

COURSE DESCRIPTION BOOK

and

Pre-enrollment Information

2006-2007 School Year

**Northern Hills Junior High School
5620 NW Topeka Avenue
Topeka, Kansas 66617
(785) 286-8400**

February 2006

Students and Parents:

We hope the Northern Hills' Course Description Book will be helpful in many ways. First, we hope that it will assist students and parents at enrollment time.

Second, we hope that it will provide a better understanding of the curriculum at Northern Hills. Finally, we hope it will help our staff in focusing on the most important things that we want our students to know and be able to do in each course. This document will be the subject of continuous evaluation by our staff. Students, parents, and members of the community are also welcome to give us input. Information in this publication is accurate as of the date of printing. As we continually evaluate the curriculum at Northern Hills, some changes may occur between printing and the start of the subsequent school year.

The course description book is divided into two sections. The first section details the required and elective courses for each grade level. The second section is an alphabetized list of all courses offered at Northern Hills. The appropriate grade level for the course, a short description of the course, and the units taught in the course accompany each course name.

Please use this information to complete the pre-enrollment worksheet on the next page of the booklet. Seventh and eighth grade students currently attending NH will be given directions at school on how to enter elective course choices at the PowerSchool website. Incoming seventh graders will return a copy of the pre-enrollment worksheet to their sixth grade teacher and enter the information into the PowerSchool website at their school with assistance from a NH staff member. May your 2006-2007 school year be a meaningful learning experience.

Bob Horton
Principal

Pre-Enrollment Worksheet

Please use the contents of the Course Description Book to make elective course selections for the 2006-2007 school year in the appropriate section below. Elective courses will be entered into the PowerSchool website (<http://64.6.142.233/public/>) by each student currently enrolled in the seventh or eighth grade at NH. The courses are entered by clicking on the "Class Registration" icon and following the directions on the screen. Students will be informed at school of the time frame when course selection can be completed at the website. Computers will be available at school to complete pre-enrollment selections as needed. Incoming seventh graders will have their selections entered by NH office staff.

Seventh Grade Elective Courses

Band	36 weeks
Chorus	36 weeks
Strings	36 weeks
Art	18 weeks or 36 weeks
Physical Education	18 weeks or 36 weeks

Spanish
Literature

18 weeks or 36 weeks
18 weeks or 36 weeks

Please read about seventh grade elective selection process on the page titled Seventh Grade Curriculum near the front of the Course Description Book. Each choice below (two spaces) represents a full-year (36-week) elective course. If choosing a 36-week course, please write it in both spaces on the choice line. If choosing an 18-week course, please write it in one space on the choice line.

Choice #1 _____
18 weeks 18 weeks

Choice #2 _____
18 weeks 18 weeks

Choice #3 _____
18 weeks 18 weeks

Eighth Grade Elective Courses

_____ Art _____ FACS I _____ Physical Education
_____ Band _____ Industrial Tech _____ Spanish I
_____ Chorus _____ Literature _____ Strings

Please rank your top three choices by writing the numbers 1,2, and 3 in the blanks above. Choice number 3 will be your alternate choice should either of the first two choices be unavailable.

Ninth Grade Elective Courses

_____ Art _____ French I
_____ Band _____ German I*
_____ Chorus* _____ Industrial Technology
_____ Computer Tech I (18 weeks) _____ Office/Library Aide (18 weeks)
_____ Computer Tech II (18 weeks) _____ Office/Library Aide (36 weeks) _____
Computer Tech I/II Yearbook _____ Physical Educ (18 weeks)
_____ Conditioning _____ Physical Educ (36 weeks)
_____ Debate/Forensics* _____ Spanish I
_____ Exploration in Agriscience* _____ Spanish II*
_____ FACS I _____ Speech and Drama
_____ FACS II _____ Strings*

* Denotes a course offered at Seaman HS or Logan Junior HS

F.	Spanish	18 weeks or 36 weeks
G.	Literature	18 weeks or 36 weeks

A reading improvement course (READ 180) is available for those students who score in the lowest two categories (Basic and Unsatisfactory) of the Kansas Reading Assessment and/or who score below average on the reading section of the MAT 8 achievement test.

EIGHTH GRADE CURRICULUM

The focus of the eighth grade curriculum is to assist students in exploring various academic fields. All students will be enrolled in a seven-period day. Students must take five 36-week (full-year) required courses and choose two 36-week elective courses.

Required Courses

1. Social Studies (American History/Kansas Studies)
2. English
3. Mathematics (Math 8 or Algebra 8)
4. Science (Earth, Space, and Physical Science)
5. Introduction to Computer Technology

Elective Courses

1. Art
2. Band
3. Chorus
4. Family and Consumer Science I
5. Industrial Tech
6. Literature
7. Physical Education
8. Spanish I
9. Strings

A reading improvement course (READ 180) is available for those students who score in the lowest two categories (Basic and Unsatisfactory) of the Kansas Reading Assessment and/or who score below average on the reading section of the MAT 8 achievement test.

