



***AAJHS 8th Grade
Course Description
Booklet***

Quality Policy

We will educate our students to attain skills to reach their full potential by providing superior service, constant innovation, and active participation.

Vision Statement

We will continuously improve the AASD so that all are an integral part of our learning community. We strive to cultivate a safe environment where all learn and grow through positive and respectful interactions.

Mission Statement

We seek to continuously improve the climate, culture, and student achievement within a safe environment by fostering trust, collaboration, and progressive communication.

Motto

Aspire
Achieve
Succeed
Dream

REPORT CARD GRADE REPORTING

93 - 100	Excellent
86 - 92	Above Average
77 - 85	Average
70 - 76	Below Average
0 - 69	Failing

HONOR ROLL

Students who obtain a GPA of 90 percent or greater in any marking period are listed as honor roll students for that marking period. A report card message will print, "Congratulations, you have made the honor roll! Your average is a 90% or higher!" and their names are published in the school newspaper or other school publications.

NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is an organization that promotes appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, and leadership. To be eligible for membership, students must obtain an overall average of 93 percent in core area subjects and offer proof of character, leadership, service, and citizenship in both their seventh and eighth grade years. Eligible members will be inducted at the end of their eighth grade year.

GUIDANCE COUNSELORS

Each secondary school has a team of guidance counselors whose primary responsibility is to develop each child to the maximum of their potential. Counselors are available daily from 7:30 AM until 3:00 PM at the following telephone numbers.

Mrs. Eileen Starr	7 th Gr A-K	381-7560	estarr@asdcats.com
Mr. James Connell	7 th Gr. L-Z	381-7544	jamesconnell@asdcats.com
Mrs. Michele Holton	8 th Gr. A-K	381-7557	mholton@asdcats.com
Ms. Lori Loucks	8 th Gr. L-Z	381-7534	lloucks@asdcats.com
Mrs. Bridget Stroh	9 th Gr. A-K	381-7558	bstroh@asdcats.com
Mr. Damon Luciano	9 th Gr. L-Z	381-7524	dluciano@asdcats.com

CURRICULAR PROGRAMS

The Altoona Area Junior High School's instructional courses in grades seven and eight are based on a *Team* approach. Every student in these grades is part of a team, sharing five core area teachers. The Altoona Area School District faculty strengthens the curricular program by making connections between the core subjects (language arts, social studies, science, and mathematics and reading). The Team approach maximizes opportunities for students to make connections across natural sciences, mathematics, and technology as well as social sciences and humanities. The critical aspect of the team approach is to build a community of learners that result in improved achievement and social development skills.

Students in grade nine are provided with a departmental approach. Ninth grade courses are included in the high school graduation requirements; therefore, the ninth grade program mirrors the format used at the Altoona Area High School.

The Altoona Area Junior High School offers three curricular clusters: Core Academic, Academic and Honors. All curricular programs provide students with many opportunities for peer interaction and participation through cooperative learning activities, meaningful project-based curriculum, opportunities to utilize technology, problem-solving and inquiry learning activities. Reading and writing across the curriculum is stressed in all content subjects.

Teaching mathematics across the curriculum, (the applications of mathematics) is also a high priority at the Altoona Area Junior High School. Teachers have also been encouraged to stress math skills and ways these skills relate to subjects other than math. Some of these skills include patterns, problem solving, and sequential thinking.

Core Academic Program

The *Core Academic Program* provides students with essential, standards-based content-concepts and skills. This program provides students with basic understandings that will help them be successful should they decide to enter into the workforce immediately after graduation or should they decide to continue their education by enrolling in a skills-based or technical higher education program.

Academic Program

The junior high school *Academic Program* provides students with courses of study that provide essential knowledge and skills to prepare them for higher education. Students are expected to master essential learning objectives that have been established by the Altoona Area School District and Pennsylvania's Standards. Attention is paid not only to essential concepts but also to problem solving and inquiry levels of understanding. The Academic Program is a demanding program that is the heart of the District's secondary curriculum.

Honors Program

The *Honors Program* of the Altoona Area School District serves students who possess outstanding intellectual abilities and who are high academic achievers motivated by challenging concepts and skills requirements.

Students in the *Honors Program* should be excellent readers, be able to think critically, be problem solvers and be able to organize their time and skills. The program seeks to admit qualified students who have the potential to benefit from a rigorous academic program and who will take advantage of the opportunities within the *Honors Program*.

Course material is of greater scope and depth than in the non-honors courses. Topics are addressed in greater detail; the pace is more rapid. Placement in the honors courses are based on prerequisites determined by each subject department and are listed in the course description booklet. Students must have an academic GPA of **95% in each core subject** grade seven, and must have teacher recommendations to enter the eighth grade Honors program.

The purpose of entrance criteria for student placement in honors courses is to assure that students enrolled in these courses are both adequately prepared and sufficiently motivated to achieve success. *Honors Program* students will be selected for grade eight after intensive review of grade seven progress. A school team comprised of guidance counselors, teachers, school principal and assistant principal will meet to review student data for entrance criteria completion. The number of course selections is predicated by the number of students who meet the criteria for that year. The range of grades earned by students in honors courses is similar to those in non-honors courses. Teachers, counselors and the administration constantly monitor student progress to determine if the student is appropriately placed.

**Altoona Area School
District**

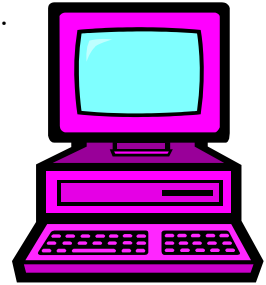
CAREER

PATHWAYS

What is CHOICES?

The Altoona Area School District makes available to students and parents, CHOICES[®], an on-line career-based software. Students will be using this software as a tool throughout junior and senior high school as they begin to explore possible career choices and opportunities.

- CHOICES[®] provides information on occupations, educational requirements, training programs, colleges and universities, financial aid, and scholarship opportunities.
- CHOICES[®] allows students to explore careers based on skills, abilities, and general interests.



Parents are encouraged to access the program and work with their son/daughter as they begin to choose the Career Pathway with which they want to pursue.

CHOICES[®] can be accessed via the Internet at www.bridges.com. When accessing the program use SITE ID#: 0099775 and Password: Altoona.

