

# **Brown County Junior High School**

**8<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 meet all state and corporation standards and requirements. Those 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 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 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 – 11:51

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 8	3 trimesters
Social Studies 8	3 trimesters
Mathematics 8	3 trimesters
Science 8	3 trimesters
Health & Fitness 8	1 trimester

## ELECTIVES

<u>Subject</u>	<u>Days</u>	<u>Comments</u>
Visual Art 8	1 trimester	
Honors Art 8/Intro to 2-D Art	2 trimesters	teacher recommendation/ high school credit course
Ceramics 7/8	1 trimester	
Design/Printmaking 7/8	1 trimester	
Engineering/Tech 8	1 trimester	
Intro to Engineering Design	2 trimesters	“C” or higher in Middle Level Eng/Tech 7 and teacher recommendation high school credit course
Automation & Robotics 8	1 trimester	
STEM Lab 7/8	1 trimester	
Medical Detectives 8	1 trimester	
Intro to Computer Science 8	1 trimester	high school credit course
Intermediate Band 7/8	3 trimesters	
Advanced Band 7/8	3 trimesters	audition required
Concert Choir 7/8	1, 2, or 3 trimesters	
Choraliers 7/8	3 trimesters	audition required
Music Technology 7/8	1 trimester	
Spanish I	2 trimesters	high school credit course
Intro to World Cultures 8	1 trimester	
Study Skills 7/8	3 trimesters	case conference required

# **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 is further developed as a tool for learning and thinking, as well as a source of pleasure. 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 8**

Language Arts, Grade 8, a course based on *Indiana's Academic Standards for English/Language Arts* emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. 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.

### **Honors Language Arts 8**

Students involved in Honors Language Arts will be expected to rise to the challenge of more difficult text selections and more involved writing processes. Students in this program will be expected to set the standard for quality of participation, time management, reading/writing skills, research analysis, and critical thinking skills.

## **SOCIAL STUDIES**

### **United States History – Growth and Development**

In Grade 8, students study United States history, including a review of key ideas, events, and movements related to the discovery, exploration, and colonization of America, as well as the revolutionary and founding eras. Emphasis is given to the principles of the Constitution of the United States and other founding-era documents and their applications to subsequent periods of national history and to civic and political life; the constitution of Indiana; geographic and economic factors related to national development and westward expansion; and the changes brought about by the Civil War and Reconstruction period. Students examine major themes,

issues, events, developments, and figures in United States history and explore their relationship to contemporary issues and current events.

Using geographic skills and technology to examine the relationship of geographic and economic factors, students name and locate the major physical and cultural features of the United States. Students examine the influence of artistic movements, scientific developments, and changes in technology on cultural life and describe the challenges faced and contributions made to American society by social, racial, and cultural groups. Historical narratives are read and examined to identify multiple perspectives, interests, and points of view. Students evaluate a variety of information resources to distinguish fact from opinion and analyze cause and effect relationships. By analyzing primary sources (autobiographies, diaries, maps, photographs, letters, and government documents) and secondary sources (biographies and non-fiction books, articles, statistical data, geographic technology, and web sites), students form research questions and seek answers. Communication skills and charts, graphs, and other organizers are used to compare data and report their findings.

### **Social Studies 8**

Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationships to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Students will develop critical thinking and research skills by learning to use primary documents and community resources to identify, evaluate and apply appropriate data and reference information. This course also helps students develop an appreciation of historical preservation and a commitment to the rights and responsibilities of citizenship in a democratic society.

### **Honors Social Studies 8**

Students in this class must have demonstrated strong written and oral communication skills in seventh-grade language arts and social studies classes and are expected to work cooperatively in group settings. A more thorough understanding of the Social Studies 8 curriculum and the demonstration of higher level thinking skills are required.

One section of Honors Social Studies 8 is the "We the People" program, an in-depth study of the United States Constitution and other founding documents, as well as the institutions of our government. The "We the People" program culminates with two competitions held at the end of the first semester against middle schools from across the state.

## **MATH**

Students use rational numbers, irrational numbers, exponents, powers, roots, ratios, proportions, and percentages; solve simple linear equations and inequalities; graph functions and understand the concepts of slope and rate; construct shapes that meet given conditions and apply geometric concepts to solve problems; convert between units of measure; and use rates and scale factors to solve problems. They collect, organize, represent, and interpret relationships in data sets that have one or more variables and make decisions about how to solve problems and communicate their ideas.

### **Math 8**

This class provides a review of the four operations with whole numbers, decimal numbers, and fractions. Students extend the study of ratio, proportion, integers, and number theory. More in-depth work with probability, geometry, algebra, and statistics is provided. Problem solving techniques are explored and applied throughout each unit.

### **Honors Math 8 (Geometry)**

*3 trimesters, 2 high school credits*

*Prerequisite: First and second semester grade of C or better in Honors Math 7 and teacher recommendation.*

*Diploma preparation: Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.*

This course provides for the use of geometric skills in a wide range of problem solving situations. Topics include: Points/Lines, Angles, Planes, Triangles, Quadrilaterals and Other Polygons, Circles, Transformations, and Three Dimensional Solids.

## **SCIENCE**

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 8**

Students in eighth grade understand how atomic structure determines chemical properties and how atoms and molecules interact. 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. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits.

## **Honors Science 8**

Students in Honors Science 8 will explore deeply how atomic structure determines chemical properties and how atoms and molecules interact. They will explore the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. They will develop a deep understanding that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They will understand forces as they apply to nature and machines.

