



**BLOOMINGTON
JUNIOR HIGH SCHOOL**

**CURRICULUM
GUIDE
2011~2012**

August 15, 2011

Dear Parents and Students:

Welcome to Bloomington Junior High School. We hope your three years with us will be educationally profitable.

Junior high school is a time of change. The work load and social adjustments are greater here than at the elementary level. Students will be expected to attend school regularly, complete all assignments, and behave appropriately. The next three years will be exciting and filled with many new opportunities.

Parents, we are pleased to have you as partners in this educational process. When you have a question, we encourage you to call the school and talk with those who might be of help. If your question deals with class events, please ask to speak with the teacher. If it deals with the overall program, curriculum, or activities, please contact the administration directly.

One of our goals is to see that parents and guardians of students, as well as the students themselves, feel at home at Bloomington Junior High School. A monthly newsletter that provides information about events and activities is posted to our website, www.district87.org/bjhs. At the beginning of September, December, and April, a newsletter will be mailed home also.

We are glad to have you with us this year, and we want to assure you we will do our best to help BJHS students experience academic, social, and emotional growth.

The following information is contained in this booklet: This is BJHS, Mission Statement, Team Organization, Attendance and Homework Hotline Information, Available Courses, Student Services and Course Descriptions.

Sincerely,

Dr. Susan J. Silvey
Principal

THIS IS BJHS !

Bloomington Junior High School consists of grades six, seven, and eight. Students range in age from eleven to fourteen. These years of transition require an educational program designed to capture interest, develop learning skills, improve academic achievement, and enhance self-concept.

The building and organization promote and foster the concept of a community of learners working with a separate and distinct group of teachers. At the 7th and 8th grade levels students are arranged in five-teacher teams. At the 6th grade level students are arranged in two-teacher teams. Students are assigned within those teams for social studies, science, mathematics, language arts, and reading instruction. In addition to academic classes, students participate in physical education and an arts for life class each day.

Each student is a member of an advisory group, *Knights of the Round Table*, directed by a teacher in the building. The separation of schedules allows each grade to travel the building without congestion and interaction with another group. The block schedule configuration promotes the continuity and sequence of team activity, and encourages support of activity development and curricular implementations.

Bloomington Junior High School offers a program recognizing that all children can learn to their fullest potential and supporting the unique needs of the middle-level student. In the quest for excellence, the program strives to create a learning environment that provides stability, promotes self-confidence, and is sensitive to the needs of all students. There are four exit goals, or behaviors, offered as guideposts:

A student who can integrate the rapidly changing physical aspects of his/her body into a healthy growth experience;

A self-directed learner who continues to grow in his/her ability to think clearly and logically in order to solve problems and make decisions -- a student who wants to continue learning;

An individual who has self-esteem as a learner and person, with a sense of moral and ethical values exhibiting cooperation and responsibility;

A person who shows concern and understanding for others within our school, our community, our nation, and our world.

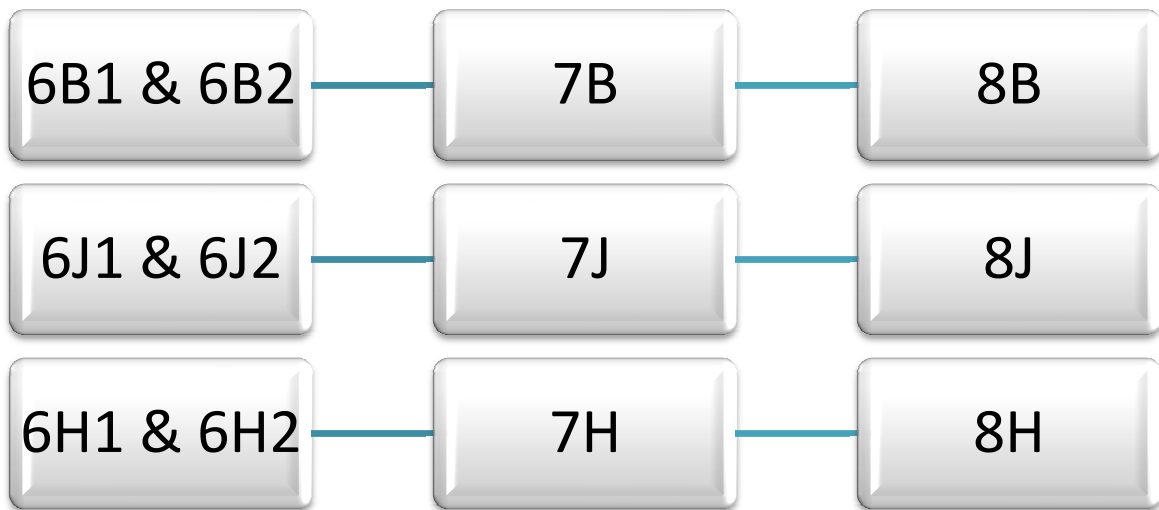
B.J.H.S.

MISSION STATEMENT

- **C**OMMITTED TO SUCCESS
- **L**EARNING TO LEARN
- **B**UILDING FOR THE FUTURE

TEAM ORGANIZATION

Sixth grade students are assigned to one of the two-teacher teams: B1, B2, J1, J2, H1, H2, or 6S. Seventh and eighth grade students are in one of the five-teacher teams: 7B, 7J, 7H, 8B, 8J, or 8H. The team organization and the movement from grades 6 to 7, and 7 to 8 are shown below.



