

Oswego Community Unit School District #308

Course Catalog for Junior High Schools



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# Curricular–Related Policies and Procedures

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## Interim Progress Reports

Interim Progress Reports are available online at the midpoint of each quarter. These reports are designed to inform the parents and students of the students' progress during that particular grading period. Parents are urged to contact the students' teachers if the student is doing unsatisfactory work in a class.

## Course Selection Process

The course selection process is extremely important. We ask that students and their parents put thought and planning into the selections. Students will be given course selection information in the spring. Student schedules will be distributed in August. If you have any questions or concerns, please feel free to contact your student's counselor at the voicemail or email below:

### Bednarcik Counselors

Last Name of Student	Counselor	Voicemail	Email
A-L	Elizabeth Carlisle	636-2523	ECarlisle0425@oswego308.org
M-Z	Steven Haynes	636-2514	SHaynes0411@oswego308.org

### Plank Counselors

Last Name of Student	Counselor	Voicemail	Email
A-L	Margaret Ellsworth	551-9414	MEllsworth@oswego308.org
M-Z	Kelly Hlavacs / Jennifer Modaff	551-9415	KHlavacs@oswego308.org

### Thompson Counselors

Last Name of Student	Counselor	Voicemail	Email
A-L	Amy Shaw	636-2614	Ashaw0912@oswego308.org
M-Z	Corie Folley	636-2615	Cfolley0202@oswego308.org

### Traughber Counselors

Last Name of Student	Counselor	Voicemail	Email
A-K	Brian Falli	636-2715	BFalli0830@oswego308.org
L-Z	Erica Neville	636-2714	ENeville0409@oswego308.org

### Murphy Counselors

Last Name of Student	Counselor	Voicemail	Email
A-K	Matthew Epperley	608-5115	MEpperley@oswego308.org
L-Z	Karen Whited	608-5114	KWhited@oswego308.org

## Incompletes

An incomplete grade, or "I", represents work not completed by the end of the quarter. Incompletes are given only in extraordinary circumstances. This work must be made up within the first two weeks of the next quarter. If the work is not made up within the first two weeks of the next quarter, the grade will be changed to an "F".

## Copies of Schedules

Students are issued a copy of their schedule prior to the start of each term. Replacement copies can be obtained in Student Services.

# Academically Talented Program

Academically Talented classes are available for sixth, seventh and eighth grade students in Math and Language Arts. Information regarding the Academically Talented program is available at:

[http://www.oswego308.org/teaching\\_learning/secondary/at.aspx](http://www.oswego308.org/teaching_learning/secondary/at.aspx)

# English Language Learner Program

The ELL program provides opportunities for students to acquire English as a second language. Information regarding this program is available at:

[http://www.oswego308.org/teaching\\_learning/ell\\_dlp.aspx](http://www.oswego308.org/teaching_learning/ell_dlp.aspx)

# Learning Resource Center (LRC)

The LRC program supplements curriculum with print and non-print resources. Current print materials can be found in the online library catalog, which is accessible within the school buildings. The LRC provides digital media and resources including databases, Internet sites, and web-based programs, which are available via the school websites. Hardware, software, and audiovisual equipment utilized by staff and students are located in the LRC. The LRC must consistently adapt to changes in curriculum and technology in order to effectively serve the students and staff in the district; therefore, the resources are constantly updated.

The goal of the LRC program is to support and enhance district curriculum by providing appropriate resources and instruction that meet the needs of the students and staff. The opportunities to learn how to locate, analyze, evaluate, interpret, and communicate information and ideas are provided to students. The program fosters the concept of reading as a source of information and enjoyment by providing physical and intellectual access to ideas and information. The program also provides exposure to technology that encourages students to be intelligent consumers and creators of information. The LRC staff works cooperatively with school staff, home and community to accomplish this goal.

# Curriculum Maps

Curriculum maps serve as guides for the teachers, students, and parents. All the major topics identified in the maps will be covered, but there will be times that teachers alter the order due to time, resources, lab availability, etc. Please contact your student's teacher if you have any concerns.