What are Career Pathways?

Choosing a future career path can be an intimidating and overwhelming experience for any student. What classes should be taken? What activities and clubs would provide hands-on experiences? What post-secondary training is needed? What about financial aid?

Career Pathways are flexible career groupings that are designed to assist students with making informed career and class scheduling decisions. Students will first select a Career Pathway when scheduling for their 9th grade year. Each pathway is designed to focus students on electives that will specifically relate to their area of career interest. The pathways are also designed to help students choose activities or job experiences that might assist them as they explore and pursue their career goals.

The Altoona Area School District offers five Career Pathways:

Arts & Communications

Business & Technology

Engineering & Industrial

Human Services

Science & Health

Altoona Area School District

CAREER PATHWAYS



ARTS & COMMUNICATIONS

This Pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal, and written work.



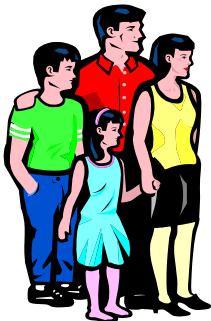
BUSINESS & TECHNOLOGY

This Pathway is designed to prepare students for careers in the world of business, finance, and information systems.



ENGINEERING & INDUSTRIAL

This Pathway is designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.



HUMAN SERVICES

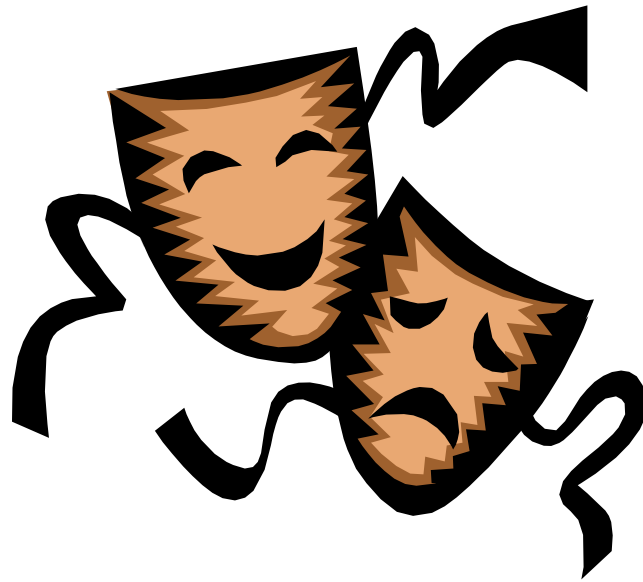
This Pathway is designed to cultivate students' interests, skills and experiences for employment in careers related to family and human needs.



SCIENCE & HEALTH

This Pathway is designed to cultivate students' interests in the life, physical and behavioral sciences, in addition to the planning, managing and providing of therapeutic services, diagnostic services, health information and biochemistry research development.

ARTS & COMMUNICATIONS



This Pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal, and written work.



**CAREER PATHWAY --
ARTS AND COMMUNICATIONS**

This Pathway is designed to cultivate students' awareness, interpretation, application and production of visual, verbal, and written work.

<p>Are you interested in or do you enjoy...</p>	<p>Can you...</p>
<p>reporting and writing newspaper and magazine technology advertising multi-media productions speech communication acting radio, TV, film, video making videos working with sound effects performing/composing music technical aspects of a live performance performing in front of a live audience working with computers and electronics graphics arts photography art, design construction, make-up and fashion the performance of dance seeing art as an integral part of society being an original thinker creating new products</p>	<p>research interview write meet deadlines proofread search the internet use facial expressions, gestures, voice inflections sing, dance, act, recite display poise and stage presence entertain and communicate with others write and conduct an interview play an instrument write or perform music work several types of sound equipment/light boards use computers design presentations and layouts dance and express yourself design or help construct sets draw, paint persuade and influence others</p>



CAREER PATHWAY -- ARTS & COMMUNICATIONS

FOCUS AREA	ENTRY	TECHNICAL/SKILLED	PROFESSIONAL
Performing Arts	Dance/Fitness Instructor-- for private studios Costume Attendant Special Effects Worker Stage Crew/Prop Worker	Choreographer Community Theater Dancer Community Theater Director Set Designer Lighting Technician Sound Technician Music Technician Regional Events Judge Special Events Producer	Teacher - Music, Dance Dance Studio Owner Director Playwriter Professional Actor/Actress Music Video Recording Artist Professional Conductor Music Composer
Visual Arts	Desktop Publisher Graphic Artist Film Processor Stage Hand Layout Artist Film Processor Photographer--amateur Artist	Web Designer Fashion Illustrator Film Processing Specialist Draftsperson Image Assembly Photographer--trained Technical Illustrator Medical Illustrator	Multi-Media Artist/Animator Fashion Merchandiser/Designer Graphic Designer Fashion Merchandiser/ Designer Interior Designer Illustrator Teacher - Art
Media & Public Relations	Copy Person Broadcast Intern Newspaper Intern Radio Operator Circulation Newsroom Worker Library Assistant	Mass Media Technology Proofreader Photo Journalist Typesetter Layout Designer Film Editor Photographic/Media Equipment Technician Audio /Video Equipment Technician Reporter Library Technician	Broadcasting/Sports Journalism Editor/ Columnist/Journalist Diplomat Novelist Magazine Editor, Manager, Publisher Marketing Agent Producer Public Relations Director Librarian

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Are you interested in or do you enjoy...	Can you...
<p>a business environment office management sales computers and technology running your own business learning new software programs advertising marketing research insurance/banking/finance accounting/record keeping/bookkeeping using numbers to develop proposals forecasting market demands</p>	<p>use computers and other technology work with the public work easily with others or independently design and give presentations persuade others work with statistics show initiative pay attention to detail</p>