ATTENDANCE

Attendance and participation in class are always necessary for success. Unlike elementary school, there are important procedures a parent *must* follow *prior* to a student's absence. Following this procedure will ensure your student's absence being excused.

****Contacting the teacher *will not* ensure your student's excused absence.****

To access the BJHS Attendance Line:

1. Call 827-BJHS (827-2547) before 9:30 a.m. You will hear: "Thank you for calling the Bloomington Public Schools Attendance Hotline. For Bloomington High School, press 1. For Bloomington Junior High School, press 2."
2. Enter number 2 for your selection. You will hear: Thank you for calling the Bloomington Junior High School Attendance Hotline.
3. State today's date, your student's name, reason for absence or tardy, and a number where you can be reached.
4. Hang up when you are finished.

If a message is not received on the Attendance Hotline from a parent or guardian by 9:30 a.m., the system will call home phone numbers to notify you that your student was marked absent. If you are called, please call 827-BJHS with the reason for the absence. The system will continue calling a phone number until a connection is made.

Please contact the Attendance Hotline with all absences, even if you have notified your student's teacher(s). We believe that this system will improve the accuracy and efficiency of our attendance records and will provide better communication between home and school.

If you encounter difficulty with the system, please call 827-0086, extension 224.

EXCUSED ABSENCES:

Excused absences allow make-up privileges with full credit. The following reasons are considered excused:

- Illness -- Please note: a student reported ill, and seen about the community, will be declared unexcused or truant.
- Illness or death in the student's family.
- Home emergency.
- Early dismissal appointments during the day. Please follow these steps to dismiss a student early:
 - a) Special request for early dismissal appointments must be made in writing by the parent/guardian.
 - b) The note should be presented to the attendance office before first period.
 - c) A dismissal slip will be issued, allowing the student to leave class at the appointed time. Students must check-out at the Main Office before leaving, and sign-in upon their return. An entry slip will be issued at that time.

** Failure to follow the above procedure will result in the absence being classified as unexcused/truant. The assistant/associate principals reserve the right to call the dentist or doctor to confirm appointments.

- Court appearances.
- Religious holidays.

UNEXCUSED ABSENCES:

Unexcused absences are absences not mentioned in the preceding groups. Absences (for any reason) that can normally be done outside of school hours will be unapproved. Work must be made-up for all unapproved absences, and is the student's responsibility. The following are examples of unapproved absences:

- Truancy from school or class.
- Leaving school without permission from the school nurse or other school official.
- Shopping, baby-sitting, being out of town, extending vacations without notifying the office.
- Leaving the class without permission from the teacher.
- Out-of-school suspension.

REPORTS TO PARENTS

At the end of each nine weeks, a report card will be sent home, indicating a student's performance and achievement for that period.

Some teachers may also send progress reports during the nine week grading period to provide a more frequent report of student progress.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences may be arranged by parents or teachers throughout the school year. Such conferences are an important part of our total program, and are designed to provide parents with specific information on how to deal with a specific concern. Parents are encouraged to contact their child's counselor or teacher by calling the school at 827-0086. You will be notified of the scheduled parent-teacher conferences in our newsletter. However, you may contact the school to schedule a team meeting at any time you feel it is necessary.

GUIDANCE AND COUNSELING

The Student Services Department consists of: a school psychologist, speech and language pathologist, social worker, nurse, registrar, and three guidance counselors. Parents and students may come to this department for assistance in registering, to assess learning and behavioral needs, to receive speech and language therapy, to address concerns that impact learning, to address health issues, to arrange for homebound services during extended illnesses, to choose classes for high school, and to receive assistance in resolving conflicts.

AVAILABLE COURSES

6TH GRADE

REQUIRED: Language arts, mathematics, reading, science, social studies, physical education, and arts for life (art, integrated technology skills and application, family and consumer sciences, general music) are required. Each of the arts for life classes meets for a nine-week period.

ELECTIVES: Band, chorus, and orchestra are electives.

7TH GRADE

REQUIRED: Language arts, mathematics, reading, science, social studies, physical education, and arts for life (art, integrated technology skills and application, and family and consumer sciences) are required. Each of the arts for life classes meets for a nine-week period. French I and Spanish I are high school level classes offered to seventh graders who meet the criteria established by BJHS. Students who are enrolled in a foreign language do not take the arts for life classes.

ELECTIVES: Band, chorus, and orchestra are electives.

****SPECIAL OPTION: OUTDOOR EDUCATION**

Outdoor Education is a fascinating learning experience open to seventh graders. The program allows students to spend a week in the woods, supervised by teachers and parent volunteers. During the week, classes in all curriculum areas are maintained. The materials introduced cannot be taught within the confines of the school building, and include: pond investigation, survival cooking, campsite mapping, laying out a scale model of the solar system, archery and canoeing, and publication of a camp newspaper. This unique blend of activities provides students a broad experience with academics. It allows them to see the basics of their class work put to literal use.

The Outdoor Education program has been successful for three decades. Every seventh grader is encouraged to participate in this program, although a student may be excluded from the program for behavioral reasons. Scholarships are provided for students who demonstrate need.

8TH GRADE

REQUIRED: Language arts, mathematics, reading, science, social studies, and physical education and arts for life (art, integrated technology skills and application and career exploration/post secondary careers) are required. French I, French II, Spanish I, and Spanish II are high school level classes offered to eighth graders who meet the criteria established by BJHS. Students who are enrolled in a foreign language do not take the arts for life classes.

ELECTIVES: Band, chorus, and orchestra are electives.

