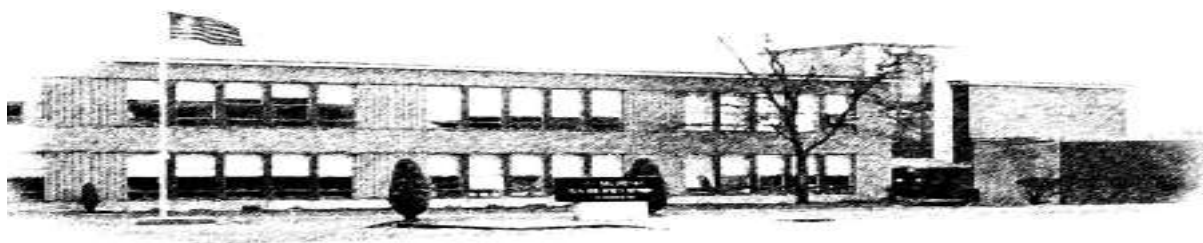


# Memorial Junior High School



## COURSE DESCRIPTION BOOK

**2021– 2022**

Information for Parents and Students

**Matthew Bryan**

*Principal*

**Dr. Linda N. Reid**

*Superintendent*

**Dominick A. Kaple**

*Assistant Superintendent*



**Deborah Cegelka**

*Assistant Principal*

**David Capretta**

*Assistant Principal*

**Sue Cicero**

*School Counselor*

**Kristine Durkin**

*School Counselor*

### THE SOUTH EUCLID LYNDHURST BOARD OF EDUCATION

**Cassandra Jones, President**

**Erin Lee, Vice President**

**Neil Bloomberg, Member**

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# **SOUTH EUCLID LYNDHURST CITY SCHOOLS**

## **VISION**

The SEL Schools will be . . .

The Destination School Community

## **MISSION**

We educate, inspire and empower students to be high achieving  
contributing members of a global society.

## **CORE BELIEFS**

We Believe...

- High expectations lead to high achievement
- Education must focus on academic, social, emotional, and physical needs of students
- Diversity strengthens and enriches our communities
- Students must take ownership of their education
- Education is the responsibility of the entire community
- Open and honest communication is critical to effective relationships
- The best education is achieved in a safe and stimulating environment
- The demands of the future and the lessons of the past shape our educational practices

## **MEMORIAL JUNIOR HIGH SCHOOL PHILOSOPHY**

At Memorial Junior High we are focused on student learning, a commitment to high expectations, innovation, and collaboration. We believe strongly in accountability at Memorial Junior High and take great pride in setting our students up for success both in the classroom and in the community. We offer many exciting extra curricular activities that give our students the opportunity to expand their horizons and continue to grow as young adults.

We promote a positive school climate and culture based around PBIS and three core principles:

- Show your ARC Pride All Day, Every Day, and in Every Way
- Always be Prepared for Class
- Make Appropriate Choices Each Day

***ACCOUNTABILITY IS KEY***

## **SCHOOL COUNSELING DEPARTMENT**

The focus of the counseling program at Memorial Junior High School is to provide a comprehensive developmental guidance program involving students, their families, teachers and administration. Within the framework of the school's curriculum, individually, in small groups or in a classroom setting, School Counselors will provide a supportive environment in which students can learn, grow and develop as they prepare for their high school career.

We view the guidance program as a cooperative school and home relationship. Our goal is to provide the foundation students need to strengthen and maintain positive school, family, and peer relationships. Students are encouraged to explore options and direct their actions in a positive manner.

### **Personal and Social Growth**

- Self-awareness
- Develop Positive Attitudes
- Make Healthy Choices
- Respect Self & Others
- Responsibility
- Strengthen Interpersonal Skills
- Conflict Action Management Strategies

### **Educational Growth**

- Goal Setting
- School Expectations
- Organization
- Motivation & Encouragement
- Promote Effective Study Habits
- Self-Evaluation
- Educational Planning

### **Career Development & Exploration**

- Career Awareness
- Career Exploration
- Analyze Career Related Interests
- Personal Planning