CAREER PATHWAY -- BUSINESS & TECHNOLOGY

FOCUS AREA	ENTRY	TECHNICAL/SKILLED	PROFESSIONAL
<p style="text-align: center;">Computer Information Systems</p>	<p style="text-align: center;">Data Entry Clerk Computer Operator</p>	<p style="text-align: center;">Data Processing Technician Computer Support Specialist CAD/CAM Technician Technical Support Technician Internet Specialist Telecommunications Equipment Installer/Repairer</p>	<p style="text-align: center;">Computer Systems Analyst Computer & Information Systems Manager Network & Computer Systems Administrator Computer Software Engineer Network & Data Communication Analyst Computer Programmer Computer & Information Scientist</p>
<p style="text-align: center;">Administration, Marketing, & Sales</p>	<p style="text-align: center;">Receptionist Retail Sales Associate Office Clerk Billing & Posting Clerk Bookkeeper Insurance Claim Clerk</p>	<p style="text-align: center;">Executive Secretary Merchandising Displayer Administrative Assistant Medical Transcriptionist Bill & Account Collector Restaurant Manager Real Estate Agent Customer Service Representative</p>	<p style="text-align: center;">Business Administration Wholesale/Retail Buyer Human Resource Manager Medical Records & Health Information Systems Specialist Insurance Sales Agent Hotel Management Real Estate Appraiser Chief Executive Officer</p>
<p style="text-align: center;">Finance & Math</p>	<p style="text-align: center;">Accounting Clerk Auditing Clerk Bank Teller Bookkeeping Clerk Bank Teller Bill Collector Statistical Clerk Cashier</p>	<p style="text-align: center;">Brokerage Clerk Credit Manager Bank Marketing Manager Purchasing Agent Credit Manager Customer Service Rep.</p>	<p style="text-align: center;">Financial Manager/Broker Accountant/Auditor Loan Officer Cost Estimator Personal Financial Advisor Purchasing Agent Statistician/Actuary Business Manager</p>

ENGINEERING & INDUSTRIAL



This Pathway is designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.



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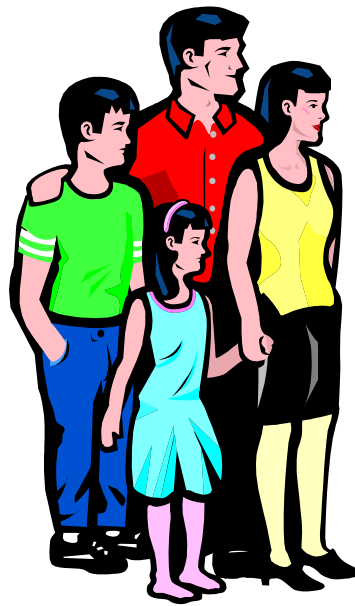
Are you interested in or do you enjoy...	Can you...
<p style="text-align: center;"> math and science building and construction woodworking precision work designing, installing, and repairing electrical, mechanical, and HVAC systems tools and equipment design and architecture computers and technology building and making a variety of products the way things work operating machinery/tools creating products using your hands engineering </p>	<p style="text-align: center;"> follow verbal and written directions work with your hands in a variety of environments apply mathematical and scientific principles to models use problem solving skills visualize a product from beginning to end analyze data cooperate with others use computers and other technologies organize reports and people think abstractly </p>



CAREER PATHWAY -- ENGINEERING & INDUSTRIAL

FOCUS AREA	ENTRY	TECHNICAL/SKILLED	PROFESSIONAL
Engineering	Miner	Surveyor Technician Robotics Technician Fiber Optics Technician City Planning Aide Drafter -- Civil, Mechanical, Electrical, Electronic, Architectural	Surveyor Engineer -- Aerospace, Architectural, Chemical, Civil, Computer, Electrical, Environmental, Materials, Mechanical, Mining, Nuclear, Petroleum
Manufacturing & Industrial	Machine Operator Machinery Maintenance Worker Inspector, Tester, Sorter, Sampler & Weigher Packaging & Filling Machine Operator/Tender Locksmith Assembler/Fabricator Printing Machine Operator Industrial Machine Mechanic	Machine Tool Technician Tool & Die Maker Welder/Welder Technician Electronic Technician Power Plant Operator Machinist Mechanical Drafter Sheet Metal Worker Boilermaker Industrial Engineering Technician	Mechanical Engineer Industrial Engineer Purchasing Agent Manufacturer's Rep Civil Engineer Safety Engineer Industrial Production Manager
Architecture & Construction	Construction Laborer Painter Highway Maintenance Worker Carpenter's Apprentice Cabinetmaker's Helper Roofer Carpet Installer	Construction & Building Inspector CAD/CAM Design Technician Architectural & Civil Drafter Heating, AC, Refrigeration Mechanic & Installer Plumber Brick Mason/ Stone Mason Carpenter/Cabinetmaker Welder Electrician Construction Manager Cement Mason Concrete Finisher	Construction Manager Architect/Architectural Designer Builder/Developer Cost Estimator Landscape Architect
Distribution & Transportation	Taxi Driver Bicycle Repairer Bus Driver Light Truck Driver Cargo & Freight Agent Courier & Messenger Postal Mail Carrier Flight Attendant	Automotive Technician Auto Body Technician Bus/Truck Mechanic Diesel Engine Specialist Avionics/Electronic Technician Operating Engineer Aircraft Mechanic & Service Technician	Transportation Engineer Postmaster Airline Pilot Air-Traffic Controller

HUMAN SERVICES



This Pathway is designed to cultivate students' interests, skills and experiences for employment in careers related to family and human needs.



CAREER PATHWAY -- HUMAN SERVICES

This Pathway is designed to cultivate students' interests, skills and experiences for employment in careers related to family and human needs.

<p>Are you interested in or do you enjoy . . .</p>	<p>Can you . . .</p>
<p>family and social services teaching/counseling child development aging adults sports cleaning law and law enforcement firefighting government work and agencies public work social work serving others needs helping and protecting others analyzing human behavior hair design/nail design enhancing personal appearance nutrition/food preparation</p>	<p>be conscientious, dependable and punctual use computers and technology assume leadership roles relate to diverse populations easily organize well work independently communicate well remain fair and just in a variety of situations think logically and solve problems work on a team think calmly and critically in an emergency situation work with others be creative</p>



