MIDI Keyboard will also play an integral role in the creation of this music.

### **Concert Choir 7/8 (1, 2, or 3 trimesters)**

Concert Choir is a beginning-level performing ensemble for students in 7th and 8th grade. This ensemble is **open to all students** of all ability levels and will provide a foundational knowledge of vocal music.

### **Choraliers 7/8 (3 trimesters)**

Choraliers is an advanced-level performing ensemble for students in 7th and 8th grade. This ensemble is by **audition only** and students will be exposed to challenging repertoire.

### **Intermediate Band 7/8 (3 trimesters)**

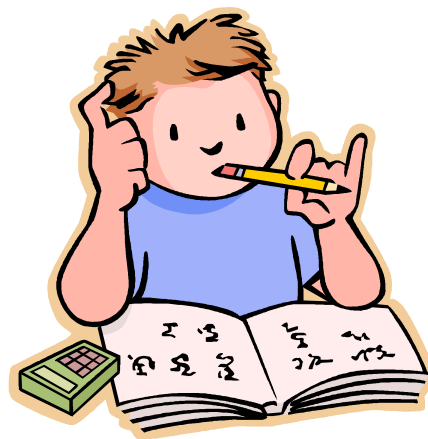
Intermediate Band is an ensemble which is comprised of mostly students starting band for the first time or students who did band in 6th grade but are not yet ready for the demands placed on students in the Advanced Band. This ensemble is **open to all students** and is the next logical step after participating in 6th grade band. This group will perform music at an intermediate level, have performance requirements throughout the year, and have responsibilities to practice their instruments outside of the school day.

**Advanced Band 7/8 (3 trimesters)**

Advanced Band is an ensemble for which membership is based on ability level and merit. **Students must audition and be chosen to participate in advanced band.** This ensemble is typically made up of 8th graders, but 7th graders may also be placed in the class based on their ability level. This group will perform more advanced music, have more performance requirements than Intermediate Band throughout the year, and have more responsibilities befitting that of an advanced ensemble beyond just practicing outside of the school day.

**Study Skills 7/8 – IEP Required (3 trimesters)**

Students are given instruction in skills such as organization of materials, using a textbook effectively, and accessing reference materials. Listening, note-taking, test preparation, and outlining are also topics which are covered. Students are provided with individual assistance to help them complete homework assignments or to help remediate any marginal skills. Student progress is monitored closely by communication with the classroom teachers.



# NOTES