NINTH GRADE CURRICULUM

The focus of the ninth grade curriculum is to assist students in exploring various academic fields while meeting requirements for graduation from Seaman High School. All students will be enrolled in a seven-period day. Students must take four 36-week (full-year) required courses and choose three 36-week elective courses. Two 18-week electives may be substituted for one 36-week elective. A limited number of 18-week electives are available: Physical Education, Computer Technology I, and Student Aide.

Required Courses

1. English (English 9 or English 9 Advanced)
2. Social Studies (World History)
3. Mathematics
4. Science (Biology)

Elective Courses

- | | |
|--|--|
| 1. Family and Consumer Science I or II | 13. Spanish I |
| 2. Industrial Technology | 14. Spanish II* |
| 3. Art | 15. German I* |
| 4. Chorus* | 16. French I |
| 5. Band | 17. Speech and Drama |
| 6. Strings* | 18. Debate/Forensics* |
| 7. Physical Education (18 or 36 weeks) | 19. Office/Library Aide (18 or 36 wks) |
| 8. Conditioning | |
| 9. Computer Technology I (18 weeks) | |
| 10. Computer Technology II (18 weeks) | |
| 11. Computer Technology I/II Yearbook | |
| 12. Exploration in Agriscience* | |

* Denotes a course offered at Seaman HS or Logan Junior HS

A reading improvement course(READ 180) is available for those students who score in the lowest two categories(Basic and Unsatisfactory) of the Kansas Reading Assessment and/or who score below average on the reading section of the MAT 8 achievement test.

Qualified Admission

The Kansas Board of Regents has determined that students must meet certain standards in order to enroll at the state's six Regents universities. Students and parents should be aware of these standards as they begin high school planning.

To qualify for admission to any of the six Kansas Regents universities students must meet one of the following requirements:

Complete the pre-college curriculum with at least a 2.0 grade point average (GPA) on a 4.0 scale; or

Achieve an ACT score of 21 or above; or,

Rank in the top one-third of the student's high school graduating class.

The pre-college core curriculum consists of:

Four units of English or language arts, which means taking one full-year course each year starting in the ninth grade.

Three units of natural science chosen from biology, chemistry, earth-space science and physics. At least one unit must be in chemistry or physics.

Three units of mathematics with two years of algebra and one of geometry required, except applied math I and II can be substituted for algebra I.

Three units of social sciences, including one of U.S. history, a half unit of U.S. government, a half unit from among world history, world geography or international relations, and one unit from among psychology, economics, civics, history, social issues, sociology, anthropology and-or race and ethnic group relations.

One unit of computer technology.

Eligibility for any of the State Scholarship Programs will require the following curriculum:

*4 units math

4 units English

*3 units natural sciences (biology, chemistry and physics required)

3 units social studies

*2 units foreign language

1 unit computer technology

*Differs from "Qualified Admissions" curriculum.

Students are strongly advised to meet with his/her counselor to make absolutely sure that the courses each takes are certified by the Regents, as certain courses within each subject area are required. Please also be advised that many individual universities have additional requirements, including foreign language or speech.

Requirements For Seaman High School Graduation

Ninth grade credits are counted towards graduation requirements, as well as for calculating GPA's at Seaman High School. Graduates will need fifty semester credits (twenty-five Carnegie units). One credit is awarded for each subject successfully completed each semester. A Carnegie unit is the standard measurement of scholastic credit. A Carnegie unit is equal to two semester credits. Credits required for graduation from Seaman High School are as follows:

8 credits English

6 credits Laboratory Science (4 semesters of life/biological science and 2 semesters of physical science)

6 credits Social Studies (including American History and Government)

6 credits Math

2 credits Physical Education (including 1 credit Physical Dimensions/Concepts)

1 credit Computer Technology

18 credits Electives (Students should strongly consider using electives to enroll in vocational clusters.)

2 credits Fine Arts (Music, Art, Foreign Language, Theatre, Journalism, Speech, Debate, Forensics, Vikettes)

1 credit Practical Arts (Business, Home Economics, Industrial Technology)

50 total credits Required for graduation

Course Offerings

Algebra 8,9

The course covers important mathematics skills that prepare students for higher-level classes. Students will develop the reasoning, problem solving, and communication skills that enable them to apply mathematics to abstract and real-life activities. Students are expected to use current technology. Calculators and other technology are integrated throughout the course.