## MEMORIAL JR. HIGH SCHOOL COURSE SELECTION PROCEDURE

1. The scheduling process begins during the second semester of the school year. It is important to keep in mind that student course selections will help determine the master schedule, hiring and placement of the correct number of staff members in each building.
2. It is important to take the process seriously to make the best choices based on the student's ability and goals and to complete the process in a timely fashion. Parent input and teacher feedback is essential for accurate scheduling.
3. **Honors** classes are available for consideration. All **Honors** courses have prerequisites based on **STAR** assessment data, teacher recommendation and other subject aptitude measures. The goal is to ensure that each student who is interested in **Honors** classes has the skills necessary to be successful. Parents are encouraged to discuss these choices with the current subject teacher for guidance and honest feedback.
4. Students will receive their schedule at the beginning of the school year. If there are questions or concerns with the schedule, every effort will be made to have the problem corrected as soon as possible.
5. There will be **no schedule changes** for teacher preference, alternate course, lunch period/study hall.
6. School success will depend on the following student and parent commitments:
  - \* Arrive at school on time everyday for homeroom attendance
  - \* Complete ALL classwork and homework assignments
  - \* Set aside at least 90 minutes per night for homework
  - \* Treat all staff members and peers with respect at all times
  - \* Seek extra help from the classroom teacher when needed
  - \* Have all necessary school supplies, organized binders, books and Chromebooks
7. If you have any questions or concerns about the course selection and scheduling process please contact the grade level school counselor or the principal.
8. All math or ELA intervention courses will be assigned to a student based on their STAR assessment data and teacher recommendation.

### **I. Course Selections Procedure and Guidelines**

This booklet should be reviewed by parents and students for current offerings at MJH. All course selection sheets must be approved and signed by student, parent/guardian and teacher. The student should return a completed and signed selection sheet to his or her homeroom teacher. Students will be placed in classes in accordance with their teacher recommendation and STAR data. The school reserves the right to schedule those students who fail to complete the course selection sheet.

**\*The building principal has the ultimate authority to make and/or change course placement decisions for all students.**

## **II. COURSE SELECTION INFORMATION**

*Please review the following information before completing the Course Selection Sheet.*

1. The Memorial Counselor will meet with students to explain the process of selecting classes to your son/daughter.
2. A notice of the parent orientation for grade 7 is sent home.
3. Course selection sheets will be sent home.
4. The course selection sheets must be returned to school. **A parent signature is required.**
  - Please take note of the teacher's recommendation for your child
  - Students will be assigned to classes based on academic performance and recommended learning pathways Please do not call the school in order to request class, teacher preference, or lunch times. There will be a student and parent orientation before school begins. A notice will be sent home, along with a tentative supply list that is available on line at the SEL website
  - The athletic information for sports is available online through the Athletic section of the SEL website

## **III. HONOR COURSE SELECTION REQUIREMENTS**

### **Honors English Language Arts 7 & 8**

- Teacher recommendation, STAR Assessment data, Gifted identification data, State Assessment data

### **Honors Math 7**

- Advanced Math - Teacher recommendation, STAR assessment data, Gifted identification data, State Assessment data

### **Algebra I (HS Credit) 8**

- Teacher recommendation, STAR assessment data, Gifted identification data, State Assessment data

### **Honors Science 7**

- Teacher Recommendation. Students in Honors Science will be encouraged but not required to be enrolled in Honors Math 7

### **Physical and Earth Science (HS Credit) 8**

- Teacher Recommendation. Students in Honors Science will be encouraged but not required to be enrolled in Algebra I

### **Spanish 1**

- ELA Teacher recommendation, Benchmark STAR Assessments in math and ELA, Gifted identification data

**South Euclid Lyndhurst City School District**  
**Office of the Superintendent**  
**Guidelines for High School credit earned at Memorial Junior High School**

***If a student completes 8<sup>th</sup> grade world language, in the same language at the junior high school, the following will apply:***

- The student will earn one year of a world language Carnegie unit which will be placed on his/her high school transcript.
- Students may elect to take any language of their choice , not necessarily the 2nd year of what they started in junior high.
- The credit earned at Memorial for high school credit will be factored into the student's GPA. If the grade earned is 60 percent or above the student will receive high school credit and may progress into the next level of the world language.

***If a student completes Algebra I (for high school credit) at the junior high school, the following will apply:***

- The student will earn one year of a math Carnegie unit, which will be placed on his/her high school transcript.
- Most students take Honors Geometry or another math course.
- The credit earned at Memorial for high school credit will be factored into the student's GPA.
- If the grade earned is 60 percent or above the student will receive high school credit and may progress into the next level of math.