View curriculum maps for junior high courses here:

[https://www.oswego308.org/teaching\\_learning/curriculummaps.aspx](https://www.oswego308.org/teaching_learning/curriculummaps.aspx)

# Language Arts

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## Sixth Grade

Course Title: Language Arts

Course Description:

This course introduces and develops basic skills in grammar and writing. Reading comprehension/OWL strategies are introduced and developed. Higher level thinking skills are stressed through oral and written responses to literature. Vocabulary acquisition is both literature-based and root-word based. Students will write narrative and persuasive essay with an emphasis on ideas (focus), organization and conventions. Research skills will be introduced and developed, culminating in an essay, presentation or project.

Course Title: Honors Language Arts

Course Description:

This course is designed for students who meet the established criteria for the Oswego academically talented program. The course introduces and develops basic skills in grammar and writing. Reading comprehension/OWL strategies are introduced and developed. The class stresses the three highest levels of Bloom's taxonomy (analysis, synthesis, evaluation.) This focus demands more challenging assessments and rigor throughout the course content, including writing and grammar. Vocabulary acquisition is both literature-based and root-word based. Students will write narrative, expository and persuasive samples in addition to a research paper with an emphasis on ideas (focus), organization and conventions. Students must maintain a "B" average in this course.

## Seventh Grade

Course Title: Language Arts

Course Description:

This course further develops and reinforces basic skills in grammar and writing. Reading comprehension/OWL strategies are developed and reinforced. Higher level thinking skills are stressed through oral and written responses to literature. Vocabulary acquisition is both literature-based and root-word based. Students will write narrative, poetry and persuasive samples in addition to a research component. Writing will emphasize ideas (support and elaboration), word choice and conventions.

Course Title: Honors Language Arts

Course Description:

This course is designed for students who meet the established criteria for the Oswego academically talented program. The course emphasizes contemporary literature along with essay writing. Reading comprehension and higher order thinking skills are stressed through literature and essays. Reading comprehension/OWL strategies are introduced and developed. The class stresses the three highest levels of Bloom's taxonomy (analysis, synthesis, evaluation.) This focus demands more challenging assessments, rigor and pacing throughout the course content, including writing and grammar. Works read include several novels and various short stories. Students will organize and execute appropriately constructed and focused writings with an emphasis on elaboration and word choice in addition to a short research product. Vocabulary acquisition is both literature-based and root-word based. Students must maintain a "B" average in this course.

# Eighth Grade

Course Title: Language Arts

Course Description:

This course reinforces basic skills in grammar and writing. Reading comprehension/OWL strategies are developed and reinforced through various literature pieces. Higher level thinking skills are stressed through oral and written responses to literature and essays. Vocabulary acquisition is both literature-based and root-word based. Students will write narrative and critical analysis pieces with an emphasis on sentence fluency and voice. They will also be responsible for a research product.

Course Title: Honors Language Arts

Course Description:

This course is designed for students who meet the established criteria for the Oswego academically talented program. The course emphasizes classic works of literature along with writing with an emphasizing critical analysis skills. Reading comprehension and higher level thinking skills are stressed through the literature and essays. The class stresses the three highest levels of Bloom's taxonomy (analysis, synthesis, evaluation.) This focus demands more challenging assessments, rigor and pacing throughout the course content, including writing and grammar. Vocabulary acquisition is both literature-based and root-word based. Works read include Shakespearian drama, several novels and various short stories. Students will organize and execute appropriately constructed and focused writings with an emphasis on voice and sentence fluency in addition to a research product. Students must maintain a "B" average in this course.

# Mathematics

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## Sixth Grade

Course Title: Math 601

Prerequisite: 5<sup>th</sup> grade math

Textbook: Math Connects Book 1

Course Description:

Students are placed in Math 601 based on their Map score and/or teacher recommendation. In this course, student learning will focus on problem solving, place value, operations, decimals, percents, statistics, graphing, fractions, ratios, proportions, geometry, measurement, integers, and coordinate plane. Students entering this course are expected to have mastered their multiplication facts.

Course Title: Math 602

Prerequisite: 5<sup>th</sup> grade math

Textbook: Math Connects Book 1

Course Description:

In this course, student learning will focus on problem solving, place value, operations, decimals, percents, statistics, graphing, fractions, ratios, proportions, geometry, measurement, integers, coordinate plane, equations, and probability. Students entering this course are expected to have mastered their multiplication facts.