Units Taught:

- I. From Patterns to Algebra
- II. Operations in Algebra
- III. Solving Linear Equations
- IV. Using Proportional Reasoning
- V. Linear Functions
- VI. Linear Inequalities and Absolute Value
- VII. Solving Systems of Linear Equations and Inequalities
- VIII. Polynomials and Factoring

IX. Quadratic Functions

Art 7 (One Semester)

Art is designed as an exploratory course where basic introductory processes, concepts, theories and skills will be initiated. Various media and techniques will be utilized. Realistic, abstract, and non-representational art will be undertaken in various two-dimensional and three-dimensional forms. Art critical, historical and aesthetical viewpoints will be touched upon. The seven elements of art will be understood and applied. Basic color theory will be studied and implemented. An appreciation and pride in craftsmanship will be emphasized.

Units taught:

- I. Real, Abstract, Nonrepresentational
- II. Why Humans Create. (Art History)
- III. Drawing
- IV. Color
- V. Elements of Art
- VI. Printmaking
- VII. Ceramics

Art 7(Two Semesters)

The yearlong 7th grade art course is an extension of the 7th grade semester course. The units taught in the semester course are also covered in the yearlong course with some of the units expanded to further benefit the corresponding concepts. In addition, the Seven Principles of Art are introduced during the 2nd semester and shown how they function in relation with the Seven Elements of Art. Art critical, historical and aesthetical views will be expanded. Students will be taught to develop a critical eye and an appreciation and understanding of their artwork, as well as the art of their peers and from important artists of the past. In addition, different media and techniques will be introduced to familiarize the students with the various means of expression. This will include charcoal, ink, pastel, tempera, and watercolor.

Units taught in addition to the semester course:

- I. Balance
- II. Unity
- III. Emphasis
- IV. Rhythm
- V. Contrast
- VI. Pattern
- VII. Movement
- VIII. Perception and Criticism
- IX. Art: A World View

Art 8

Art processes, concepts, theories, and skills will be investigated thoroughly. Various media and techniques will be experimented with, revealing varieties of approaches toward the subject matter. Realistic representations, abstractions and non-representational art will be undertaken in various manifestations of two- and three-dimensional forms. Art criticism, history, and aesthetics will be interwoven between and within studio assignments. Craft projects derived from diverse cultures will be studied and undertaken. The seven principles of art will be explored and implemented. Drawing concepts such as contour, shading, space, and gesture will be focused upon. Composition, color, pattern, and rhythm will be studied. The transfer of personal ideas into visual expressions will be underscored. The revelation of art and its influence in everyday life will be seen.

Units taught:

- I. Elements of Art
- II. Space

- III. Drawing
- IV. Careers
- V. Color
- VI. Printmaking
- VII. Pottery
- VIII. Principles of Art

Art 9

Ninth grade art is chosen as an elective lasting a full school year, and is divided into two - 18 week semesters. Much emphasis is given to the development of an art piece by the individual student. Adequate time is allowed for projects so that high skill levels can be achieved. Qualitative results are emphasized. Techniques, processes, and mediums will be investigated thoroughly and applied to concepts and theories of art. Approaches in interrelating and sequencing aspects of ideas and art concepts, during the development of an art piece, will be approached. Students will be exposed to new and varied media. Realistic representations, abstractions, and non-representational art will be undertaken in various manifestations of two- and three-dimensional forms. Individual ideas and expressions will be promoted, conceived, elaborated upon, organized, and refined into personal artwork. Critical, historical, and aesthetical viewpoints will be approached within, and as separate projects. Various crafts will be initiated and explored with emphasis on cultural background and quality of completed projects.

Units taught:

- I. Drawing
- II. Art History
- III. Careers
- IV. Perspective
- V. Color
- VI. Pen and Ink
- VII. Abstract Distortions
- VIII. Pottery
- IX. Collage
- X. Watercolor
- XI. Sculpture
- XII. Acrylic Painting
- XIII. Printmaking

Band 7

Seventh grade band is considered to be a training band for developing musicians and is organized for ensemble playing. Much of the course consists of learning notes, developing a greater range on the instrument, enhancing tonal development, listening for intonation, studying rhythms, reading music, and increasing technical development. In order to enroll in band, a student must have two years of previous band experience or have the permission of the band director and the principal. Self-discipline and teamwork are stressed as being important factors for good performance. Dress clothes are required for formal concerts. The seventh grade band will perform at three concerts and tour the feeder elementary schools in the spring.

Band 8

Eighth grade band offers more challenging literature. An awareness of fine performance through self-discipline is stressed. Students must have taken band the last three years to enroll unless they receive permission from the instructor and the principal. Students will have the opportunity to switch to the more advanced and specialized instruments that are necessary for a well-balanced ensemble. Development of individual musicianship is stressed as tonal control, techniques, and accuracy are more in demand. This group will march at the North Topeka Parade and SHS Homecoming Parade, play at pep assemblies, perform at halftime of a SHS football game, and perform in at least three concerts a year. Eighth graders are required to purchase a flip folder, lyre, and a special band t-shirt to use at some performances. Dress clothes are required for formal concerts.