***If a student completes Physical and Earth Science at the junior high school, the following will apply:***

- The student will earn one year of a science Carnegie unit, which will be placed on his/her high school transcript.
- Students electing to apply the science credit to their high school transcript must enroll in Biology at the high school.
- The credit earned at Memorial for high school credit will be factored into the student's GPA.
- If the grade earned is 60 percent or above the student will receive high school credit and may progress into the next level of science.

***If a student completes Physical Education (PE) at the junior high school, the following will apply:***

- The student will earn one year of Physical Education Carnegie unit, which will be placed on his/her high school transcript.
- The credit earned at Memorial for high school credit will be factored into the student's GPA.
- If the grade earned is 60 percent or above the student will receive high school credit and may progress into the next level of physical education.
- PE for HS credit (.5), is earned over the course of two years.

***If a student completes Health Education at the junior high school, the following will apply:***

- The student will earn one year of Health Education Carnegie unit, which will be placed on his/her high school transcript.
- The .5 credit earned at Memorial for high school credit will be factored into the student's GPA.
- If the grade earned is 60 percent or above the student will receive high school credit.

# **2020-2021**

# **MJH Course Offerings**



## **ENGLISH LANGUAGE ARTS GRADE 7**

### **7<sup>th</sup> Grade English Language Arts (Year Long Course)**

Ohio's Learning Standards (Reading Literature, Reading Informational Text, Writing, Speaking/Listening, and Language) provide students with an opportunity to read and study a variety of fiction and nonfiction material. Through a rigorous curriculum, seventh grade students will build reading comprehension skills, vocabulary development, and writing and grammar skills via, mini- research projects, and practice with oral presentations. Students will be expected to continue the development of writing skills through various formal and informal assignments and will continue to develop an understanding of the writing process. Within the curriculum, students will also build their vocabulary and grammar skills both within specific literature and as a separate entity. The rigorous seventh grade Language Arts curriculum is a quick moving program which often entails written homework or reading a given number of pages per night. To demonstrate an understanding of Grade 7 ELA Skills, students will take Ohio's State Assessment Test in English Language Arts.

### **7<sup>th</sup> Grade Honors English Language Arts (Year Long Course)\***

This course extends the standard program of study for Grade 7 English. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners. Students in 7th Grade Honors English Language Arts will be expected to show mastery of skills taught through both cooperative group work and independent work. In addition, students will be required to work consistently at an honors level throughout the school year. Incoming honor students should be prepared for this level of work and will need self motivation to continue their learning. Based on the five strands of Ohio ELA Standards, students will read and study a variety of fiction and nonfiction. Through a rigorous curriculum, seventh grade students will build reading comprehension skills, vocabulary development, and writing and grammar skills via, mini-research projects, and practice with oral presentations. Students will be expected to continue the development of writing skills through various formal and informal assignments and will continue to develop an understanding of the writing process. Within the curriculum, students will also build vocabulary and grammar skills both within specific literature and as a separate entity. The rigorous seventh grade Language Arts curriculum is a quick moving program which often entails written homework or reading a given number of pages per night. To demonstrate an understanding of Grade 7 ELA Skills, students will take Ohio's State Assessments in English Language Arts.

*\*Course Requirements and Considerations: State Assessment data, Teacher recommendation, STAR Assessment data, Gifted identification data*

## **ENGLISH LANGUAGE ARTS GRADE 8**

### **8<sup>th</sup> Grade English Language Arts (Year Long Course)**

Based on the five strands of Ohio's ELA Learning Standards (Reading Literature, Reading Informational Text, Writing, Speaking/Listening, and Language), students read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text. Students extend application of grammar, usage, and mechanics reinforcing language communication and application to writing development. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational, narrative and persuasive writing. All students learn and apply research skills to adapt speaking and writing skills to the audience, topic, purpose, and situation. To demonstrate an understanding of Grade 8 ELA Skills, students take Ohio's State Assessments in English Language Arts.