COURSE

DESCRIPTIONS

LANGUAGE ARTS

6th Grade

Sixth grade students arrive at Bloomington Junior High School from six different elementary schools bringing a variety of experience and ability. Our sixth grade language arts program reflects this diversity by using a variety of instructional materials and teaching methods. Language Arts is composed of two year-long classes of reading and English. These two areas are interrelated and often integrated with other sixth grade subjects.

6th Grade Reading: Sixth grade reading classes reinforce skills and enhance vocabulary while exposing students to a variety of genres. Literature is analyzed using various sources, including the Prentice Hall Literature anthology, age-appropriate novels, middle-level news magazines, Internet resources, and sixth grade content texts. Students prepare for the Illinois Standards Achievement Test in reading by analyzing text excerpts, practicing test-taking strategies, and responding in writing to various selections. Reading strategies, including decoding content-specific vocabulary and using graphic organizers to aid in comprehension, are integrated across curricular areas.

6th Grade English: Sixth grade English language arts classes foster the growth of literate middle-level communicators. Instruction emphasizes several modes of writing: narrative, persuasive, expository, and poetic. Students learn to write for a variety of purposes and audiences. Students are introduced to technology for research and publishing purposes. Instruction also includes developing appropriate spoken language, active listening skills, grammar usage, spelling skills, and proofreading abilities. Coherent, appropriate writing is expected across curricular areas.

7th and 8th Grade

The BJHS language arts program is organized into two year-long classes of integrated language arts instruction. One course is titled reading, the other is English. Despite the separate titles, instruction in both classes centers on the philosophy of the interrelated and mutually developed language arts: reading, writing, listening, and speaking.

7th Grade Reading: During reading class, students read novels, use the Prentice Hall Literature Series, and other sources/materials. Reading exposes the students to multiple genres of literature and provides individualized time for reading. Students are taught skills in reading for content, as well as reading for pleasure. Higher level thinking skills are addressed as students read and analyze literature representing various value systems, historical periods, and philosophies. In addition, the reading course focuses on engaging in process writing, learning to use effective study techniques, and learning to listen and speak effectively.

7th Grade English: English instruction emphasizes process-based writing. Students learn to write in different modes for a variety of purposes and audiences. Seventh grade students build on their knowledge of writing while strengthening their skills of focus, support, and elaboration. Additional instruction focuses on developing standard English grammar, improving spelling, developing vocabulary, and using spoken language effectively. Texts include the BJHS Writer's Handbook and Prentice Hall Writing and Grammar Communication in Action.

8th Grade Reading: During reading class, students use the Prentice Hall Literature Series, the Reader's Handbook, and novels to expose students to multiple genres of literature and literary skills. Students are taught to apply reading strategies in content area reading, as well as reading for pleasure. Higher level thinking skills are addressed as students read and analyze literature representing various value systems, historical periods, and philosophies.

In addition, the reading course focuses on learning strategies, test-taking skills, and essential words. Direct instruction in vocabulary helps students continue to acquire new words, as well as build upon the vocabulary already developed. An emphasis is placed on written responses to literature, as students make real world connections. Our goal is to promote a life long love of reading!

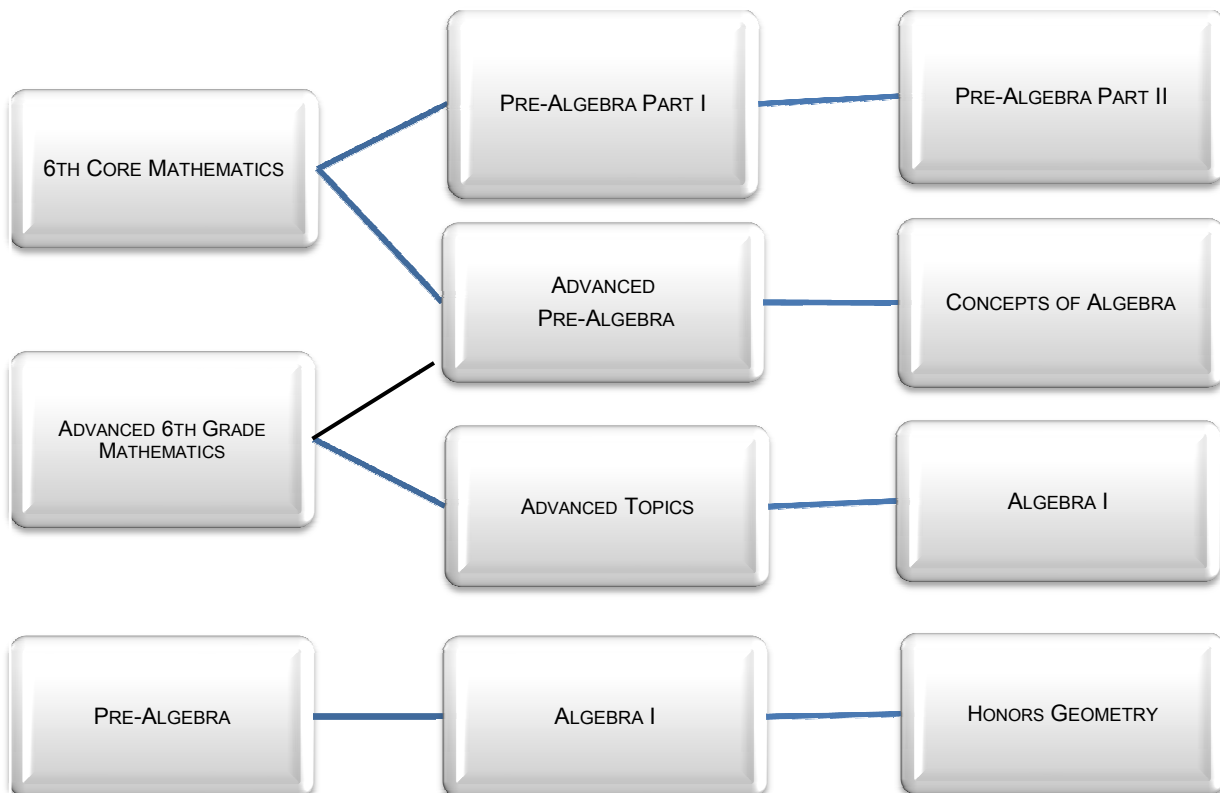
8th Grade English: English instruction emphasizes process-based writing. Students learn to write in different modes: expository, persuasive, and narrative. They write in these modes for a variety of purposes and audiences. Eighth grade students build on their knowledge of writing while strengthening their skills of focus, support/elaboration, and organization. Additional instruction focuses on developing Standard English grammar, sentence variety/formation, and using spoken language effectively through presentations.