Course Title: Math 603

Prerequisite: Placement in Honors program

Textbook: Math Connects Course 2

Course Description:

In this course, student learning will focus on algebra and functions, fractions, proportions, percents, statistics, data analysis and probability, geometry, measurement, and problem solving.

## Seventh Grade

Course Title: Math 701

Prerequisite: Math 601/602

Textbook: Math Connects Course 2

Course Description:

In this course, student learning will focus on algebra and functions, fractions, proportions, percents, statistics, data analysis and probability, geometry, measurement and problem solving.

### Course Title: Math 702

Prerequisite: Math 601/602

Textbook: Math Connects Course 3

#### Course Description:

In this course, student learning will focus on integers, rational numbers, real numbers and the Pythagorean Theorem, proportions and similarity, percent, geometry and spatial reasoning, measurement, equations and inequalities, linear functions, nonlinear functions, statistics, and probability.

### Course Title: Math 703

Prerequisite: Math 603 / Placement in Honors program

Textbook: Glencoe Pre-Algebra

#### Course Description:

Students are placed in Math 703 based on test scores that identify them as academically talented in math. Additionally, students need to have maintained an A or B average in Math 603 (Honors Math). In this course, student learning will focus on the tools of algebra, integers, equations, factors and fractions, rational numbers, ratios, proportions and percent, equations and inequalities, functions and graphing, real numbers and right triangles, two-dimensional figures, three-dimensional figures, statistics and probability.

## Eighth Grade

### Course Title: Math 801

Prerequisite: Math 701/702

Textbook: Math Connects Course 3

#### Course Description:

In this course, student learning will focus on number operations, rational and irrational numbers, patterns, relationships and algebraic thinking, geometry and measurement, algebraic thinking, linear and non-linear functions, statistics, data analysis and probability.

### Course Title: Math 802

Prerequisite: Math 701/702

Textbook: Glencoe Pre-Algebra

#### Course Description:

In this course, student learning will focus on the tools of algebra, integers, equations, factors and fractions, rational numbers, ratios, proportions and percent, equations and inequalities, functions and graphing, real numbers and right triangles, two-dimensional figures, three-dimensional figures, statistics and probability.



Course Title: Math 803

Prerequisite: Math 702

Textbook: Algebra 1

Course Description:

Students will take an Algebra prognostic assessment to determine placement in this course. In this course, student learning will focus on solving linear equations and inequalities, linear systems, graphing linear functions, writing linear equations, and working with properties of exponents.

Course Title: Math 804

Prerequisite: Math 703

Textbook: Algebra 1

Course Description:

Students are placed in Math 804 based on test scores that identify them as academically talented in math. Additionally, students need to have maintained an A or B average in Math 703 (Honors Math). In this course, student learning will focus on solving linear equations and inequalities, graphing linear and non-linear equations, solving linear systems and quadratic equations, working with properties of exponents and polynomials, factoring polynomials, and rationalizing expressions. Students must maintain an A or B average in this course.

# Science

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## Sixth Grade

Course Title: Science

Course Description

This is an integrated science course that covers the fundamental concepts, principles and interconnections of the life, physical and earth sciences. Major topics covered include light energy, classification, plant life, animal life, earthquakes and volcanoes, and the earth-moon system.

## Seventh Grade

Course Title: Science

Course Description

This is an integrated science course that covers the fundamental concepts, principles and interconnections of the life, physical and earth sciences. Major topics covered include cell biology, genetics and reproduction, forces and motion, elements and compounds, earth's structure, rocks and minerals, air and atmosphere and energy resources.

Course Title: Accelerated Science

Course Description

This is a fast-paced science class for students who have shown exceptional interest and motivation in science and have met established criteria for placement. The core curriculum is expanded and enriched. A strong emphasis is placed upon inquiry and problem solving. Major topics covered include cell biology, genetics, forces and motion, elements and compounds, earth's structure, rocks and minerals, air and atmosphere and energy resources.

## Eighth Grade

Course Title: Science

Course Description

This is an integrated science course that covers the fundamental concepts, principles and interconnections of the physical and earth/space sciences. Major topics covered include Magnetism & Electricity, Weather, Atomic Theory and Periodic Table, Simple Machines, and Astronomy.