### **8<sup>th</sup> Grade Honors English Language Arts (Year Long Course)\***

This course extends the standard program of study for Grade 8 Ohio ELA Learning Standards. Instruction is enriched and extended through research-based practices designed to engage and challenge advanced learners, e.g. problem-based learning, research, and investigations. The Ohio ELA Standards (Reading Literature, Reading Informational Text, Writing, Speaking/Listening, and Language) provide students the opportunity to read and study a variety of fiction and nonfiction, building on an understanding of reading as a process that includes analyzing and interpreting the text. Students extend application of grammar, usage, and mechanics reinforcing language communication and application to writing development. Through varied and frequent writing assignments, students build on their understanding of writing as a process that includes drafting, revising, editing, proofreading, and publishing. Students practice a variety of writing forms including informational, narrative and persuasive writing. All students learn and apply research skills to adapt speaking and writing skills to the audience, topic, purpose, and situation. To demonstrate an understanding of Grade 8 ELA Skills, students take Ohio's State Assessments in English Language Arts.

*\*Course Requirements and Considerations: State Assessment data, Teacher recommendation, STAR Assessment data, Gifted identification data*

# MATHEMATICS

## Math 7

In grade seven, students will focus on the five critical areas outlined by the Ohio Math Standards:

### **Ratios and Proportional Relationships**

- Students will extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
- Students will use their understanding of proportionality to solve a wide variety of percent problems. Students will graph proportional relations and understand the connection with linear algebra.

### **Number Sense**

- Students will apply and extend previous understanding of operations with fractions, decimals and percent as different representations of rational numbers including a conceptual understanding of negative and positive integers.

### **Expressions and Equations**

- Students will extend their understanding of equations to include two-step equations, rate of change and inequalities.

### **Geometry**

- Students will explore the necessary conditions to draw, construct and describe geometric figures, solve real world math problems involving angle measure, area and surface area.

### **Statistics and Probability**

- Students will explore random sampling, draw informal comparative inferences and evaluate probability models.

**Students will be required to have a scientific calculator such as a Texas Instruments® TI-30X IIS.**

## Honors Math 7\*

In grade seven Honors mathematics the students move at an accelerated pace to complete six critical focus areas outlined by the Ohio Math Standards and allowing the student to successfully move into an Algebra I course in grade eight.

### **Ratios and Proportional Relationships**

- Students will extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
- Students will use their understanding of proportionality to solve a wide variety of percent problems.

### **Number Sense**

- Students will apply and extend previous understanding of operations with fractions, decimals and percent as different representations of rational numbers, including a conceptual understanding of negative and positive integers.

### **Expressions and Equations**

- Students will extend their understanding of equations to include two-step equations, rate of change and inequalities.

### **Geometry**

- Students will explore the necessary conditions to draw, construct and describe geometric figures, solving real-world math problems involving angle measure, area and surface area.
- Students will understand congruence and similarity as a preservation of shape. Will also explore triangle similarity. Students will apply and understand the Pythagorean Theorem.
- Students will solve real-world and mathematical problems involving three-dimensional figures.

### **Algebraic Thinking**

- Students will extend their understanding of equation solving to include variables on both sides and equations involving rational numbers.
- Students will use linear equations, systems of linear equations, linear function to analyze real world problems and situations.
- Students will derive properties of exponents including the use of exponents with scientific notation.

### **Statistics and Probability**

- Students will explore random sampling, draw informal comparative inferences and evaluate probability models. Students will be introduced to bivariate data through the use of tables and scatter plots.
- Students will investigate patterns between two data variables and will make predictions.

**Students will be required to have a scientific calculator such as a Texas Instruments® TI-30X IIS.**

*\*Prerequisites include a recommendation from the 6th grade math teacher, STAR assessment data, Gifted identification data, State Assessment data*

### **Math 8**

In grade eight students will deeply engage on the three critical areas outlined by the Ohio's Math Standards:

### **Algebraic Thinking**

- Students will extend their understanding of equation solving to include variables on both sides and equations involving rational numbers.
- Students will use linear equations, systems of linear equations, linear function to analyze real world problems and situations.
- Students will derive properties of exponents including the use of exponents with scientific notation.

### **Geometry**

- Students will understand congruence and similarity as a preservation of shape. Will also explore triangle similarity.
- Students will apply and understand the Pythagorean Theorem.
- Students will solve real-world and mathematical problems involving three-dimensional figures.

### **Statistics and Probability**

- Students will be introduced to bivariate data through the use of tables and scatter plots. Students will investigate patterns between two data variables and make predictions.