CAREER PATHWAY -- HUMAN SERVICES

FOCUS AREA	ENTRY	TECHNICAL/SKILLED	PROFESSIONAL
Education, Law, & Government	Teacher Assistant/Aide Legal Secretary Mail Carrier Armed Service Enlistment Crossing Guard Jail Officer/Security Guard/Bodyguard Court Clerk Private Investigator/Bailiff Firefighter	Paralegal & Legal Assistant Corrections Officer Parole Officer Police Identification/Records Officer Court Reporter Police Detective Fire Investigator	Teacher (Elementary, Secondary, Vocational, Special Education, etc.) Lawyer/Judge Professor Postmaster Politician Diplomat Arbitrator/Mediator FBI Agent/Criminal Investigator Magistrate/Court Administrator Homeland Security/Emergency Management Specialist
Social Services & Human Development	Childcare Aid Library Assistant Personal/Home Care Aide Personal/Beauty Aide Flight Attendant Nanny Refuse & Recycle Worker	Child Development Assoc. Library Technician Residential Advisor Social Services Tech. Mortician/Embalmer Massage Therapist Cosmetologist/Barber Manicurist Butcher/Meat Cutter Materials Management	Childcare Center Administrator Librarian Mental Health Counselor Sociologist Funeral Director Clergy Cosmetology Instructor Arbitrator, Mediator, Conciliator Materials Resource Management
Hospitality and Tourism	Travel/Tour Guide Short Order Cook/Baker Baggage Porter/Bellhop Housekeeping Worker Waiter/Waitress	Travel Agent Chef Hotel/Motel Clerk Housekeeping Super. Bartender	Meetings/Convention Planner Chef/Food Services Manager Hotel/Motel Manager Hotel/Motel Manager Restaurant Manager Curator Professional Athlete

SCIENCE & HEALTH



This Pathway is designed to cultivate students' interests in the life, physical and behavioral sciences, in addition to the planning, managing and providing of therapeutic services, diagnostic services, health information and biochemistry research development.



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<p>Are you interested in or do you enjoy...</p>	<p>Can you...</p>
<p>caring for animals science of medicine medical research, medical technology wildlife, animals, parks, and forestry environment and conservation agricultural related business and management conducting experiments with plants & animals pharmacy, dentistry, physical therapy or radiology studying and analyzing patterns in nature science & math applying gov't. regulations to real-world situations greenhouse crops and food production plant nursery operation and management floristry and floral design, landscape horticulture learning about concrete facts & theoretical conclusions preparing chemicals for an experiment or observation work with scientific method of observation & application</p>	<p>use a calculator and computers work outdoors around animals and plants work with others collect and analyze data from field experiments use laboratory equipment work with scientific and mathematical theories work with people in need work with a variety of science fields apply scientific principles to real-world situations perform physical labor tolerate varying weather conditions create floral, landscape designs work with numbers create a data base</p>



CAREER PATHWAY -- SCIENCE & HEALTH

FOCUS AREA	ENTRY	TECHNICAL/SKILLED	PROFESSIONAL
Health Science	Dental Assistant Medical Assistant Home Health Aide Pharmacy Aide	Dental Hygienist Medical Laboratory Technician Nursing (LPN) Pharmacy Technician Radiology Technician Physical Therapy Aide Occupational Therapy Aide EMT/Paramedic Cardiovascular Technician Dietetic Technician	Dentist Physician/Physician Asst. Nurse Practitioner Pharmacist Radiologist Physical Therapist Occupational Therapist Psychologist Cardiologist Dietitian
Natural Resources & Agriculture	Lawn Maintenance Worker Veterinary Assistant Animal Trainer Agricultural Sprayer Forest/Conservation Worker	Turfgrass Management Technician Veterinary Technician Animal Breeder Agricultural Inspector/Tech. Forest/Conservation Technician Agriculture & Food Science Technician Fish Hatchery Manager	Landscape Architecture Veterinarian Animal Scientist Agri-Science Engineer Conservationist/Forester Food Scientist Fish and Game Warden
Other Science	Weigher, Measurer, Checker, Sampler	Chemical Technician Biological Technician Environmental Technician Nuclear Monitoring Technician	Chemist Biologist Environmentalist Nuclear Scientist Archeologist Anthropologist Forensic Scientist Meteorologist Geologist Physicist

Electives With Each Career Pathway

ARTS & COMMUNICATIONS

English

Diversity in Literature
Poetry
Critical Literacy
Newswriting
Yearbook

Mathematics

Consumer Math

Science

Drafting and Design

Social Studies

History of Popular Culture

Technology

Multimedia/Communication Technology
Computer Essentials

Business Education

Introduction to Word Processing

Music

Chorus
Band
Drama
Orchestra

Art

Art Detectives
Introduction to 3D Design
Printmaking

Enrichment

Challenge Based Learning

GACTC

Commercial Art
Computer Programming/Oracle Academy
Digital Printing Technologies
Drafting/Design Technology
Interior Decorating & Finishing
Multimedia & Web Design Studio

BUSINESS & TECHNOLOGY

English

Newswriting

Mathematics

Consumer Math
Probability & Statistics

Science

Science, Technology & Society

Social Studies

Adventures in Consumerism
History of Popular Culture

Technology

Multimedia/Communication Technology
Construction and Production Technology
Computer Essentials

Business Education

Introduction to Word Processing

Family & Consumer Science

Foods for Health Living
Introduction to Teen Issues

GACTC

Commercial Art
Computer Programming/Oracle Academy
Computer Technology/Cisco Academy
Digital Printing Technologies
Drafting/Design Technology
Retail Marketing & Entrepreneurship
Multimedia & Web Design Studio
Logistics & Materials Management

ENGINEERING & INDUSTRIAL

Mathematics

Consumer Math
Probability & Statistics

Science

Engineering Design & Development
Drafting and Design
Careers in Science
Science, Technology, & Society

Technology

Multimedia/Communication Technology
Construction and Production Technology
Computer Essentials

Business Education

Introduction to Word Processing

Art

Introduction to 3D Design

GACTC

Automotive/HDVM Technology
Collision Repair and Refinishing Technology
Cabinetmaking/Finished Carpentry
Carpentry/Construction
Computer Programming/Oracle Academy
Computer Technology/Cisco Academy
Digital Printing Technologies
Drafting/Design Technology
Electronics Technology
Electrical Trades
Heating, Ventilation, Air Conditioning &
Plumbing
Masonry
Multimedia & Web Design Studio
Outdoor Power Equipment Technology
Precision Machining
Logistics & Materials Management
Welding Technology