Course Title: Accelerated Science

Course Description

This is a fast-paced science class for students who have shown exceptional interest and motivation in science and have met established criteria for placement. The core curriculum is expanded and enriched. A strong emphasis is placed upon inquiry and problem solving. Major topics covered include cell biology, genetics, forces and motion, elements and compounds, earth's structure, rocks and minerals, air and atmosphere and energy resources.

# Social Studies

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## Sixth Grade

Course Title: Geography

The Social Science curriculum includes the study of people and cultures, geography, history, government, and economics. By incorporating the five themes of geography, students will develop valuable insights about the earth, its people, and the many different kinds of relationships that occur between them.

## Seventh Grade

Course Title: World History

The primary goal of the Seventh Grade World History class is to provide the students with an understanding of past cultures and their impact on today's world. World History explores the development and features of civilization including written language, religion, government, economics, art, and architecture. The systematic study of historic and archaeological methodology is also covered, as well as, the influence geography has on a region's development. We encourage students to analyze and think historically to effectively see the impact past civilizations have on modern life.

Course Title: Accelerated World History

By its very nature, an accelerated course will permit the students to develop a more detailed and analytical appreciation of World History as they are allowed to delve deeper into the historical process through various learning strategies. The power and glory of the early civilizations will be revealed, as the students are allowed to comprehend the ever-expanding connection between the past and the present. Throughout the curriculum, the goals of learning established by the State Board of Education in the area of World History will be integrated into the process. Accelerated World History will establish a solid foundation for the students who wish to continue on at the high school level in AP History.

\*Students must meet grade requirements and pass an entrance exam for entrance to this course-see your Social Studies teacher for more info.

# Eighth Grade

## Course Title: United States History

The curriculum of U.S. History incorporates the study of the constitutions of both the federal and state governments; an understanding of the economic system; and an investigation of the significant historical events which shaped the growth of the country, from early European Exploration/colonial days through the Civil War/Reconstruction period.

## Course Title: Accelerated United States History

By its very nature, an accelerated course will permit the students to develop a more detailed and analytical appreciation of U.S. History as they are allowed to delve deeper into the historical process through various learning strategies. The journey from colonization to developing a new nation will be revealed, as the students are allowed to comprehend the ever-expanding connection between the past and the present. Throughout the curriculum, the goals of learning established by the State Board of Education in the area of U.S. History will be integrated into the process. Accelerated U.S. History will establish a solid foundation for the students who wish to continue on at the high school level in AP History.

\*Students must meet grade requirements and pass an entrance exam for entrance to this course-see your Social Studies teacher for more info.

# Reading

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The reading intervention program in the district exists to assist those students displaying significant deficiencies in reading to improve their basic reading skills. This intervention is a three-tiered program replacing or supplementing the Language Arts block. The goal of the program is to improve the individual student's reading ability and to have the student successfully return to Language Arts classes. Courses are offered at each junior high school depending on facilities and staff. Please contact your guidance counselor for your school's offerings.

Eligibility for entrance into the reading services program is based on three determining factors:

1. Using RIT scores obtained by NWEA/MAP Assessment
2. Teacher recommendation
3. Gates-MacGinitie Assessment or Read180 SRI Scores

## Course Title: Read 180

### Course Description:

Read 180 is an eighty-two minute research-driven program that combines technology, state-of-the-art reading techniques, and knowledgeable instructors to provide students with the skills necessary to become confident, successful readers. The block includes whole-group instruction, small-group instruction, independent computer time, and independent reading. In addition, the program provides students with on-going assessments to continually monitor their progress. It is supplemented by a forty-one minute writing class, Strategic Writing.

## Course Title: Strategic Reading

### Course Description:

Strategic Reading is an eighty-two minute reading course supplemented by a forty-one minute writing class, Strategic Writing. These classes are designed to support students that require more assistance to meet grade-level standards in reading. The class sizes are limited to allow more individualized instruction. This course allows the instructor to meet the students' individual needs and attain more success than the students would in a traditional language arts classroom. This class is closely aligned with the curriculum of the Language Arts class.

## Course Title: Strategic Writing

### Course Description:

Strategic Writing is a forty-one supplemental class to Read 180 and Strategic Reading. The curriculum is designed to mirror the program of study established for each grade level. Class sizes are restricted to allow for adaptations and individualized instruction as needed. Students are exited from this course upon release from Strategic Reading or Read 180.