**Students will be required to have a scientific calculator such as a Texas Instruments® TI-30XIIS.**

### **Algebra I (High School Credit)\***

The Algebra I course is an honors course and will move at an accelerated pace. At the completion of the course if the student receives 60% or higher; high school credit will be earned. A standardized End-of-Course exam (EOC) is required by the State of Ohio.

This college Preparatory course will focus on the Mathematical Standards. The topics will include linear, exponential and quadratic function, mathematical modeling of data for all said functions. Students will understand and classify numeral patterns as arithmetic and geometric sequences. Graphing and solving systems of linear equations and inequalities. Topics in number theory will include the properties of real and imaginary number values. Students will obtain a strong understanding of polynomial operations including factoring quadratics.

**Students are required to have a scientific calculator such as a Texas Instrument© TI 30XIIS.**

***\*Prerequisites: Successful completion of Honors Math 7 at 70% or higher and teacher or counselor recommendation. At the completion of the course with 60% or higher; high school credit will be earned.***

## **SCIENCE GRADE 7**

### **7th Grade Science (Year Long Course)**

The Seventh Grade Science course will include the science content standards provided by the Ohio Department of Education. Students will demonstrate an understanding about how Earth systems and processes interact in the geosphere resulting in the habitability of Earth. This includes understanding the biogeochemical cycles and changes in environmental quality. Students will study how living systems function and how they interact with the physical environment. Students will investigate the structure and properties of matter, energy transformations, and conservation of matter. They will also study the relationships between the Earth, the Moon and the Sun. Scientific processes and use of technology will be integrated throughout the curriculum.

We emphasize sequential experiences through which students discover important science concepts and critical thinking skills. During the course of this year, the students will be expected to participate in both virtual and hand-on activities.

### **7th Grade Honors Science – (Year Long Course)\***

The Seventh Grade Honors Science course is a fast-paced and demanding course which provides students an opportunity to learn all of the 7<sup>th</sup> grade course material and half of the 8<sup>th</sup> grade material in one year. Successfully completing this course, *with at least a 70%* allows you to take Physical Earth Science in the 8<sup>th</sup> grade, for which you can earn high school credit. This course will utilize a variety of techniques including lectures, demonstrations, labs, and activities. This course is closely modeled after the high school course and focuses on the seventh and eighth grade science standards related to life science, earth and space science, as well as physical science. Students will explore such topics as the scientific method and science skills, interactions of living things and their environment, genetics, evolution/fossil record, Earth's waters, energy and space science. Throughout the school year, students will also reflect on the nature of science and its connection to society. Along with advanced scientific skills, this course requires independent working ability and strong organizational skills.

***\*Course Considerations: Teacher recommendation and it is strongly recommended that students are enrolled in the Honors Math 7.***

## **SCIENCE GRADE 8**

### **8th Grade Science – (Year Long Course)**

The Eighth Grade Science course has been designed to utilize a variety of techniques including lectures, demonstrations, labs, and activities. Students enrolled in this course will explore life science standards that deal with heredity (focusing on asexual vs. sexual reproduction), as well as, evolutionary theory. Students will focus on physical science standards that include the study of forces and motion and the nature of energy (especially as related to waves). Students will also focus on earth systems including the exploration of the Earth's interior structure, plate tectonics and the effects of plate movement and plate boundaries, and the development of Earth's landforms). In addition, general principles of science and science methods will be integrated throughout the year, as will contributions of various individuals and cultures.

### **Physical and Earth Science-HS Credit (Year Long Course)**

The Eighth Grade Honors Science 8 class is the 9th grade science course. It is a fast paced demanding course. This course surveys the physical sciences: Chemistry, Physics and Earth/Space Science. Energy and matter will be the focus of the course including matter, the composition of matter, changes in matter, forces and motion, energy in systems, and topics in astronomy. This course will stress the development of scientific thinking through problem solving and quantitative analysis. Laboratory activities, both virtual and hands-on, will be an essential part of this class.

***It is required that students have successfully completed Honors Science 7 and/or teacher /counselor recommendation before enrolling in this course. Also, it is required that all students in this course are simultaneously enrolled in Algebra I. At the completion of the course with 60% or higher; high school credit will be granted.***

## **SOCIAL STUDIES**

### **7th Grade Social Studies -World History (Year Long Course)**

World History is the 7th grade-level, social studies class, designed to study and interpret significant events, patterns and themes in history. The class instruction will reflect the Ohio Social Studies Academic Content Standards where students will learn that each historic event is shaped by its geographical setting, culture of the people, economic conditions and governmental decisions and citizen action.