Band 9

Ninth grade band offers more challenging literature than eighth grade band. An awareness of fine performance through self-discipline is stressed. A student must have taken band the last four years to enroll unless they receive permission from the instructor or the principal. Doubling is encouraged at this level. Development of individual musicianship is stressed as tonal control, technique, and accuracy are more in demand. This group will march at the North Topeka Parade and SHS Homecoming Parade, play at pep assemblies, perform at halftime of a SHS football game, and perform in at least three concerts a year. Ninth graders are required to purchase a special band t-shirt at the beginning of the year to use at some performances. Dress clothes are required for formal concerts.

Chorus 7,8,9

Chorus members are expected to master the basic elements of sight singing and musicianship. The group is less oriented toward individualized instruction and development. Ensemble singing in two to four parts with an emphasis on breath support, articulation, and pure vowel across a variety of styles will provide each student a quality performing experience and a solid technique for future growth and development. Students are required to purchase a uniform.

Computer Technology I (9)

Students will learn to use software applications that consist of: Word Processing, PowerPoint, and Internet search techniques. Computer Technology I will focus on the learning of Word Processing and PowerPoint. The student will learn to edit documents, such as letters, memorandums, and research papers/presentations.

Units taught:

- I. Word-processing functions.
- II. Local area networks
- III. Word processing page and text formatting command
- IV. Dictionary/thesaurus and spell check
- V. File management to help organize data files on LAN
- VI. Merge documents and document assembly
- VII. PowerPoint presentations

Computer Technology II

Students will learn to use software applications that consist of: Spreadsheet, Data Base, PowerPoint, and Internet search techniques. In Computer Technology II, the student will learn to create and maintain records, make inquiries, and prepare statistical reports. The student will also learn how to copy and format cell contents, align labels, insert/move rows and columns, and summing totals using a spreadsheet program.

Units taught:

- I. Mastery of local area network to name, save, retrieve, and print documents
- II. File management to help organize data files on LAN
- III. Report from collected data/information
- IV. Spreadsheet concepts
- V. Spreadsheet charts (bar, line and pie) and/or tables
- VI. Spreadsheet business applications
- VII. Tabular report from raw data
- VII. Database concepts
- IX. Information analysis
- X. Internet search techniques

Computer Technology I/II Yearbook 9

Computer Technology I: will focus on the learning of Word Processing and PowerPoint. The student will learn to edit documents, such as letters, memorandums, and research

papers/presentations. Computer Technology II: the student will learn to create and maintain records, make inquiries, and prepare statistical reports. The student will also learn how to copy and format cell contents, align labels, insert/move rows and columns, and summing totals using a spreadsheet program. Yearbook: In addition to the sale, planning, creation, and distribution of the school's yearbook, students will learn to apply software applications that consist of: Word Processing, Spreadsheet, PowerPoint, iMovie, and Internet search techniques into real world documents, presentations, and multimedia. They will create personal letterheads, brochures, business cards, and other desktop publishing documents. While applying PowerPoint techniques, they will create interactive presentations that can be used in other areas of the curriculum and community. Students must apply for the class and meet minimum requirements to be chosen for the yearbook staff. A limited number of students will be chosen. Pre-requisite: GPA 3.0 or above in Introduction to Computer and Teacher Recommendation.

Conditioning 9

Students will participate in activities which emphasize physical conditioning. Working on flexibility, muscular strength, endurance and cardiovascular fitness will be the focus. Weight lifting and running activities will be the main components of this class. Students who take this class must be highly motivated and willing to put forth maximum effort. This class is designed for serious student/athletes. In order to be in the class students must have received an "A" in 8th grade P.E. class or have a teacher recommendation. Students must meet course objectives on a daily basis or they will be placed in a regular P.E. class. Conditioning will include distance running (up to 2 miles), sprints, relays, form running, plyometrics, fitness games, and some timed runs. Grades will be based on class participation, performance, and improvements made over the course of the year.

Units Taught:

- I. Weightlifting
- II. Cardiovascular Conditioning
- III. Physical Fitness Activities/Fitnessgram

Debate/Forensics 9

Through intraclass debates and discussion, students learn research and debate techniques that will prepare them for interscholastic debate contests. In this course, the student learns to research and organize materials in depth on a single topic, to speak effectively under pressures of time limitations or attack, to think with originality and relevance, to develop tolerance and an open mind, and to be a good sport. This course is designed for novice or beginning debaters with emphasis on the basics of how to debate. Through in-class performances, students will learn speaking and acting skills.