## Course Title: Reading Dynamics

### Course Description:

Reading Dynamics is a one-semester, forty-one supplemental class to Language Arts. This course is designed to enhance students' reading and study skills. Furthermore, it provides support to those students who would benefit from a more individualized approach to reading.

**Course Title: Dynamic Language Arts**

**Course Description:**

Dynamic Language Arts is a 41-minute supplemental class to Language Arts. The curriculum is that of Language Arts, in which the same topics are taught, but by a certified reading teacher. Students in Dynamic Language Arts are also given the reading assessments.

**Course Title: Strategic Language Arts**

**Course Description:**

Strategic Language Arts is an 82-minute block class. These classes are designed to support students that require more assistance to meet grade-level standards in reading. The class sizes are limited to allow more individualized instruction. This course allows the instructor to meet the students' individual needs and attain more success than the students would in a traditional language arts classroom. Strategic Language Arts also incorporates writing into the block. This class is closely aligned with the curriculum of the Language Arts class.

# Special Education

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## Learning Disability Program

Placement into the Learning Disability Program is determined by the Individualized Education Plan Team. Students will receive support based on the recommendations found in their Individualized Education Plans (IEPs). Within this program, there are courses offered in core areas to meet students' academic needs. Additional support is provided through Resource class and the Co-Teaching Model.

## Emotional Disability Program

Placement into the Emotional Disability Program is determined by the Individualized Education Plan Team. Students will receive support based on the recommendations found in their Individualized Education Plans (IEPs). Within this program, there are courses offered in core areas to meet students' academic needs. Additionally, support is provided for emotional and behavioral needs.

## Instructional Skills Program

Placement into the Instructional Skills Program is determined by the Individualized Education Plan Team. Students will receive support based on the recommendations found in their Individualized Education Plans (IEPs). For students who need more intensive academic support, this program offers a variety of courses. These courses are specifically designed to meet graduation requirements while individualizing for the students' ability levels. Additionally, a course in vocational education is offered to assist in students' transitions after high school.

## Life Skills Program

Placement into the Life Skills Program is determined by the Individualized Education Plan Team. Students will receive support based on the recommendations found in their Individualized Education Plans (IEPs). For students who need more intensive support, functional academics and basic life skills are addressed in all course offerings.

# Physical Education/Health

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## Policies

- Students must dress in a school issued P.E. uniform
- Doctors' notes for disability must be on file in the nurse's office in order to be excused from regular physical education either temporarily or permanently. Students falling in this category may be placed on a modified physical education program.

Course Title: Physical Education

Course length: 2 semesters (6<sup>th</sup> and 8 grade)  
1 semester (7<sup>th</sup> grade)

Prerequisite: None

Grade Level: 6,7,8

### Course Description

Junior High Physical Education is a course that provides students background knowledge and basic skills in a variety of team and individual sports and activities, while also providing knowledge of fitness benefits of regular exercise and activity. Physical education units consist of skill and knowledge testing (through observation during game play), written tests regarding rules and strategies, and game participation grades.

Students receive a variety of activities throughout the year. The following are a core sample of the Physical Education opportunities/activities possible for the junior high student:

#### Individual / Dual Activities

Badminton  
Bags  
Fitness Concepts  
Fitness Testing  
Pickle-Ball  
Table Tennis  
Weightlifting

#### Team Activities

Basketball  
Flag Football  
Kickball  
Soccer  
Softball  
Team Handball  
Volleyball

Course Title: Health

Course length: 1 semester

Grade Level: 7

### Course Description

Junior High Health is a 7th grade class that all students take for one semester in place of their PE class. Students will learn about the health triangle which consists of mental, emotional and physical health. A large portion of the class will teach the major body systems, including the reproductive systems. Other topics include first aid, emergency preparedness, nutrition, contagious diseases, non-contagious diseases, and sexually transmitted diseases. The class finishes with units regarding drug use and human sexuality. Communication skills, decision making skills and conflict management skills are practiced throughout the semester. A variety of guest speakers are invited to speak during health. A permission slip for guest speakers will be required for participation.



# Electives

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Electives offered at each junior high school are based on staffing and facility availability. Please contact your guidance counselor for your school's offerings.