Civilizations to be taught include: The Renaissance and Reformation Era, Greece, Rome, Middle Ages, and West Africa.

### **8<sup>th</sup> Grade Social Studies – U.S. History (Year Long Course)**

U.S. History is the 8th grade-level, social studies class, designed to study and interpret significant events beginning with The course will focus on the study of U.S. History from the early settlement of North America to 1877. The class instruction will reflect the Ohio Social Studies Academic Content Standards, and will include content in seven main areas: History, People in Societies, Geography, Economics, Government, Citizenship, and Social Studies Skills. General areas of study will include the Americas before European contact; European exploration/colonization of the Americas; the Revolutionary War; citizenship and the Constitution; the early years of the United States; growth, expansion, and reform during the early 1800s Americans at mid-century; the Civil War; and Reconstruction. Students will receive instruction on financial literacy which is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

### **House Bill I**

A provision of House Bill I was implemented in the 2011-2012 school year and required instruction in Financial Literacy as well as college and career readiness in the 7th or 9th grade curriculum. To satisfy this requirement, we embedded Financial Literacy into our Social Studies classes. The college and career readiness portion is addressed in our Language Arts classes. Counselors use the PSAT 8/9 and **Ohio Means Jobs** to explore college and career options with our students.



## **READING and MATH INTERVENTION**

*(Title funded & subject to change)*

### **Reading/Math Intervention (Year Long Course)**

The purpose of intervention programming is to provide instructional support for children who are performing below level in reading, writing, or mathematics. These interventions are limited for a specific amount of time, are data-driven and address individual student's instructional needs. Reading/Math Intervention will involve additional instructional time during the school day (double dose of instruction) via whole group and small group teaching models. These courses are designed for student success and will address the increased rigor and learning expectations associated with Ohio's Learning Standards as well as support and preparation for State Assessments in ELA and math.

## **MUSIC**

### **7th Grade Orchestra (Year-long course)**

The Orchestra consists of students who have been playing string instruments for two years or can show sufficient proficiency. Members begin studying more dynamic pieces of music that include varied parts, while continuing to expand their musical knowledge. Students are expected to perform at two evening concerts and for the Junior High Solo and Ensemble Contest.

### **8th Grade Orchestra (Year-long course)**

The Orchestra consists of string students who have been playing for three years or can show sufficient proficiency. In addition to expanding on repertoire from seventh grade, 8th graders will improve their skills and increase their knowledge in varied repertoire. Individual skill improvement is encouraged by having students take private lessons on their instrument. Students are expected to perform for the same performances as Seventh Grade Orchestra. Additionally, eighth graders may have more opportunities to perform at school events.

### **7th Grade Band (Year-long course)**

Band is open to 7<sup>th</sup> grade students who have successfully completed two years of performance on a band instrument and mastered the skills taught in 5<sup>th</sup> and 6<sup>th</sup> grade bands. Students wanting to join Memorial's band, must audition to demonstrate their ability to read music and play their instrument well enough to participate in the class. Band students work together to master the fundamental skills of reading music and playing in an ensemble. Students perform several times throughout the year and are required to purchase a music book for use in class. Students may be required to invest substantial time in private lessons, individual practice, sectionals, and full band rehearsals to prepare performances for school concerts and OMEA Adjudicated Events.

### **8th Grade Band (Year-long course)**

Band is open to 8<sup>th</sup> grade students who demonstrate a level of proficiency in reading music and playing a band instrument. Students wanting to join Memorial's band, must audition to demonstrate their ability to read music and play their instrument well enough to participate in the class. Band students work together to master the fundamental skills of reading music and playing in an ensemble. Students perform several times throughout the year and are required to purchase a music book for use in class. Students may be required to invest substantial time in private lessons, individual practice, sectionals, and full band rehearsals to prepare performances for school concerts and OMEA Adjudicated Events.

## **MUSIC cont'd**

### **7th Grade Choir (Year-long course)**

Seventh Grade Choir provides an environment in which a young adolescent singer can gain confidence and skill in solo, small, and large group singing. Choir students will also study and build beginning music literacy skills including work with pitch, rhythm, vocabulary, symbols, vocal production, vocal technique and beginning sight reading. Students will rehearse and perform a variety of music from many genres and explore music's impact on the world around them.