MATHEMATICS

BLOOMINGTON JUNIOR HIGH SCHOOL COURSE DESCRIPTIONS

- A minimum of 3 credits of mathematics is required for graduation from Bloomington High School. Two of these credits must be in algebra and geometry.
- Three years of mathematics defined as Algebra I, Geometry and Algebra II are required for entrance into a state university in Illinois.
- Because of the demand for technologically literate problem solvers in today’s job market, each student should take as much mathematics as possible with the completion of Algebra II as a minimum.
- A recent report from ACT finds that a fourth year of math is associated positively with students’ college readiness. While only 16 percent of students taking three years of math met the readiness benchmarks on the ACT in math, 62 percent of students taking four years, and 75 percent of students taking four and a half years of math met that benchmark. (ACT, Inc. 2007, *Rigor At Risk : Reaffirming Quality in the High School Core Curriculum*)
- By 2016, professional occupations are expected to add more new jobs – at least five million- more than any other sector and within that category computer and mathematical occupations will grow the fastest. (Bureau of Labor Statistics)

The following courses are offered at Bloomington Junior High School:



6TH GRADE MATHEMATICS CLASSES

Core Mathematics (Grade 6)

The 6th grade core mathematics class is based on the state standards. Skills from elementary will be utilized to strengthen a foundation of problem solving strategies and build mathematical communities. This course will focus on problem-solving, connections, and written communication. Topics studied will include number theory, number sense and applications with fractions and decimals, coordinate geometry, two- and three-dimensional geometry, patterning, writing and evaluating numeric and algebraic expressions, solving equations, probability, and data analysis.

Most of these students will take Pre-Algebra – Part I in 7th grade.

Advanced Mathematics (Grade 6)

The 6th grade advanced mathematics class is based on the state standards. Students with strong backgrounds in basic elementary skills have the opportunity to participate in this course. Skills from elementary years will be used to establish a foundation of problem solving strategies and build mathematics communities. Groups will be differentiated in the core mathematics classroom and lessons will be planned to meet the needs of the students.

This course will focus on the development of algebraic thinking. The topics studied will include number theory, number sense and applications with fractions and decimals, coordinate geometry, two- and three-dimensional geometry, patterning, writing and evaluating numeric and algebraic expressions, solving equations, probability, integers, and data analysis. This section is intended to prepare student to take Advanced Topics or Pre-Algebra in seventh grade.

These students will take Advanced Pre-Algebra or Advanced Topics in 7th grade.

Pre-Algebra (Grade 6)

Prerequisite(s): Stanine performance of 9 or above on the district standardized test, exceeds on the ISAT, and teacher recommendation.

Pre-Algebra is designed to move a student from general mathematics to Algebra and Geometry. The course will develop higher-level thinking skills, problem-solving skills, and technology skills. The course is aligned with Illinois State Standards. Course topics include: patterning, algebraic reasoning, writing and simplifying algebraic expressions, number sense, estimation strategies, problem-solving strategies, solving equations and inequalities, linear functions, graphing, special thinking, measurement formulas, data analysis and probability.

Upon successful completion of this class, these students will take Algebra I in 7th grade.

7TH GRADE MATHEMATICS COURSES

PRE-ALGEBRA PART I (Grade 7)

Pre- Algebra Part I allows time for additional mathematical growth on the part of the junior high student. It is technology based, deals with the uses of mathematics as applied in the real world and is designed to move a student from general mathematics to problem solving, algebra and geometry while providing opportunities for student success. Measurement, displays of data and statistics, patterning, problem-solving, and utilizing measurements and formulas in geometry are the course topics. A scientific calculator (TI-30XS Multiview) with a fraction exchange key (n/d) is required for this course. This course, when combined with Concepts of Algebra, will prepare a student to take Algebra I and Geometry both requirements of the State of Illinois and today's work force.

These students will take Pre-Algebra – Part II in the 8th grade.

Advanced Pre-Algebra (Grade 7)

Prerequisite(s): Stanine performance of 7 or above on the district standardized test, Meets on the ISAT, and teacher recommendation.

The Advanced Pre-Algebra is a faster-paced course than the Pre-Algebra – Part I. It will require more independent thinking while exploring number sense with fractions, decimals, and Integers; number theory, equations, inequalities, ratios, percents, plane geometry concepts, measurement, data analysis, graphing, and probability. This course is aligned with 7th grade Illinois State Learning Standards.

Students who successfully complete this class will take Concepts of Algebra in 8th grade.