## World Language

Course Title: Spanish I

Course length: 2 semesters

Prerequisite: Strong proficiency in English spelling and grammar, excellent study skills, strong work ethic

Grade Level: 7

Course Description

This yearlong class offers a basic introduction to the Spanish language. This is a rigorous course in which students will practice reading, writing, listening, and speaking skills. Students will also be exposed to the Spanish culture through various activities. Daily participation is required, as well as study and/or practice time outside the classroom.

Course Title: Spanish II

Course length: 2 semesters

Prerequisite: Successful completion of Spanish I, strong proficiency in English spelling and grammar, excellent study skills, strong work ethic

Grade Level: 8

Course Description:

This yearlong class is a continuation of Spanish I. Students will review the major concepts taught in Spanish I and then progress to more complex grammar and vocabulary in preparation for high school Spanish. Students who master the junior high Spanish II (85% proficiency) will be eligible to advance to Spanish II in high school with a teacher recommendation. Daily participation is required, as well as study and/or practice time outside the classroom.

Course Title: Exploratory Spanish

Course length: 1 semester

Prerequisite: None

Grade Level: 8

Course Description:

This semester-long class offers a preliminary introduction to Spanish. This is an exploratory course in which students will be exposed to language and culture. Activities may include food, music, technology, arts and crafts. Students who complete this course and wish to continue their study of Spanish will need to enroll in Spanish 1 at the high school level.

# Fine Arts

Course Title: Art I

Course length: 1 semester

Prerequisite: None

Grade Level: 6

Course Description:

6<sup>th</sup> grade art is designed to expose students to basic concepts using the Elements and Principles of Design. Emphasis will focus on both 2-D and 3-D projects. Students will gain knowledge through exposure to various styles and artists, elements and principles of design, postmodern ideas, and technical ability through practice. This course is designed to: stimulate growth of problem solving and critical thinking, encourage process-oriented thinking and creative thinking, promote aesthetic awareness, develop art skills, and foster individual personal expression. Students will be encouraged to experiment with and develop skills in the uses of different media. Each student is expected to complete the assigned exercises and projects. Each project is specifically designed to help students understand the basic concepts of art in a meaningful and authentic artistic context.

Course Title: 2D Art

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

Students begin utilizing technology by creating digital portfolios. Their first project begins with the exploration of the pencil as a tool; learning how to use line to draw in perspective, how to shade using 7 key components (highlight, light values, middle values, dark values, core shadow, cast shadow, and reflected light), and how to utilize a variety of drawing tools including pencils ranging from 4H to 6B, kneaded (gum) erasers, and blending stumps (tortillons). We focus on learning how to draw what you SEE, not what you KNOW. Students learn how to create portraits and focus on their painting skills throughout the next unit, creating a finished large-scale portrait in tempera. Later in the semester, students experiment with chalk, charcoal, colored pencil, marker, water color, and additional two-dimensional media.

Course Title: 3D Art

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

Students review the use of the pencil as a tool; reviewing the use of line to draw in one and two-point perspective, moving on to three-point, multiple point, and atmospheric perspective. Students review observational drawing as they remember how to shade using 7 key components (highlight, light values, middle values, dark values, core shadow, cast shadow, and reflected light), and how to utilize a variety of drawing tools including pencils ranging from 4H to 6B, kneaded (gum) erasers, and blending stumps (tortillons). Students review facial features and figure drawing as they create self-portraits and focus on their painting skills, creating a finished, large-scale, self-portrait in acrylic on canvas board. Students will also create jewelry while experimenting with glass bead making, using map gas torches. Students will be introduced to fiber arts, creating a burlap/wire sculpture and using a loom to create a hat they can wear home. Students also have the opportunity to create clay-mation films and work with pottery clay, creating other forms of three-dimensional media before the end of the semester.

Course Title: Graphic Arts

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

Graphic Arts is structured on traditional principles and elements of design with the use of technology. With this approach, students will become aware of the significant role the visual arts play in the world around them and the ever-increasing use of various technologies. Students will have the opportunity to learn advanced graphic applications and use learned concepts to design a company logo and full-page advertisement. Students need a 50 page sketchbook for this class.

## Music

Course Title: General Music

Course length: 1 semester

Prerequisite: None

Grade Level: 6

Course Description:

In this course, students will develop the basic skills used in creating and performing music. Students will develop knowledge in music theory, history, and critical listening. Students will be given the opportunity to create their own works of music. Students will also explore orchestral instruments. Daily class participation is required.