HUMAN SERVICES

Social Studies

History of American Sports

Technology

Multimedia/Communication technology
Computer Essentials

Business Education

Introduction to Word Processing

Family & Consumer Science

Introduction to Child Development
Foods for Health Living
Introduction to Teen Issues

GACTC

Cosmetology
Culinary Art
Emergency Services

SCIENCE & HEALTH

Mathematics

Consumer Math
Probability and Statics

Science

Human Systems and Disease
Science, Technology & Society

Social Studies

History of American Sports

Technology

Multimedia/Communication Technology
Computer Essentials

Business Education

Introduction to Word Processing

Family & Consumer Science

Introduction to Child Development
Foods for Health Living
Introduction to Teen Issues

GACTC

Dental Assistant
Health Occupations
Horticulture & Environmental Sciences
Emergency Services

Course Descriptions

ENGLISH



HONORS ENGLISH 8 (Year Course)

Honors English in eighth grade requires teacher recommendation and a 93% GPA in seventh grade. This course continues to focus on the same crucial information as other English courses, while requiring students to look deeper into topics and expand upon material. Writing is a major portion of this course. Students use the writing process to complete assignments in all modes of writing. Students learn grammar and mechanics through direct instruction and focus corrections of writings. Literature study includes non-fiction, fiction, poetry, and the novel Tom Sawyer. Students also read three novels independently. Vocabulary is developed through literature, writing, and a vocabulary book. At the end of this course, students will be able to:

- Produce papers using various types of writing, including expository, narrative, argumentative, and descriptive forms.
- Respond to prompts similar to those given on the PSSA test while determining what mode of writing the prompt requires.
- Use the writing process expertly to write and edit their papers for proper grammar, punctuation, spelling, and format.
- Research information, documenting three or more sources and using parenthetical references.
- Use proper grammar in oral and written communication.
- Analyze literature selections for literary elements.
- Read and understand contemporary and classic literature independently.
- Express thoughts clearly in group presentations and individual presentations.

ACADEMIC ENGLISH 8 (Year Course)

Academic English in eighth grade provides an intense review of English grammar and usage, sentence structure, mechanics, research techniques, and vocabulary and spelling. There is a focus on the process of writing through prewriting, writing, and

revising prompts (narrative, informational, and persuasive). Teachers continue to utilize *Domain Rubric Scoring* to evaluate students' writing. Teachers also incorporate PSSA strategies and standards throughout instruction to prepare eighth grade students for the PSSA. Literature study includes short stories, poems, mythology, and non-fiction selections. At the end of this course, students will be able to:

- Use proper grammar in speaking and writing.
- Use the writing process to write and edit their papers.
- Utilize the PSSA Scoring Domains (focus, content, organization, style, and conventions).
- Compose expository, argumentative, and narrative essays.
- Research information, documenting more than one source.
- Read and understand contemporary and classic literature.

ENGLISH 8 (Year Course)

Students in eighth grade English study grammar, usage, sentence structure, research techniques, mechanics, and spelling and vocabulary development. There is a focus on writing through prewriting, writing, and revising prompts (narrative, argumentative, and expository). In eighth grade, teachers continue to utilize *Domain Rubric Scoring* to evaluate students' writing. Teachers also incorporate PSSA strategies and standards throughout instruction to prepare students for the PSSA. Literature study includes short stories, poems, mythology, and non-fiction. At the end of this course, students will be able to:

- Use proper grammar in speaking and writing.
- Research information, documenting more than one source.
- Use the writing process to produce and edit their own work.
- Utilize the PSSA Scoring Domains (focus, content, organization, style, and conventions).
- Compose expository, narrative, and argumentative essays.
- Analyze classic and contemporary literature.

READING



HONORS READING 8 (Year Course)

Honors reading in grade eight provides a review and further instruction in vocabulary development, comprehension of literature and word analysis. This course will emphasize and extend literature, vocabulary development, and word analysis skills supplemented by writing. This course seeks to equip students with awareness of different genre, the ability to analyze literature, the ability to respond to literature in a written format, and the ability to utilize critical judgment skills. Also stressed is the enhancement of the student's enjoyment of reading, and their employment of study strategies. Upon completion of this course, the student will be able to:

- Analyze literature through close reading.
- Read and analyze classical, contemporary and ancillary novels.
- Read and analyze non-fiction print selections.
- Read and enjoy novels, poems, short stories and non-fiction articles recreationally.
- Identify and define Greek and Latin roots and affixes to decipher word meaning.
- Utilize context clues to decipher word meaning.
- Develop vocabulary of target words found in reading selections.
- Comprehend, recall and cite key facts and concepts from print sources.
- Increase reading speed and retention of various types of printed materials.
- Use critical judgment to solve problems and predict outcomes.
- Participate meaningfully in discussion of a given piece of literature.
- Use study techniques in reading, note taking, study, and test taking.
- Respond in written form to various readings, reflecting content of selection, and extending content to self and other issues.
- Apply and improve research through the use of technology.
- Produce projects and other works related to the literature being studied.

ACADEMIC READING 8 (Year Course)

Developmental reading in grade eight is a required course for all eighth grade students. This course will emphasize literature, vocabulary development, and word attack skills supplemented by writing. This course seeks to equip students with awareness of different genre, the ability to analyze literature, the ability to respond to literature in a

written format, and the ability to utilize critical judgment skills. Also stressed is the enhancement of the student's enjoyment of reading, and their employment of study strategies. Upon completion of this course, the student will be able to:

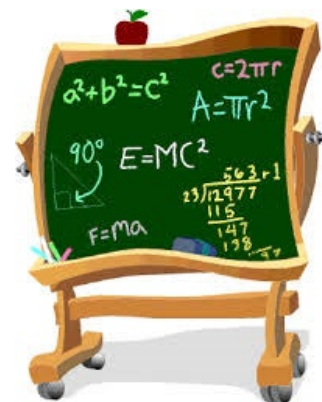
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- Read and analyze non-fiction print selections.
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- Respond in written form to various reading, reflecting content of selection, and extending content to self and other issues.
- Apply and improve research through the use of technology.
- Produce projects and other works related to the literature being studied.