English 7

The writing process is the primary area of emphasis. Special attention is given to grammar, spelling, vocabulary, capitalization, parts of speech, and punctuation. Many course objectives are met in the context of literature and oral presentations. The relationship between language skills and communication skills is also examined.

Units taught:

- I. Writing Process and Six-Trait Evaluation Model
- II. English Grammar and Usage
- III. Spelling and Vocabulary Development
- IV. Capitalization and Punctuation Review
- V. Oral Presentations
- VI. Literature: many stories correlated with the social studies unit throughout the year; free reading; one or two class novels

English 8

Students will be expected to: apply grammar appropriately; write for a variety of purposes with proper use of sentence and paragraph structure; respond to literature with justified evaluations; use proper grammar when speaking; and develop library skills.

Units taught:

- I. Grammar
 - A. Parts of Speech
 - B. Mechanics
- II. Literature
- III. Six-Trait Writing and The Writing Process
- IV. Vocabulary Development
- V. The Diary of Anne Frank – the play

English 9

Ninth grade English will provide practical reading, writing, and speaking experience, which coordinates and applies the language skills gained from seventh and eighth grades. Emphasis will be on understanding various types of literature, learning various reading and study methods, and practicing various writing purposes. Diagnostic prescriptive techniques will be used to ascertain areas for review. Resourceful, imaginative work will be assigned to provide practice in a motivating fashion.

Units taught:

- I. Capitalization
- II. Punctuation
- III. Short Story
- IV. Parts of Speech (Grammar)
- V. Sentence Structure
- VI. Vocabulary
- VII. Romeo and Juliet/Intro to Shakespeare
- IX. Six-Trait Writing Style

English 9 Advanced

Advanced English 9 is a course designed for accelerated ninth grade students. The objectives of this course will be the same as English 9, but will be covered at an accelerated rate with higher expectations. In addition to the regular language arts curriculum, these students will participate in an enriched program of literature, composition, and related skills. Advanced English 9 will provide practical reading, writing, and speaking experience, which coordinates and applies the language skills gained from seventh and eighth grades. Emphasis will be on understanding various types of literature, learning various reading and study methods, and practicing various writing purposes. Diagnostic prescriptive techniques will be used to ascertain areas for review. Resourceful, imaginative work will be assigned to provide practice in a motivating fashion.

Students will be enrolled in this course based upon:

Recommendation by the 8th grade Language Arts teacher

Writing sample (response to a persuasive writing prompt)

Standardized test results (MAT 8 and State Reading and Writing Assessments)

Student attendance record

Exploration in Agriscience 9

This course is a "hands-on" guided tour in the world of Agriscience, the FFA and the Technological Industry of which the survival of mankind depends. The first semester will aid in the development of career skills that employers demand in today's workplace while providing training in areas of animal science, natural resources and business management. The second semester places emphasis on developing an insight to the technological aptitudes in Agriscience and Technology.

Units taught:

- I. Leadership Development
- II. The Animal Science Industry
- III. The Environment
- IV. Plant Science
- V. Communications and Management in Agriscience
- VI. Exploring Careers in Agricultural Mechanics
- VII. Using the Agricultural Mechanics Tech. Lab
- VIII. Ag Tech. Power and Machinery
- IX. Hydraulic and Pneumatic Technology
- X. Tool Fitting
- XI. Agricultural Structures

Family and Consumer Science (FACS) 7

The 7th grade family and consumer sciences course is a required class that is completed in one semester. The students will participate in the Real Game curriculum, study personal development, human sexuality and child development. They also have presentations from Junior Achievement.

Units taught:

- I. Introduction
- II. Real Game- Exploration
- III. Personal Development
- IV. Human Sexuality
- V. Child Development
- VI. Junior Achievement

Family and Consumer Sciences I (8 or 9)

The Family and Consumer Sciences I curriculum targets three areas: process skills, basic skills and Family and Consumer Sciences subject areas. There is time spent on learning process skills of problem solving, decision-making, cooperating, management, leadership, goal setting, thinking and creativity; and then transferring those skills into the subject areas of human relations, nutrition and wellness, food preparation, and clothing construction. At the same time, incorporating information and applying skills learned in math, science, language arts and social studies to complete the total integration of learning.

Units taught:

- I. Human Relations
- II. Nutrition and Wellness
- III. Basic Food Preparation
- IV. Basic Clothing Construction

Family and Consumer Sciences II (9)

The Family and Consumer Sciences II curriculum expands on the topics covered in FACS I. The course targets three areas: process skills, basic skills and Family and Consumer Sciences subject areas. There is time spent on learning process skills of problem solving, decision-making, cooperating, management, leadership, goal setting, thinking and creativity; and then transferring those skills into the subject areas of human relations, careers, food preparation, clothing construction, parenting, and child development. At the same time, incorporating information and applying skills learned in math, science, language arts and social studies to complete the total integration of learning. FACS I is the required prerequisite to FACS II.