Advanced Topics (Grade 7)

Prerequisite(s): Successful completion of Advanced Math (Grade 6) with teacher recommendation. Stanine performance of 8 or above on the district standardized test, Meets on the ISAT, and teacher recommendation.

Advanced Topics is technology based, deals with the uses of mathematics as applied in the real world and is designed to move a student from advanced mathematics to problem-solving, algebra and geometry while providing opportunities for student success. The course is aligned with the 7th grade Illinois Learning Standards. Understanding expressions, Geometry in 3-D, Exploring exponents, Signed Numbers, Linear Relationships and Equations, Graph Interpretation, Data, and Probability using real world applications are some topics to be studied. A scientific calculator (TI -30XS Multiview) with a fraction exchange key(n/d) is required for this course. This course will prepare a student to take Algebra I in 8th grade.

Students who successfully complete this class will take Algebra I as an 8th grader.

Algebra I (Grade 7)

1 BHS credit

Prerequisite(s): Score at or above the 95th percentile on the Orleans-Hanna Algebra Aptitude test, stanine performance of 8 or 9 on the district standardized test, Exceeds on the ISAT, teacher recommendation, and successful completion of pre-algebra or its equivalent.

Algebra I relates algebraic thinking and skills to applications of the real world. It is a rigorous preparation for advanced mathematics, stressing both structure and development of problem-solving skills. Students are expected to communicate mathematics by reading, writing, talking and thinking mathematics. Topics of study include: equations, linear functions, graphing, inequalities, polynomials, quadratic functions, factoring, radical expressions, and rational expressions and equations. A TI-84 graphing calculator is recommended. Algebra I Honors is a college preparatory course. A minimum of 45 minutes of homework a day is expected. Students who earn an A or B in this class will be ready to take Honors Geometry in the 8th grade.

8TH GRADE MATHEMATICS

Pre-Algebra – Part II (Grade 8)

Pre- Algebra Part II allows time for additional mathematical growth on the part of the junior high student. It deals with the uses of mathematics as applied in the real world and is designed to move a student from general mathematics to problem-solving, algebra and geometry while providing multiple opportunities for student success. Measurement, displays of data and statistics, patterning, problem-solving, and utilizing measurements and formulas in geometry are the course topics. A scientific calculator with a fraction exchange key ($A \frac{b}{c}$) is required for this course. A graphing calculator will be used in class to preview Algebra I topics. This course, when combined with Concepts of Algebra, will prepare a student to take Algebra I and Geometry, both requirements of the State of Illinois for high school graduation and for today's work force.

Successful completion of this class will prepare students to take Algebra I as a freshman in high school.

Concepts of Algebra (Grade 8)

Prerequisite(s): Stanine performance of 7 or above on the district standardized test, Meets on the ISAT, and teacher recommendation.

Concepts of Algebra relates algebraic thinking and skills to applications of the real world. It integrates statistics and geometry with the algebra of linear equations and inequalities, and includes probability concepts in conjunction with algebraic fractions. This course is designed to reinforce pre-algebra concepts and skills while beginning to explore and develop early Algebra concepts. Topics include: data analysis, measurement, equations, inequalities, graphing, two- and

three- dimensional geometry, functions, polynomials, and probability. Students should expect to spend at least 30 minutes per night on homework.

Successful completion of this class will prepare students to take Algebra I as a freshman in high school.

Algebra I (Grade 8)

1 BHS credit

Prerequisite(s): Score at or above the 95th percentile on the Orleans-Hanna Algebra Aptitude test, stanine performance of 8 or 9 on the district standardized test, Exceeds on the ISAT, teacher recommendation, and successful completion of pre-algebra or its equivalent.

Algebra I relates algebraic thinking and skills to applications of the real world. It is a rigorous preparation for advanced mathematics, stressing both structure and development of problem-solving skills. Students are expected to communicate mathematics by reading, writing, talking and thinking mathematics. Topics of study include: equations, linear functions, graphing, inequalities, polynomials, quadratic functions, factoring, radical expressions, and rational expressions and equations. A TI-84 graphing calculator is recommended. Algebra I Honors is a college preparatory course. A minimum of 45 minutes of homework a day is expected.

These students will take Geometry as a freshman if they successfully complete this class. An A or B will enable them to take Honors Geometry.

Honors Geometry (Grade 8)

1 BHS credit – grade-weighted

Prerequisite(s): Algebra I, teacher recommendation

This rigorous course includes plane, spatial, transformational, and coordinate geometries. It emphasizes logical thinking and applies algebraic concepts to geometric figures. Topics include: polygons, 3-D solids, congruent and similar figures, circles, area, and volume. Applications will be explored via required projects and geometric constructions. The pace is rapid and algebra skills will be strengthened while studying geometry. Homework will average 45 -75 minutes per night. Geometer's Sketchpad and calculators are used throughout the course.

These students will take Honors Algebra II/ Trigonometry as a freshman in high school.

CALCULATORS: Student fees provide a scientific calculator (TI-30XS *MultiView*) to students in their sixth and seventh grade mathematics classes for the 2009 – 2010 school year. For those students wanting to purchase their own graphing calculator, a TI-84 Plus is recommended. This is the calculator recommended at BHS for upper level mathematics classes.