Course Title: Choir

Course length: 2 semesters

Prerequisite: None

Grade Level: 6,7,8

Course Description:

Choir is designed to provide students with a continued experience in singing. The choir program is designed to help individual students improve their own vocal skills, expand their musical understanding, and increase their personal growth through working together in daily rehearsals and performances. Students will be taught vocal skills to improve the present use of their voice. Prior vocal experience is not required. Musical concepts are presented through the choral literature. Choir students will have an opportunity to participate in several performances. There are four required concerts. Interested students will have the opportunity to participate in the IMEA Junior High School Music Festival, Oswego Junior High Solo and Ensemble Contest, and many other musical opportunities.

# Band

Course Title: Beginning Band

Course length: 2 semesters

Prerequisite: None

Grade Level: 6

Course Description:

The 6th Grade Band is an entry-level band class with instruction beginning during the summer prior to the current school year. Except for percussion, no prior experience or knowledge of music is necessary to join band. Students, with the help and guidance of the band director, choose instruments in March during their 5th grade year. The beginning band will perform in demonstration concerts throughout the year, perform a solo for the 6th grade Solo Recital (April) and will participate in the Oswego Junior High Fine Arts Festival (March). Students in this course may be required to attend periodic practice sessions during lunch periods.

Course Title: Concert Band

Course length: 2 semesters

Prerequisite: Prior band experience and consent of instructor

Grade Level: 7

Course Description:

The concert band is designed to provide students an intermediate experience on band instruments. Curriculum for the course is an extension of the skills and concepts introduced in Beginning Band. Concert Band is open to all seventh grade students who have successfully completed Beginning Band or a similar course. Students are encouraged to participate in the summer band program prior to the start of the seventh grade year. As this is a performance-based class, student attendance and participation at evening and weekend concerts will be required for successful completion of this class.

Course Title: Symphonic Band

Course length: 2 semesters

Prerequisite: Prior band experience and consent of instructor

Grade Level: 8

Course Description:

The symphonic band is designed to provide students an advanced experience on band instruments. Curriculum for this course is an extension of the skills and concepts introduced in Concert Band. Symphonic Band is open to all eighth grade students who have successfully completed Concert Band or a similar course. Students are encouraged to participate in the summer band program prior to the start of the eighth grade year. As this is a performance-based class, student attendance and participation at evening and weekend concerts will be required for successful completion of this class.

# Industrial Education

Course Title: Industrial Education I

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

Industrial Education I is an exploratory course. Students will have a hands-on experience in this class. Students will be exposed to reading, following, and modifying technical plans, tool and machine use and safety, wood processing, manufacturing, safety procedures, and career exploration. Activities in this class include following technical plans and fabrication of wood products.

Course Title: Industrial Education II

Course length: 1 semester

Prerequisite: Grade of C or better in Industrial Education I

Grade Level: 7,8

Course Description:

Industrial Education II is a hands-on exploratory course. Students gain a more in-depth introduction to reading technical plans, design, tool and machine use, wood processing, manufacturing processes, safety procedures, research and career exploration. Activities in this class include following technical plans and design and fabrication of wood projects.

Course Title: Industrial Technology

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

Industrial Technology is a class that emphasizes hands-on technical problem solving. Students will be introduced to measuring, technical research, reading and making of technical plans, drafting/CAD (Computer Aided Design), problem solving strategies, material processing, safety procedures and career exploration. Activities may include bridge design/building contest, sailboat design/races, CO<sub>2</sub> dragster design/races, and CAD applications. Activities may be conducted in a cooperative team format.

Course Title: Drafting/CAD

Course length: 1 semester

Prerequisite: None

Grade Level: 8

Course Description:

Drafting/CAD is a challenging course in which students get hands-on exposure to processes and skills needed in the drafting and graphic communication fields. Areas of study may include lettering, tool applications, sketching, measuring/scale applications, two and three dimensional drawings, dimensioning, CAD (Computer Aided Design), and career exploration. No previous experience in industrial education is needed. design/building contest, sailboat design/races, CO<sub>2</sub> dragster design/races, and CAD applications. Activities may be conducted in a cooperative team format.