Units taught:

- I. Human Relations
- II. Careers

- III. Food Preparation
- IV. Clothing Construction
- V. Parenting and Child Development

French I (9)

The objective of French is to help each student attain a basic proficiency in the four skills of listening, speaking, reading, and writing. Through a variety of activities, including CDs, videotapes, group work, and the Internet, the language is presented within the context of the contemporary French-speaking world. Students should have a "C" average in 8th grade English in order to enroll.

Units taught:

- I. Numbers, Letters, and Accents
- II. Making Acquaintances
- III. School
- IV. Sports and Activities
- V. At the Cafe'
- VI. Having Fun
- VII. The Family
- VIII. At the Market

Geometry 9

Geometry has a wide scope in content, integrating algebra with geometry. Coordinates and transformations, which are critical to the building and maintenance of algebra skills and concepts, are studied early. Measurement, area, and volume, topics of importance to all students, are studied earlier than in most courses. Proofs, which require geometry knowledge and experience, are built up slowly. Geometry emphasizes reading and problem solving throughout. Geometry utilizes technology to promote learning. Prerequisite is A or B in Algebra.

Units taught:

- I. The Language of Geometry
- II. Reasoning and Introduction to Proof
- III. Parallels and Polygons
- IV. Triangle Congruence
- V. Perimeters and Areas
- VI. Shapes in Space
- VII. Similar Shapes
- VIII. Trigonometry
- IX. Circles
- X. Surface Area and Volume
- XI. Coordinate Geometry

German I (9)

In this introductory, yearlong course, German is taught in a cultural context allowing students not only to learn another language but also to increase their knowledge about Germany and other German-speaking countries in Europe. Starting in 9th grade will allow students to study German for four years, thus enabling them to take the Advanced Placement Test in German for college credit during their senior year.

Units taught

- I. The German-speaking countries
- II. Getting started with German
- III. Who are you?
- IV. Sports and hobbies
- V. At home
- VI. At school

- VII. Shopping for clothes
- VIII. Going out

Industrial Technology 7

In Industrial Technology students will work together in pairs at different lab stations to study a variety of curricula that is relevant for today's work force. Each student will be assigned to a different lab station every eight days where they will be exploring the topic through research and applying their knowledge with hands-on activities following step-by-step written instructions as well as instructional videos.

Units taught:

- I. Computer aided drawing (CAD)
- II. Flight technology
- III. Electricity
- IV. Electronics
- V. Engineering towers
- VI. Robotics
- VII. Interior motives (Design)
- VIII. Money, money, money (Personal finance)
- IX. Audio broadcasting
- X. Creative solutions (Problem solving)
- XI. Digital manufacturing
- XII. Power and energy
- XIII. Simple machines

Industrial Technology 8

Students will be introduced to the basics of industrial safety, project design, hand and power tool use.

Units taught:

- I. Drafting
- II. Woodworking
- III. Electricity
- IV. Small engines
- V. Metals
- VI. Welding
- VII. Project research & design

Each area will cover four weeks with the research and design project lasting a nine-week period. Students will have required projects in some of the areas.

Industrial Technology 9

The main purpose of Industrial Technology is to further the development of skills in problem solving, teamwork, using hand tools and power tools, and using machines. Students have required projects in drafting, woods, metals, and problem solving.

Units taught:

- I. Mechanical Drawing (Review)
- II. Basic Wood Science/Technology
- III. Basic Shop Procedures (Review)
- IV. Complete Several Woodworking Projects
- V. Metalworking (Review)
- VI. Engineering/Technology (Problem Solving)

Introduction to Algebra 9

The course covers important mathematics skills that prepare students for high school

Mathematics classes. Students will develop the reasoning, problem solving, and communication skills that enable them to apply mathematics to abstract and real-life activities. Students are expected to use current technology. Calculators and other technology are integrated throughout the course.

Units Taught:

- I. Exploring Expressions, Equations, and Functions
- II. Exploring Rational Numbers
- III. Solving Linear Equations
- IV. Using Proportional Reasoning
- V. Graphing Relations and Functions

Introduction to Computer Technology 8

This yearlong course of keyboarding includes instruction on the keyboard and number keypad using the proper techniques for the development of speed and accuracy. The main emphasis is on business document formatting and processing. It is the pre-requisite for future computer courses offered.

Units taught:

- I. Alphabetic and numeric keyboarding techniques
- II. Keyboarding, formatting and language skills
- III. Format reports and tables
- IV. Format letters and memorandum
- V. Process documents with special features
- VI. Develop accuracy and speed skills in formatting
- VII. Office simulation
- VIII. PowerPoint techniques
- IX. Basic Internet search engines and techniques

Literature 7,8

Students will explore, evaluate and discuss various types of literature and authors; understand and use the vocabulary associated with reading; become aware of public resources; and expand media research skills.