### **8th Grade Choir (Year-long course)**

In Eighth Grade Choir, students will build on all skills developed the previous year, in preparation for participation in vocal groups at the high school level. Throughout the year, students will study more advanced music literacy subjects (including form, key signatures, etc.) and work with intermediate sight reading materials. Students will also work at mastering three and four part vocal compositions. Participation in solo and ensemble adjudicated events will be encouraged.

## **Arts and Technology**

### **Media/Technology - 7<sup>th</sup> Grade (Semester course)**

Media/Technology will prepare 7<sup>th</sup> grade students for the technology requirements of junior high and beyond. During the first quarter of the semester, students will use Schoology while reviewing safe Internet practices, Internet research skills and keyboarding. These skills will also help prepare the students for their computer based assessments.

While still utilizing Schoology and practicing keyboarding skills, the course will transition into a comprehensive review of the Microsoft Office software, which will include Word, PowerPoint and Excel. The semester will conclude by learning how to properly utilize the cloud based Microsoft 365 and Google applications, such as Docs, Slides, Sheets and Forms.

### **Digital Art – 7<sup>th</sup> Grade (Semester course)**

Digital Art is a semester long, introductory art and technology course, designed to introduce and prepare the 7<sup>th</sup> grade student for junior and high school visual arts and technology courses. Students will begin the semester by learning about digital image file types, which transitions into learning how to use the design software Adobe Photoshop.

In Photoshop, students will learn basic graphic design techniques, image manipulation tools and have the opportunity to create their own digital artwork. Also, as part of the technology requirement, students will practice their keyboarding skills each week, which will assist them with their core classwork and online assessments.

### **Fine Art / Visual Art – 7th Grade (Semester course), 8th Grade (Year long course)**

The Fine Art / Visual Art Course will provide the beginner and advanced artist the opportunity to develop their individual style. The teacher will work closely with the students throughout the semester to plan, organize and prepare their work for success. Students will learn color theory, develop their drawing skills, develop their design ability, and work with various media. A degree of manual dexterity and a sincere desire to further develop artistic skills are important for success in this class. The content of this course is geared for personal expression and enjoyment therefore, the students are evaluated based on their effort, not just their aptitude for the subject.

### **Digital Art II/Makerspace – 8<sup>th</sup> Grade (Year long course)**

Digital Art II is a year long, design and technology driven course for 8<sup>th</sup> grade students. The objectives of this course are to build upon the introductory software and design skills learned in 7<sup>th</sup> grade Digital Art, and provide the foundation for students to move from learners to creators.

In this course, students will have the opportunity to further explore the Adobe design software, learn the vector based design software Adobe Illustrator, and be introduced to the 3D design software Tinkercad. Students will utilize this software knowledge to bring their designs to life in the Makerspace lab with the use of 3D printers, large-scale printers and laser engravers.

## **HEALTH AND PHYSICAL EDUCATION**

### **Physical Education -7th & 8th Grade (High School Credit .25 each year one semester)**

The Physical Education program promotes physical well-being and contributes to the student's lifelong wellness by providing them with physical, emotional, and social growth and development. Effort, participation, and sportsmanship in both team and individual activities are required to maximize the physical and social benefits for each student. Great emphasis is placed on all areas of personal fitness including strength, endurance, flexibility, and psychomotor coordination.

If the grade earned is 60% or above the student will pass the course AND receive high school credit. The grade will be listed on the student's high school transcript. Two semesters of Physical Education need to be completed before graduating high school. If a student does not complete two semesters of Physical Education at Memorial they will need to complete it at Brush.

### **Health Education– 8th Grade (High School Credit .50)**

Health Education provides students with information to make healthy choices that will improve their quality of life. Social, mental/emotional and physical aspects of health are examined with each topic below. Students will meet the following national health standards: Comprehend concepts related to health promotion and disease prevention; Demonstrate the ability to access valid health information; Demonstrate the ability to practice health-enhancing behaviors and reduce health risks; Demonstrate the ability to use interpersonal communication skills to enhance health; and Demonstrate the ability to use goal-setting and decision making skills that enhance health.