Middle-level science 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.

Accelerated 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.

## **HEALTH AND FITNESS**

### **Health & Fitness 8 (1 trimester)**

It is important for our eighth grade students to continue to build on the foundation learned in 7<sup>th</sup> grade Health and Fitness. Students will be provided more pertinent and relevant facts and information that will help guide their decision-making process when it comes to their personal health and fitness. Health and Fitness education class is an integrated twelve week 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 not only continue to work on basic motor skills for effective fitness and game play but will also delve into the strategies that will enhance performance. These sessions will continue to focus primarily on fitness education through fitness tests that measure strength, cardiovascular conditioning, agility, speed, and power. Students are required to dress out for each physical education session. Lockers will be provided for them to keep their belongings safe.

The health education sessions will continue to examine some of the most important health aspects facing teenagers today. We will continue to use the following units as our primary curriculum for education: growth and development, mental/emotional health, disease prevention, drugs and alcohol, relationships and personal health. The goal for these health



education sessions is to reinforce the right behaviors, attitudes, and choices that will provide our eighth grade students with the tools needed to make healthy choices into adulthood.

## **ELECTIVE COURSE DESCRIPTION**

### **Art 8 (1 trimester)**

Students build on the sequential learning experiences of the elementary and 7<sup>th</sup> grade programs that encompass art history, criticism, aesthetics, and production. Eighth-grade art introduces new terms and forms of self-expression such as realism and abstraction. The course provides the opportunity to explore a variety of media from drawing and painting to digital arts and photography utilizing color theory. 3-dimensional art is explored through the use of sculpture and ceramics projects. Students learn basic concepts, fundamental art principles, and develop an art-oriented vocabulary. Students will also have an opportunity to explore art related careers through studio and artist visits. The art program provides an atmosphere for individual, creative development, as well as an appreciation of the aesthetic values of art. Students use basic art concepts to further their understanding of 2-dimensional art.

### **Honors Art 8 /Introduction to 2-D Art (2 trimesters – 1 high school credit)**

Students must be recommended for this course. 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. Teacher recommendation is required in order to advance to the second trimester, Introduction to Two-Dimensional Art, which is a high school credit course.

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.

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

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

This trimester course will build upon what students have learned about in Visual Arts. It is a course where 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 may take this course once either in 7th or 8th Grade.

### **Engineering/Technology 8 (1 trimester)**

This course will focus on the basics of engineering and also explore aspects of design. Students can expect to use real 3D modeling software to design projects to complete in class activities. This class is a great way to explore the engineering field of study. This class cannot be taken if the student is enrolled in “Intro to Engineering Design” in the same school year.

### **Introduction to Engineering Design (2 trimesters – 2 high school credits)**

This 2 trimester long Project Lead the Way based course will focus heavily on Design and Modeling. We will use Autodesk Inventor to go above and beyond the basics that are covered in the 7th grade trimester long class. Students taking this class can also expect to complete projects using 3D printing and our laser engraver. After successfully completing this class, students will receive 2 high school credits. This is a great way to get ahead in the engineering program as you head to high school. Students must successfully complete Engineering/Technology 7 to be eligible for this course.

### **Automation & Robotics 8 (1 trimester)**

This is an entry level course designed to introduce students the basics about robotics and automation. Students will use VeX robotics materials to become familiar with how robots work and how they are programmed. Programming will use C++ coding language for all VeX materials. Students will create and operate an assembly line as a capstone project. The course will also dive into using robotic arms to do various tasks. The robotics arms that we use are Dobot Magicians.

### **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.

### **Medical Detectives 8 (1 trimester)**

In this course, students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. Students solve medical mysteries by performing a brain dissection and conducting crime scene investigations! Students use tools such as the engineering design process, an engineering notebook, and electrophoresis to solve a murder. Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Students will learn how creative thinking and problem solving can change their world!

### **Intro to Computer Science 8 (1 trimester – 1 high school credit)**

*Diploma Preparation: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas*

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

### **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 for 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.

### **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.

### **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.

### **Spanish I (2 trimesters - 2 high school credits)**

*Prerequisite: First semester grade of A or B in Honors Language Arts 7 or an A in Language Arts 7*

*Diploma Preparation: Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.*

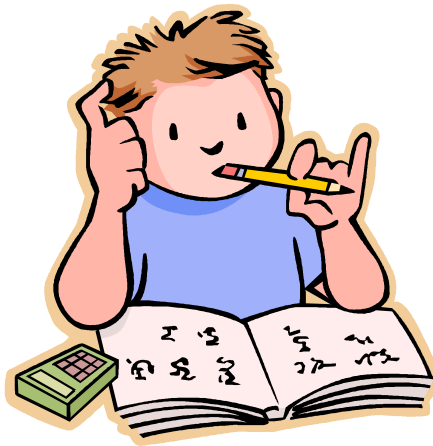
Spanish I will introduce students to effective strategies for beginning Spanish language learning and to various aspects of target language culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of the target language culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the target language and culture outside of the classroom.

### **Intro to World Cultures 8 (1 trimester)**

Students will be introduced to various languages and cultures of Europe and Latin America. The class includes an overview of the geography, history and cultures of a variety of countries in these regions as well as an introduction to beginning level vocabulary in Spanish and French. Students will become aware of the cultures and recognize the importance of world languages and culture study.

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

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.



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