Units taught:

- I. Book Talks
- II. Vocabulary of Literature
- III. Genre
- IV. Reaction (Journal) Writing
- V. Critical Evaluation
- VI. Style
- VII. The Library
- VIII. Information Retrieval

Mathematics 7

The course provides a bridge between arithmetic and algebra. It covers important mathematics skills that prepare students for higher-level classes. Students will develop the reasoning, problem solving, and communication skills that enable them to apply mathematics to real-life activities. Students are expected to use current technology. Calculators and other technology are integrated throughout the course.

Units taught:

- I. Numbers and Computation
- II. Algebraic Concepts and Procedures
- III. Geometric Concepts and Procedures
- IV. Data Analysis in a Variety of Situations

Mathematics 8

The course expands on skills learned in Mathematics 7 and provides a bridge between arithmetic and algebra. It covers important mathematics skills that prepare students for higher-level classes. Students will develop the reasoning, problem solving, and communication skills that enable them to apply mathematics to real-life activities. Students are expected to use current technology. Calculators and other technology are integrated throughout the course.

Units taught:

- I. Numbers and Computation
- II. Algebraic Concepts and Procedures
- III. Geometric Concepts and Procedures
- IV. Data Analysis in a Variety of Situations

Office/Library Aide 9

There are limited openings for students who want to be an office aide or a library aide. Students must have demonstrated responsibility and leadership skills to be selected.

Physical Education 7, 8, 9

Physical education emphasizes competency in motor skills and movement patterns needed to perform a variety of physical activities. Students will work toward achieving and maintaining a health-enhancing level of physical fitness and will participate regularly in physical activity. Emphasis is also placed on development of responsible personal and social behavior that respects self and others in physical activity settings. Students will develop an appreciation of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. The long-range goal of a physical education class is for students to continue to be physically active as an ongoing part of a healthful lifestyle.

Units taught:

- I. Team and Individual Activities and Sports
- II. Lifetime/Recreational Games
- III. Physical Fitness Activities/Fitnessgram
- IV. Strength and Conditioning
- V. Miscellaneous Games

READ 180

READ 180 is a powerful, research-based teaching tool designed to: deliver individualized, adjusted reading instruction to move students to grade level, provide practice and application of skills in multiple contexts to increase achievement, and support and motivate students as they progress toward becoming lifelong readers and learners. READ 180 utilizes sophisticated software, motivating literature, and the latest research in literacy instruction to help students break out of the failure cycle and become confident, successful readers. Bal-A-Vis-X is a series of Balance/Auditory/Vision exercises, of varied complexity, most of which are deeply rooted in rhythm. These exercises require full-body coordination and focused attention. Bal-A-Vis-X helps students with their track of text, attention span, and eye/hand coordination, which in turn will help them reach their goal of becoming better readers.

Science 7

The course is centered primarily on experimentation and thinking skills, data analysis, and social application of concepts. All students will develop these skills while appreciating the role science and technology plays in our ever-changing world.

Units taught:

- I. Scientific Method and Experimental Design
- II. Investigation of Matter
- III. Cell Structure and Function

- IV. Reproduction and Heredity
- V. Heat and Light
- VI. Ecology

Science 8 (Earth, Space, and Physical Science)

Eighth grade science is an activity-based and inquiry-based program. Students are expected to enhance their thinking and inquiry skills in addition to gaining a broad knowledge base through the units on Earth, Space, and Physical Science.

Units taught:

- I. Chemistry
- II. Geology
- III. Astronomy
- IV. Physics
- V. Weather
- VI. Electricity
- VII. Human Sexuality

Science 9 (Biology)

The course of study is centered on using basic scientific content to develop understanding in the everyday world. Experimentation and thinking skills, problem solving, data analysis, and social application of concepts will be used in each student's approach to learning. Each student will complete one major research project.

Units taught:

- I. The Science of Life
- II. Structure and Function of the Cell
- III. Cell Reproduction
- IV. Fundamentals of Genetics
- V. Nucleic Acids and Protein Synthesis
- VI. Inheritance Patterns and Human Genetics
- VII. Evolution: Evidence and Theory
- VIII. Classification
- IX. Human Biology/Human Sexuality
- X. Bacteria and Viruses
- XI. Plants and Animals
- XII. Ecology

Social Studies 7 (World Geography)

Students will focus on the physical and cultural aspects of geography. Students will examine the physical features of all seven continents. The cultural influences of inhabitants of the various world regions will also be examined. A variety of skills will be developed and utilized in this course including the use of charts, diagrams, timelines, globes and various types of maps and graphs.