MATHEMATICS



HONORS ALGEBRA I - 8 (Year Course)

Honors Algebra I is a rigorous course designed to provide the necessary skills for the study of Honors Algebra II. Course content includes solving equations and inequalities, linear equations, linear functions, systems of linear equations and functions, piecewise functions, exponents and exponential functions, polynomials and factoring, quadratic functions, solving quadratic equations, working with functions, and statistics. A strong emphasis on the area of problem solving will be utilized in this course. Upon completion of the course, the student will be able to:

- Solve equations and inequalities.
- Analyze descriptions of lines and write their equations in different forms.
- Write, graph, and transform linear functions.
- Apply analytic methods to tabular and graphic data sets that have linear relationships.
- Solve systems of linear equations and inequalities and identify when each solution is most useful.
- Identify characteristics of absolute value functions and other piecewise-defined functions.
- Understand that transformations can be applied to absolute value functions.
- Identify, write, graph, and transform exponential functions.
- Use exponential functions to model real world situations and make predictions.
- Factor polynomials.
- Add, subtract, and multiply polynomials.
- Graph quadratic functions.
- Solve quadratic equations.
- Identify key features of radical functions and learn how to transform, combine, and inverse functions.
- Interpret data displays and create inferences based on data.
- Become familiar and practice Keystone Standards.

ACADEMIC PA CORE 8 (Year Course)

This course is designed to provide the necessary skills for the study of Algebra I. Course content includes the study of real numbers, analyzing and solving linear equations, using functions to model equations, investigating bivariate data, analyzing and solving systems of linear equations,

studying congruency and similarity, understanding and applying Pythagorean theorem, and solving problems involving surface area and volume. Upon completion of the course, the student will be able to:

- Understand rational and irrational numbers.
- Compare and order rational and irrational numbers.
- Solve equations using square roots and cube roots.
- Solve problems using scientific notation.
- Solve linear equations.
- Determine whether a relation is a function.
- Compare properties of functions.
- Construct, analyze, categorize, and interpret scatter plots, linear associations, two-way frequency tables, and two-way relative frequency tables.
- Solve systems of linear equations.
- Analyze transformations.
- Understand congruent and similar figures.
- Understand angle relationships among angles formed by parallel lines and a transversal.
- Understand and apply the Pythagorean Theorem to solve real-world or mathematical problems.
- Determine the surface area of cylinders, cones, and spheres.
- Become familiar and practice PSSA Standards.

PA CORE 8 (Year Course)

This course is designed to provide the necessary skills for the study of Algebra I. Course content includes the study of real numbers, analyzing and solving linear equations, using functions to model equations, investigating bivariate data, analyzing and solving systems of linear equations, studying congruency and similarity, understanding and applying Pythagorean theorem, and solving problems involving surface area and volume. Upon completion of the course, the student will be able to:

- Understand rational and irrational numbers.
- Compare and order rational and irrational numbers.
- Solve equations using square roots and cube roots.
- Solve problems using scientific notation.
- Solve linear equations.
- Determine whether a relation is a function.
- Compare properties of functions.
- Construct, analyze, categorize, and interpret scatter plots, linear associations, two-way frequency tables, and two-way relative frequency tables.
- Solve systems of linear equations.
- Analyze transformations.
- Understand congruent and similar figures.
- Understand angle relationships among angles formed by parallel lines and a

transversal.

- Understand and apply the Pythagorean Theorem to solve real-world or mathematical problems.
- Determine the surface area of cylinders, cones, and spheres.
- Become familiar and practice PSSA Standards.

PRE-ALGEBRA 8 (Year Course)

This course is designed to provide the necessary skills for the study of Algebra I. Course content includes the study of real numbers, analyzing and solving linear equations, using functions to model equations, investigating bivariate data, analyzing and solving systems of linear equations, studying congruency and similarity, understanding and applying Pythagorean theorem, and solving problems involving surface area and volume. Upon completion of the course, the student will be able to:

- Understand rational and irrational numbers.
- Compare and order rational and irrational numbers.
- Solve equations using square roots and cube roots.
- Solve problems using scientific notation.
- Solve linear equations.
- Determine whether a relation is a function.
- Compare properties of functions.
- Construct, analyze, categorize, and interpret scatter plots, linear associations, two-way frequency tables, and two-way relative frequency tables.
- Solve systems of linear equations.
- Analyze transformations.
- Understand congruent and similar figures.
- Understand angle relationships among angles formed by parallel lines and a transversal.
- Understand and apply the Pythagorean Theorem to solve real-world or mathematical problems.
- Determine the surface area of cylinders, cones, and spheres.
- Become familiar and practice PSSA Standards.



SOCIAL STUDIES

HONORS AMERICAN CULTURES 8 (Year Course)

This course is designed to provide students with the skills and factual knowledge necessary to deal with the problems and materials in American History. This course develops the skills necessary to arrive at conclusions based on an informed judgment and to present ideas clearly and persuasively in an essay format. Students study the history of the United States from Exploration to Reconstruction.

The major topics of study include: Exploration (1492-1607); Colonization and Development (1607-1775); American Revolution (1775-1783); Critical Period (1783-1787); Federalist Era (1787-1800); Jeffersonian Democracy (1800-1816); Era of Good Feelings (1816-1824); Jacksonian Democracy (1824-1840); Pre-Civil War America (1840-1861); Civil War (1861-1865); Reconstruction (1865-1877). Upon completion of this course, the students will be able to:

- Trace the development of the United States from 1492 through Reconstruction.
- Construct and write historical essays of varying types using a variety of sources.
- Analyze and interpret primary source including charts, graphs, political cartoons, letters, diaries, and speeches.
- Read and interpret historical evidence in addition to their assigned textbook.
- Use historical sources for research purposes.

ACADEMIC AMERICAN CULTURES 8 (Year Course)

This course deals with the development of America from its conception to 1877. The course traces the evolution of our nation including the people, places, and events that have influenced this nation. Upon completion of this course students will be able to:

- Trace the historical development of the groups of people, the states, and the political groups of the early United States.
- Distinguish how geography influenced the development of the nation and how people learned to adapt.
- Distinguish between the early forms of government in terms of development, leadership, laws, organization and functions of the government.
- Evaluate how our forefathers settled conflicts over politics, race, etc.
- Compare the issues of the north and south in the conflict over slavery.
- Identify causes and effects, major events, and personalities of the Revolutionary War.
- Discuss the events in American history from Columbus through exploration and colonization.