## Technology

Course Title: Introduction to Technology Applications

Course length: 1 semester

Prerequisite: None

Grade Level: 6

Course Description:

The purpose of this course is to provide the student with a solid orientation on the school district computers, keyboarding, and software applications to help prepare them for future course work. In this class you will gain an understanding of computer hardware operations and concepts. You will also learn the Windows operating system and how to troubleshoot computer problems. Students will also be introduced to 21st century information fluency skills including; digital citizenship, internet use, and safety. The course will cover the Microsoft Office (Word, PowerPoint, and Publisher) and Google Apps (Drive, Docs, and Slides).

Course Title: Advanced Applications and Multimedia

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

In this elective course, students will improve their technology skills through the use of Windows, Microsoft Office (Word and Excel), Google Apps (Email, Drive, Docs, and Sheets), Adobe Creative Suite (Photoshop and After Effects), and other multimedia tools (Animoto). Students will learn how to design and build video games using Game Maker. Students will also have an opportunity to learn how to code their own apps.

Course Title: Digital Imagery and Web Design

Course length: 1 semester

Prerequisite: None

Grade Level: 7,8

Course Description:

In this elective course, students will use their creative and technology skills to build a multimedia website that includes videos, podcasts, graphics, animations, images, and hypertext. Technology utilized in this course includes the Windows, Google Apps, Adobe Creative Suite (Photoshop, Premiere Pro, After Effects, Dreamweaver), and Audacity. Students will work with digital cameras and microphones. Students will learn how to design and build large websites through project-based learning.

# Family and Consumer Science

Course Title: 6<sup>th</sup> Grade Home Economics

Course length: 1 semester

Prerequisite: None

Grade Level: 6

Course Description:

The sixth grade HEC class is an introductory level course designed to help students develop positive self-esteem and to encourage connections to integrate learning into their personal lives. Basic knowledge and skills in Foods/Nutrition, Clothing/Textiles, Intrapersonal Relationships, and Child Care will be the focus of this class.

Course Title: Family Life Resources I

Course length: 1 semester

Prerequisite: None

Grade Level: 7 and/or 8

Course Description:

Students in this class will cover three main areas of study: consumer education, family, and foods. Within the consumer education unit, budgeting for needs and wants will be explored. Within the family unit, family roles and responsibilities are explored as well as completion of a family tree project. Included in the foods unit are basic kitchen safety and sanitation rules, kitchen equipment, and baking/measuring techniques.

Course Title: Family Life Resources II

Course length: 1 semester

Prerequisite: None

Grade Level: 7 and/or 8

Course Description:

Students in this class will cover two main areas of study: clothing construction and foods. In the clothing construction unit, students will learn the basics of sewing and will use the sewing machine to construct a garment. Clothing shopping and budgeting will be explored as well. Activities included in the foods unit are labs that reinforce the selection and preparation of healthy foods based on our need for basic nutrients from various food groups.

Course Title: Family Consumer Science I



Course length: 1 semester

Prerequisite: None

Grade Level: 7 and/or 8

Course Description:

Students will cover two main areas of study: child development and foods. Within the child development unit the students will look at how children develop and learn through play; research birth defects; plan and carry out a preschool lab. Included in the foods unit are projects related to basic kitchen skills such as safety and sanitation related to food-borne illnesses. Labs will investigate food science as related to preventing food-borne illnesses as well.

Course Title: Family Consumer Science II

Course length: 1 semester

Prerequisite: None

Grade Level: 7 and/or 8

Course Description:

Students will cover three main areas of study: citizenship and community, sewing basics, and foods. Within the citizenship and community unit, students will complete an individual service project as well as a classroom sewing service project. The sewing basics will be combined with the citizenship and community unit. Activities included in the foods unit are labs that reinforce selection and preparation of healthy foods and meal planning around the Food Guide Pyramid.

## **Drama**

Course Title: Drama

Course length: 1 semester

Prerequisite: None

Grade Level: 7 and/or 8

Course Description:

This is a course designed for students interested in theater arts. Students will learn about many basic theatrical concepts such as: writing, acting, memorization, and production. The class is taught as an acting class. During the first quarter, the ideas of basic acting and theatre are explored. For the second quarter, the class rehearses and puts on a short play or one act that is performed at night for friends and family.