Units taught:

- I. Physical and cultural geography
 - A. North America
 - B. Asia
 - C. Europe
 - D. South America
 - E. Africa
 - F. Australia
- II. Geography skills
 - A. Eight traits of culture
 - B. Five themes of geography

C. Charts, diagrams, maps, graphs, globes, timelines

Social Studies 8 (American History and Kansas Studies)

Students will interpret maps, charts, graphs, and historical readings that will include American history of the 1800's and Kansas studies. Students will analyze historical events and their influences on lives today.

Units taught:

- I. The U.S. Constitution
- II. Westward Expansion
- III. The Civil War and Reconstruction
- IV. Rise of the Industrial Nation
- V. Overseas Expansion
- VI. Kansas Studies

Social Studies 9 (World History)

Students will investigate how people and societies have helped shape our world's past. Areas of focus will consist of geography, economics, government, citizenship, culture, science, technology and society, as well as constitutional heritage and global relations. Atlas work, vocabulary, the creation of timelines, and understanding charts and graphs are a few means by which understanding of content will be determined.

Units taught:

- I. The Age of Exploration and Expansion
- II. Absolutism and Revolution
- III. Industrialization and Nationalism
- IV. World War in the Twentieth Century
- V. The World Since 1945

Spanish 7

Students will be expected to demonstrate proficiency in pronouncing, reading, writing, and comprehending while listening to various common words and expressions in Spanish. Topics covered will be greetings, classroom objects, numbers, telling time, weather and seasons, days, dates, and months. Students will view videotapes covering areas in the world where the Spanish is spoken. In addition, students will compare Spanish to their native English.

Units taught:

- I. Greetings and Expressions of Courtesy
- II. Objects in the Classroom
- III. Numbers 1-100
- IV. Telling Time
- V. Weather and Seasons
- VI. Days, Dates, and Months

Spanish I (8,9)

The objective of Spanish I is to help each student attain proficiency in the four skills of listening, speaking, reading, and writing in a way that makes language learning a meaningful activity. The language is presented within the context of contemporary Spanish-speaking world and its culture. Students should have a "C" average in English classes in order to enroll. Many topics covered in Spanish I will be expanded upon in Spanish II to prepare students for advanced Spanish classes at the high school level.

Units taught:

- I. Introduction to Spanish and Its Use in Everyday Situations
- II. Learning to Use Regular Verbs
- III. Asking Questions

- IV. Forming Simple Sentences
- V. Using Nouns and Adjectives
- VI. Learning to Use Irregular Verbs
- VII. Expanded Grammar
- VIII. Presentation of er and ir Verbs
- IX. More Irregular Verbs
- X. Direct Object Pronouns

Spanish II (9)

The objective of Spanish II is to help each student attain proficiency in the four skills of listening, speaking, reading, and writing in a way that makes language learning a meaningful activity. The language is presented within the context of contemporary Spanish-speaking world and its culture. Students should have a "C" average in Spanish I in order to enroll. Spanish II will prepare students for advanced Spanish classes at the high school level.

Units taught:

I. Vocabulary

- Vacation/Travel/Weather/Clothing
- Housing
- Health/Parts of the Body
- Around Town
- Electronic media and entertainment choices
- Going to a restaurant

II. Grammar

- Spanish I Review
- Present, Future, Past Tense
- Direct, Indirect, and Reflexive Pronouns
- Commands/Directions
- Comparison of qualities/quantities
- Set Phrases and Verbs – Linguistic Nuances

Speech and Drama 9

Ninth grade speech/drama is an introductory course in oral communication. While the course does not attempt to create expert professional speakers and actors, the class structure and assignments are designed to improve communication skills in a variety of areas. The preparation and delivery of speeches form a basis of the course, and numerous, varied oral communication exercises/projects are interspersed among major speeches. A major thrust of the course is the gradual elimination of "stage fright" in both speaking and acting. Upon completion of the class, students should be able to express themselves clearly, correctly, and enthusiastically.

Units taught:

- I. Preparation and Delivery of Speeches: Personal Experience, Demonstration, Informative, "Two-Sided," Persuasive, Living Biography
- II. Oral Interpretation of Prose and Poetry
- III. Play Reading and Acting
- IV. Story Telling
- V. Writing and Performing Original Dramas: Soap Operas, Radio Plays, Puppet Shows
- VI. Pantomiming
- VII. Presenting a Play (often Shakespeare) For Other Classes
- VIII. Class Discussion and Informal Debating
- IX. Using Research Skills for Speech Preparation

Strings 7,8,9

The strings class will cover the following areas: music theory, historical knowledge and an emphasis on instrumental practice and performance. The class hopes to combine with other instrumental sections and develop into an orchestra.