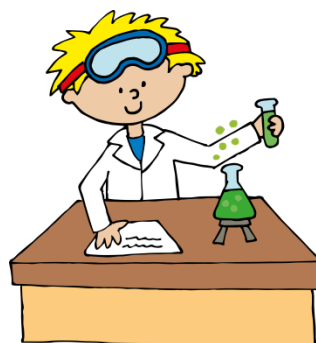
AMERICAN CULTURES 8 (Year Course)

This course deals with the historical development of America from the birth of the nation to 1877. Students gain an understanding and appreciation of the development of the

political economic systems of American's evolution, as well as an understanding of individuals/forces that influences the birth/expansion of our nation. Upon completion of this course, students will be able to:

- Describe important developments in American History from the pre-Columbian Period through the periods of Exploration and Colonization.
- Identify causes and effects, major events, and personalities of the Revolutionary War.
- Appreciate how the government of the United States was created, established, and developed.
- Describe important developments in American History between the Revolutionary War and the Civil War.
- Explain causes and events that led to the settlement of the West.
- Recognize that the Civil War and the Reconstruction of the Union affirmed the power of the national government.
- Discuss important developments in American History from the Pre-Columbian Period through the periods of Exploration and Colonization.

SCIENCE



HONORS INTEGRATED SCIENCE III (Year Course)

This course is designed as an in-depth, hands-on approach to science with a basis in application and utilization in the following areas:

- Geology
- Astronomy
- Chemical Reactions
- Forces & Motion
- Environmental Studies
- Meteorology
- Heredity

As a result of activities in Honors Integrated Science III, all students should develop:

- Abilities necessary to do scientific inquiry.
- Understanding about scientific inquiry.

- Understanding the relationship between scientific concepts.
- Real world application abilities related to scientific principles.
- Skills necessary to make observations, inferences, interpretations, classifications and compare/contrast.
- Ability to communicate through written form in areas such prediction, summary, hypothesis, reflections and laboratory reports.

ACADEMIC INTEGRATED SCIENCE III (Year Course)

This course is designed as a hands-on approach to science with a basis in application and utilization in the following areas:

- Geology
- Astronomy
- Forces & Motion
- Environmental Studies
- Meteorology
- Chemical Reactions
- Heredity

As a result of activities in Academic Integrated Science III, all students should develop:

- Abilities necessary to do scientific inquiry.
- Understanding about scientific inquiry.
- Understand the relationship between scientific concepts.
- Real world application abilities related to scientific principles.
- Skills necessary to make observations, inferences, interpretations, classification and compare/contrast.
- Ability to communicate through written form in areas such as prediction, summary, hypothesis, reflections and laboratory reports.

INTEGRATED SCIENCE III (Year Course)

This course is designed as an integration of practical, real world scientific application involving the following topics:

- Geology
- Astronomy
- Forces & Motion
- Environmental Studies
- Meteorology

- Chemical Reactions
- Heredity

As a result of activities in Integrated Science III, all students should develop:

- Abilities necessary to do scientific inquiry.
- Understanding about scientific inquiry.
- Understanding about the relationship between scientific concepts.
- Real world application abilities related to scientific principles.
- Skills necessary to make observations, inferences, interpretations, classifications, and compare/contrast.
- Ability to communicate through written form in areas such as prediction, summary, hypothesis, reflections and laboratory reports.

ELECTIVES



CHALLENGE BASED LEARNING (CBL) 8 (Year Course)

CBL is an 8th grade course that all students will have on their schedule. This course individualizes intervention and enrichment opportunities for students in all core subject areas including math, reading, English, social studies, and science with an emphasis on tested areas of math, ELA, science, and Algebra I. Students are provided with opportunities for additional support in areas of need, individualized instruction, re-teaching of core concepts, and the opportunity to explore areas of interest at a more in depth level. Students will rotate between their core area teachers and have project based learning opportunities in all core content areas.

CBL continues to evolve as student needs change. The focus of the course is to provide additional enrichment and intervention to address the rigor and depth of integrating the Pennsylvania Core Standards into all core subject areas.

CBL also provides:

- Periodic diagnostic testing in state tested areas of ELA, math/algebra, and science.
- Students with gifted IEP's have the option of working within the Renzulli Learning program to further individualize their educational experiences.
- Specially designed instruction for students with varying needs.

TECHNOLOGY & ENGINEERING EDUCATION 8 (Semester Course)

This course focuses on developing a basic understanding of the technological system; construction, manufacturing, communication, transportation, energy and power technologies. Students will engage in design and problem solving activities to develop, produce, test and analyze the different areas of technology. The construction component of this course will consist of a basic understanding of the design and behavior of structures. Students will use tools, material and machines to create products using the manufacturing process. Communication technologies allow students to utilize many different types of media; such as technical drawing, digital photography, video and audio production. The students will gain an understanding of land, water, air and space transportation systems. Power and Energy technology explores electricity, electronics and robotics. This is a laboratory-based course; most of coursework is hands-on and will require individual and/or group work. The students will also have the opportunity to utilize the computer lab. Upon completion of this course, students will be able to:

- Discuss technological systems/the building blocks of technology embedded within larger technological, social and environmental systems.
- Utilize the technological problem-solving model.
- Apply the Universal Systems Model to describe and analyze a communication technology.
- Identify and utilize the communication sub-systems to convey a message.
- Make use of Desktop publishing (DTP) software to convey a message.
- Plan, design, create, and evaluate DTP (Desktop Publishing) documents based on precise criteria and constraints utilizing DTP software.
- Apply design criteria, technical drawing/sketching and planning methodologies to communicate technical and design ideas.

- Determine the necessary views that are needed to effectively communicate the physical make-up of a design; this includes but is not limited to orthographic, isometric and perspective drawings.
- Utilize and apply the engineering design process model to plan, create, build, test, and evaluate various structural designs.
- Identify and demonstrate the safe use of applicable tools, machines, and materials.