SCIENCE

6th Grade Core Curriculum

The Nature of Science and Technology

- Scientific Principles
 - Scientific skills & process
 - Scientific method
 - Levels of inquiry
- Quantitative vs. Qualitative
- Measurement in science
 - Metric—prefixes/suffixes
 - SI
 - Conversions
 - Density
 - Weight/mass
 - Volume
 - Accuracy vs. precision
 - Estimation
 - Mean, median & mode
- Graphing skills
- Careers in science

Matter

- What is an atom?
 - Structure
 - Charges
- States of matter
 - Arrangement of particles
 - Properties, both chemical & physical
- Changes of matter
- Physical & chemical changes

Weather

- Earth's Atmosphere
 - Components
 - Air pressure
 - Layers & pauses
- Weather Factors
 - Energy factors
 - Heat transfer
 - Wind- local & global
 - Clouds
 - Precipitation
- Weather patterns

- Air Masses
- Fronts
- Cyclones and anti-cyclones
- Storms
- Predicting weather

Inside Earth

- Plate tectonics
 - Earth's interior
 - Plate boundaries
- Earthquakes
 - Faults
 - Seismic waves
- Volcanoes
 - Magma & eruptions
 - Volcano landforms
 - Viscosity
- Minerals
 - Properties of minerals
 - How minerals form
- Rocks
 - Igneous
 - Sedimentary
 - Metamorphic
- Rock Cycle

Astronomy

- Earth, Sun, & Moon
 - Tides
 - Phases of the moon
 - Eclipses
 - Lunar
 - Solar
 - Earth's seasons
 - Rotation
 - Revolution
- The Solar System
 - Geocentric verses Heliocentric Models
 - The Sun
 - Planets
 - Comets, Asteroids and Meteors

7th Grade Core Curriculum

Introduction to Science

- Science skills
- Graphing
- Microscopes
- Controlled experiments
- Scientific method
- Measurement

Cells & Heredity

- Cell theory
- Cell parts and functions
- Cell processes
- Mitosis
- Mendel's contributions
- Dominate and receive traits
- Punnett squares
- Pedigrees

Simple Organisms

- Classification systems
- Prokaryotic verses eukaryotic cells
- Bacteria
- Protist
- Fungi
- Virus

Plants

- Vascular plants
- Non-Vascular
- Photosynthesis
- Ferns
- Gymnosperm
- Angiosperms

Animals

- Animal symmetry
- Invertebrates
 - Sponges
 - Cnidarians
 - Worms
 - Mollusks
 - Arthropods
 - Echinoderms
- Vertebrates
 - Fish
 - Amphibians
 - Reptiles
 - Birds
 - Mammals

Environmental science

- Ecosystems
- Environmental issues
- Biomes
- Food chains & webs
- Predator/Prey relationships
- Symbiotic relationships
- Cycles of matter
 - Oxygen & carbon dioxide
 - Nitrogen
 - Carbon

Human Anatomy and Physiology

- Skeletal system
- Muscular systems
- Digestive systems
- Respiratory systems
- Circulatory systems
- Nervous systems

8th Grade Core Curriculum

Chemical Building Blocks

Elements and the periodic table

- Atoms
- Elements
- Metals
- Nonmetals & metalloids

Chemical Interactions

Atoms & bonding

- Types of bonds
 - Ionic
 - Covalent
 - Metallic

Chemical Reactions

- Chemical change
- Chemical equations
- Rates of chemical reactions

Acids, Bases and Solutions

- Characteristics of solutions
- Concentration and solubility
- Properties of acids and bases
- pH

Motion, Forces and Energy

Motion

- Calculate an objects speed and velocity
- Calculate acceleration

Forces

- Describe force
- Friction and gravity
- Newton's laws

Forces in fluids

- Pascal's principle
- Bernoulli's principle

Work and Energy

- Simple machines
- Forms of energy
- Energy transformations and conservation

Sound & Light

Characteristics of Waves

- Properties of waves
- Interaction of waves

Sound

- Properties of sound
- How you hear sound
- Echolocation
- Ultrasound technologies

Electromagnetic Spectrum

- Electromagnetic waves
- Electromagnetic spectrum
- Visible light
- Communication satellites

Light

- Light & color
- Reflection & refraction
- Seeing light

Electricity and Magnetism

Magnetism

- Properties of magnets
- Magnetic fields

Electricity

- Electric charge
- Static electricity
- Electric current
- Batteries
- Electric circuit
- Electrical safety

SOCIAL STUDIES

Sixth Grade

The sixth grade curriculum for social studies follows the Assessment Framework found within the Illinois State Learning Standards. These standards require students to be exposed to ancient world history from Early Humans through the Middle Ages of Europe. Teachers and students use grade level text, maps, and other published material in order to achieve these learning standards. An emphasis is placed on teaching students to successfully read and gather information from expository text. A balanced curriculum is achieved by the judicious use of text, projects, community resources, and teacher creativity. Students will leave the sixth grade having received a well-rounded social science experience.

Seventh Grade (Geography)

The seventh grade curriculum for social studies follows the Assessment Framework found within the Illinois State Learning Standards. These standards require students to understand world geography and the effects of geography on society, including events, trends, individuals and movements that have shaped the history of the United States and other nations. Teachers and students use grade level texts, maps and other published materials in order to achieve these goals. An emphasis is placed on the study of the location and distribution of natural and cultural environments on the surface of the earth, including the development of skills such as: orientation to maps, directions, locating places on maps, using scale and computing distance, interpreting map and comparing maps and making inferences. The curriculum focuses on student literacy, including the ability to read and understand maps, charts and graphs. Students will leave the seventh grade having gained an understanding for the world in which they live

Eighth Grade

The eighth grade curriculum for social studies follows the Assessment Framework found within the Illinois State Learning Standards and is consistent with historical period divisions developed to coordinate District 87's fifth, eighth and tenth grade courses. The majority of the historical content will be drawn from the period following the American Revolution through the closing of the frontier and emergence of urban centers. One quarter of the year will be devoted to a study of government that meets state requirements for completion of eighth grade. Courses will feature a grade level text and include activities designed to develop student abilities to read and gather information from an expository text. Students will leave eighth grade prepared for success in their high school history and government classes.