Successfully passing Health Education at 60% will earn the student .50 high school credit. The following health topics and units of study will be covered:

- Nutrition and Fitness
- Eating Disorders/Body Image
- Mental and Emotional Health
- Tobacco, Alcohol and Other Drugs
- Communicable and Non-Communicable Diseases
- Personal Safety and Dating Relationships
- Consumer Choices

## **WORLD LANGUAGE**

### **Spanish I - HS Credit (Year-long course)**

Spanish I is a study of the basic structures of Spanish which contribute to the development of listening, speaking, reading, and writing abilities. Basic material is presented audio-lingually and is designed to develop the student's ability to understand the spoken word. Speaking skills are developed by imitating native speech in common daily situations. Reading skills are developed through dialogues and narratives. Specific reading lessons concentrate on certain grammar points and introduce new vocabulary. Emphasis is placed on the cultures of the United States, the Americas and Spain.

**Spanish Requirements: ELA Teacher recommendation, Benchmark STAR Assessments in math and reading, and gifted identification data.**

*Successful completion of Spanish I with a 60% or higher and passing 3 quarters or more grants the student high school credit and succession to Spanish II at Brush High School. The Spanish class requires strong study habits, commitment to daily classroom review, and a good student work ethic.*

## EDUCATIONAL OPTIONS

### **SEL CREDIT FLEXIBILITY FOR STUDENTS IN GRADES 8 -12**

**Students may earn credits through:**

- The completion of coursework;
  - Testing out of or demonstrating mastery of course content or;
  - Pursing one or more educational options in accordance with the District's Credit Flexibility Plan
- Issuance of credit will be determined locally. Schools and students who choose educational options will pre-identify and agree to learning outcomes. Credits earned through this alternative means will be reflective on students' transcripts in the same way as traditional creates earned via seat time.

**Please see our SEL website for more information**

### **COLLEGE CREDIT PLUS (CCP)**

Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety College ofThe key term is "college ready". This is determined by your academic record and the college program's admission standards. Along with these important factors are your academic skills, maturity and ability to advocate for yourself. Students must submit an "Intent to Participate" form to your School Counselor by April 1. Parent/Guardians and students should attend an information session held at either Memorial or Brush High School to gather detailed information on the process involved. Your School Counselor is available to assist you in determining if this opportunity is appropriate for your student.

Both public and private colleges have CCP programs with a wide variety of admission standards. In general public colleges programs do not no charge tuition and private colleges may have minimal fees. Any CCP Student who fails a course or drops after the designated deadline will be financially responsible for the course. All CCP course grades will become part of your high school transcript and GPA.

To learn more about the educational options available for your child please visit the website at **<https://www.ohiohighered.org/ccp>**

### **Memorial Clubs**

There are numerous clubs offered at Memorial Junior High School. Students have ample opportunity to join various clubs and be involved in various activities in the 7th and 8th grades. Students will receive a list of the current clubs for the school year during the first couple of days of school.

### **MJH Competitive Athletics**

All sports are open to students who meet the OHSAA eligibility requirements.

<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
Cross Country	Basketball	Baseball
Football	Wrestling	Tennis
Soccer	Cheerleading	Track
Volleyball		Softball
Cheerleading		



## **OHSAA GUIDELINES FOR STUDENT ELIGIBILITY (GRADES 7-8)**

### *Examples of Determining Student Eligibility – Grades 7-8*

Passing grades are required in a minimum of five subjects in which students are enrolled in the immediately preceding grading period. All courses, regardless of how many times per week the course meets, in which a student receives a grade will count toward this eligibility requirement.

#### **Example 1**

##### **1st Nine-Week Grading Period**

English - F

Math - B

Social Studies - B

Science - C

Music - C

Health - F

Credits Passed 4 of 6 classes = NOT eligible  
for 2nd grading period

#### **Example 2**

##### **3rd Nine-Week Grading Period**

English - F

Math - D

Social Studies - C

Science - B

Computer - B

Physical Education - B

Credits Passed 5 of 6 classes = eligible for 4th  
grading period

The complete text of the Bylaws and Regulations is published in the OHSAA Handbook, which is mailed to your school each summer and is posted on the OHSAA website. For additional information, contact: Office Hours: Monday - Friday 7:30 a.m. - 4:30 p.m. Telephone: (614) 267-2502 • Fax: (614) 267-1677 • Website: [ohsaa.org](http://ohsaa.org)