PHYSICAL EDUCATION 8 (Semester Course)

Physical Education class is required of all students. Students participate in a planned semester physical education program. The planned program consists of physical fitness evaluation, lifetime and recreational activities, individual and team sports, and aerobic and cardiovascular conditioning. This three-year program is designed to give each student a competency level for future use and an interest that can be fostered throughout life. Upon completion of this course, the students will be able to:

- Demonstrate knowledge of safety procedures and respect the importance of safety in all activities.
- Demonstrate knowledge of rules, information, and strategies in various activities, which will better enable participation in each activity.
- Develop basic skill levels to facilitate participation in each activity.
- Acquire the ability and knowledge to assess individual physical fitness level and take part in various activities that enhance physical fitness, wellness, and cardiovascular capacity.
- Demonstrate social skills required to work effectively within a group and for the benefit of the group as a whole.
- Demonstrate the appreciation of the rewards received by participation in competitive activities.
- Demonstrate the ability to apply physical education to life.

THE WESTERN AND INDUSTRIALIZATION – Grade 8 (Nine week Course)

In this course, students will be able to analyze how the historical past of the Industrial Revolution influences the present. They will be able to interpret the effects of the Industrial Revolution in view of the geographical features and resources. Students will also learn, investigate, and analyze the expectations for all peoples after the civil war and the rights they did or did not have under those expectations. Students will also be introduced to the topic of westward expansion. The students will use higher order thinking skills to explore the past with hands-on activities. Students will learn about the

hardships and joys of the westward movement. They will realize how our country dramatically changed and grew with the help of the homesteaders, cowboys, railroads, immigrants, outlaws, and entertainers. Upon completion of this course, the students will be able to:

- Understand the political, social, and economical changes that occurred in the United States during the Westward Expansion.
- Develop an awareness of how people adapted to and modified their environment during the 19th century.
- Understand the lasting impact of industrialization and its consequences on a society.

CAREER AWARENESS 8 (Nine week Course)

This course is designed to introduce eighth grade students to specific knowledge, skills, and abilities necessary to deal effectively with lifelong career development. National career development competencies and indicators are utilized in three major units to provide for student discovery and exploration. The course is organized around 1) self-knowledge, 2) educational and occupational exploration, and 3) career planning. Upon completion of the course, students will be able to:

- Develop skills to interact with others.
- Explain the benefits of educational achievement to career opportunities.
- Establish skills to locate, understand, and use career information.
- Develop skills necessary to seek job opportunities.
- Describe different occupations and changing male/female roles.
- Explain the process of career planning.

GENERAL ART 8 (Nine Week Course)

In this nine week course, students will explore a variety of techniques and materials used to produce drawings, paintings, design work, and sculpture. In addition to producing art, students will learn about the history, analysis, and interpretation of art. The Art 8 course serves as a foundation for subsequent art courses. Upon completion of the course, the students will be able to:

- Employ the elements and principles of design to create artworks.
- Know and use vocabulary related to visual art.
- Critically respond to and make judgments about a work of art.
- Understand the contribution art makes to society and culture.

GENERAL MUSIC 8 (Nine Week Course)

The eighth grade general music course is a nine-week course designed to develop, improve, and expand knowledge of music as presented in elementary music classes. This course reinforces the elements of music through critical and aesthetic music listening tasks. Students will achieve a deeper understand of basic music terms, musical notation, basic keyboarding skills, and instrument recognition. Upon completion of the course, the student will be able to:

- Analyze several pieces of music of various styles, citing examples of critical musical elements and aesthetic concepts.
- Play simple melodies on an electronic keyboard.
- Present and perform an original composition in writing and on the electronic keyboard.
- Critique a modern musical selection by developing an aesthetic interpretation and subsequently conveying that interpretation in a musical, movement, dramatic, artistic, or literary presentation.
- Understand the contribution music makes to society and culture.

MUSIC ELECTIVES*

*Students who choose a music elective will not be scheduled into the nine week courses (the west and industrialization, career awareness, general art, and music.) chorus, band, and orchestra ensemble will take the place of the nine week courses.

CHORUS 8 (Year Course)

Students in this elective must have an interest and ability in singing. Prior experience in the choral program at the elementary or junior high level is preferred, but not necessary. This course offers students a comprehensive experience in the choral art with explorations of various music genres, sight singing, the reading and comprehension of basic notation and score reading. Two concerts, winter and spring, will require students

to attend after school rehearsals and performances. Upon completion of the course, the student will be able to:

- Sing with proper vocal techniques including posture, breathing and vowel placement.
- Sing a variety of styles of music in various languages.
- Know and use musical terminology as it relates to the choral art.
- Sing basic to intermediate level melodic passages on sight.
- Perform with the chorus in two concerts.
- Understand the contribution the choral art makes to society and culture.

BAND 8 (Year Course)

Students in this elective must have an interest and ability in playing woodwind, brass, or percussion instruments. Prior experience in the band program at the elementary or junior high level is preferred, but not necessary. This course offers students a comprehensive experience in both marching and concert band through performance at football games, community parades, and concerts. Students will explore various music genres, sight reading, the reading and comprehension of basic notation and musical interpretation. Students will be required to attend after school rehearsals and performances. Upon completion of the course, the student will be able to:

- Play with proper techniques including posture, breathing, articulation, dynamics, pitch, and tone production.
- Play a variety of styles of music in both marching and concert settings.
- Know and use musical terminology as it relates to the band music performance.
- Play basic to intermediate level melodic passages on sight.
- Perform with the bands in several concerts, several parades, and multiple field marching performances.
- Understand the contribution the band art and participation makes to society and culture.

ORCHESTRA ENSEMBLE 8 (Year Course)

Students in this elective must have an interest and ability in playing the violin, viola, cello, bass, or harp. Prior experience in the orchestra program at the elementary or junior high level is preferred, but not necessary. This course offers students a comprehensive experience orchestral music through performance at concerts and

community events. Students will explore various music genres, sight reading, the reading and comprehension of basic notation and musical interpretation. Students will be required to attend after school rehearsals and performances. Upon completion of the course, the student will be able to:

- Play with proper techniques including posture, technique, articulation, dynamics, pitch, and tone production.
- Play a variety of styles of music.
- Know and use musical terminology as it relates to the music performance.
- Play basic to intermediate level melodic passages on sight.
- Perform with the orchestra in several concerts and community events.
- Understand the contribution music makes to society and culture.