VISUAL ARTS

The visual arts are taught with a comprehensive approach based on the State of Illinois Goals for Learning in the Fine Arts. Course work includes aesthetics, art criticism, art history, and art production. Visual arts course work is required of all sixth and seventh grade students, and is a part of the arts for life rotation. At the eighth grade level, students have the opportunity to choose to participate in the arts for life rotation or to take a foreign language. Study in the visual arts classroom supports learning in mathematics, reading, writing and social studies.

In the Art Department, students develop their analytical skills by interpreting and judging artworks by master artists for content, style, relevance to culture, and as a source of historic information. In the art production part of the art curriculum, students work in a studio setting in order to experiment, manipulate and practice making art with a variety of 2-dimensional and 3-dimensional materials. These experiences include cooperative learning, planning, analysis, synthesis, research, and presentation.

Learning is extended beyond the classroom by inviting visiting artists to share their work and processes with students. In addition, the Open Studio and Honors Studio programs offer students after school opportunities to further explore art concepts, techniques, and materials not available during the regular school day. Honors Studio and Open Studio students visit the Art Institute of Chicago every other year and local artist's studios.

Sixth grade students explore color theory, basic drawing and painting skills. The study of clay provides students opportunities to work with 3-dimensional art forms. Students develop their critical thinking skills by analyzing and studying famous works of art. The interrelated and interdisciplinary approaches to making art are a part of our curriculum.

Seventh grade students continue to develop their basic drawing and painting skills. The ceramics and wood sculpture projects provide students the additional opportunity to build on their 3-dimensional concepts and techniques, while work in drawing focuses on the laws of perspective and line quality. In painting, students explore the world of color theory. These experiences along with study of multi-cultural arts and historic art styles equip students to visually interpret their world.

Eighth grade students explore more advanced 2-dimensional drawing and 3-dimensional studio techniques. Students analyze Renaissance artists and art works for symbols and metaphors. After completing historical research students create images in Adobe Photoshop. The introduction of technology offers another vehicle for expression and helps prepare students for the 21st century.

MUSIC

Opportunities exist for music students to attend Illinois Music Educators Association Festivals and Illinois Grade School Music Association Contests. All music groups have performance opportunities including nursing/retirement homes and elementary school tours.

Sixth Grade Band - Sixth grade band is open to students who have played a brass, woodwind, or percussion instrument for one year or by audition. Each week students attend two group lessons and one full band rehearsal during the school day. The sixth grade band performs a minimum of three concerts each year.

Seventh Grade Band - Seventh Grade Band is open to students with two years of playing experience or by audition. Full band meets two times per week during the school day. Every student also receives group instruction an additional one to two times per week. The band plays two to four performances per year.

Eighth Grade Band - Eighth grade band is open to students with three years of playing experience or by audition. Full band meets two times per week during the school day. Every student also receives group instruction an additional one to two times per week. The band plays two to four performances per year.

Orchestra - Students who have played a stringed instrument many choose to participate in orchestra. Sixth, seventh, and eighth grade students meet separately during the regular school day for orchestra. Students in the seventh and eighth grade orchestras combine for four rehearsals immediately prior to the two annual concerts.

Choirs - Membership in sixth, seventh, and eighth grade chorus is open to students by audition only. Sixth and seventh grade chorus members each have one sectional rehearsal per week and one full chorus rehearsal per week. Eighth grade chorus members have one sectional rehearsal per week and two full chorus rehearsals per week. All sectionals and full chorus rehearsals occur during the school day. All choirs have concert performances in the fall and spring plus community performances that might include caroling and mall singing.

General Music - All sixth grade students attend a nine-week period of daily general music instruction (sequential to that completed in grades K-5). With an emphasis on exploratory learning, the curriculum contains units on playing guitar, tonette, and keyboards.

INTEGRATED TECHNOLOGY SKILLS AND APPLICATIONS

Technology 101 for 6th Grade Students

During this nine week long course students will be introduced to computer programs, applications and creating unique and relevant projects. Students will occasionally present their projects to their peers and teachers to start improving upon their public speaking and presenting skills. The expectations of this course are to build a base for students to start developing their computer knowledge and skills so during their education they can use technology to enhance their learning. Below are a few of the areas students will explore and projects they will produce.

6th Grade Skills	Projects
Digital Citizenship & Internet and classroom safety	Create scenarios to test peers on-line judgment. Continually, reviewing and improving upon what it means to be a good digital citizen. Pass their “digital drivers test.”
Keyboarding Requirement	Begin to practice proper keyboarding techniques and ergonomics. Goals for improvement will be established and measured.
eFolio	Learn where their personal portfolio is stored and begin to add meaningful projects to this area. Also learn that this portfolio will continue to build throughout their education and even follow them on to BHS.
Common Applications	Students will begin to learn many of the Microsoft applications like Word, Power Point, Outlook and many others to help create and enhance educational projects.
Research Fluency	Learn how to filter through good and bad information students find on the web. Understand the difference between different search tools and how to properly formulate productive internet searches.

Technology 201 for 7th Grade & 301 for 8th Grade Students

During this semester long course students will be extending their current knowledge of computer applications and producing more detailed works. Students will be expected to present their projects to their peers and teachers on a regular basis giving students the chance to improve upon their public speaking and presenting skills. The expectations of this course are to allow students to develop a higher level of computer knowledge and skills so when continuing their education they can use technology to enhance and contribute to their learning. Eighth grade students will build upon their 101 & 201 experiences to create much more technologically skilled projects. Below are a few of the areas students will explore and projects they will produce.

Skills Areas	Projects
Digital Citizenship and Internet & classroom safety	Create scenarios to test peers on-line judgment. Continually, reviewing and improving upon what it means to be a good digital citizen. Pass their “digital drivers test” each year.
Keyboarding Requirement	Continued practice of proper techniques and ergonomics. Goals for improvement will be set and measured regularly.
eFolio	Know where their personal portfolio is stored and continue to add meaningful projects to this area.
Presentation Skills & Applications	Students will use presentation tools such as power point, photo story, movie maker or another program of their choice to practice presenting information to an audience and enhancing and expanding their knowledge of powerful presentation programs and tools.
Research Fluency	Learn how to filter through good and bad information students find on the web. Understand the difference between different search tools and how to properly formulate productive internet searches.
Media Production	All groups will be required to storyboard all ideas before production begins to help focus direction. We would like students to produce a public service announcement to be aired in school during the Channel One News. Meaningful and relevant topics would be assigned or chosen.
Enrichment Opportunities	Students will have opportunities to explore other technologies that they are interested in if time allows. Some students will have chances to work with programs that interest them such as animation software, comic life, and some computer programming and game design software.

FAMILY AND CONSUMER SCIENCES

Sixth Grade

This course provides an initial introduction to the area of family and consumer science at the middle school level. The nine-week curriculum is divided between three basic areas: foods & nutrition, clothing & textiles and study skills. The intent of the curriculum is exposure and exploration of these areas.

Seventh Grade

This course provides an opportunity for the seventh grade students to expand their knowledge and practical skills in foods/nutrition and sewing/textiles that are transferable to daily application in family life, community involvement and global citizenship. Areas covered include: healthy life styles; food preparation, clothing construction, consumerism, careers, team work, problem-solving, and resource & time management.

CAREER EXPLORATION & POST SECONDARY CAREERS

Eighth Grade

This course will provide an opportunity for the eighth grade student to explore the world of work in relation to knowledge of self and make informed career decisions. Course work includes the use of *Career Cruising*, an internet-based career exploration program. Features of the program include: interest and skills assessment, career portfolios, multi-media interviews, high school and post secondary research and financial aid information. Students will create an electronic career portfolio and resume that can be continuously updated and accessed as they continue their education and careers. Community speakers representing the career clusters will bring the curriculum to life. Students will also have the opportunity to participate in various field trips applicable to course content. It is also the intent of the curriculum to make students more aware of the multiple roles they will encounter in the future.

FAMILY AND CONSUMER SCIENCES

6TH GRADE CURRICULUM (9 WEEKS)

Exploratory - teachers and students rotate through areas:

STUDY SKILLS

FOODS AND NUTRITION

CLOTHING AND TEXTILES

Areas/Topics Covered

- Managing time, materials, and space
- Managing yourself
- Working with others
- Studying for tests
- Developing test-taking skills
- Participating in class
- Working with textbooks and references
- Preparing reports, speeches and projects
- Personal assessment

Areas/Topics Covered

- Nutrition:
- 6 basic nutrients
- Caloric needs
- Dishwashing
- Healthy snacks
- Exercise
- Healthy lifestyles
- Foods:
- Safety
- Sanitation
- Cooperation/teamwork
- Time management
- Small equipment
- Measuring
- Table setting
- Lab preparation in the following areas:
- Nutritious snacks
- Lunches
- Breakfasts

Areas/Topics Covered

- Sewing equipment
- How to thread and operate machine
- Safety
- Pattern layout/cutting
- Pressing techniques
- Basic hand sewing and repair
- Clean finishing techniques
- Straight seam construction
- Simple project construction (locker pocket)

FAMILY AND CONSUMER SCIENCES

7TH GRADE CURRICULUM (9 WEEKS)

Continued exploration with some in-depth study-
teachers and students rotate through areas:

FOODS AND NUTRITION

Areas/Topics Covered

- Planning nutritious meals & snacks
- Controlling weight: Anorexia, bulimia, and obesity
- Healthy lifestyles
- Fast food survival
- Sports nutrition and exercise
- History of food and customs
- Kitchen safety
- Sanitation and food safety
- Cooperation /teamwork
- Time management
- Cooking terms
- Using recipes
- Food labels
- Small/large equipment
- Table manners and table setting
- Managing our resources
- Wise shopping
- Technology in the kitchen
- Job skills

Lab preparation includes:

- Soups
- Salads
- Yeast and quick breads
- Fruits and vegetables
- Pasta
- Ethnic food (Italian, Oriental, Mexican)
- Dinners: meat & meatless
- Milk and milk products
- Quick nutritious lunches
- Breakfasts and egg cookery

CLOTHING AND TEXTILES

Areas/Topics Covered

- Sewing machine parts
- Simple repairs
- Sewing accuracy
- Measuring methods
- Design techniques
- Marking fabric
- Sewing creatively
- Technology & electronics in sewing equipment
- Selecting a pattern, fabric, & notions
- Taking body measurements
- Instruction sheet and pattern pieces
- Fitting and altering patterns
- Clothing choices
- Clothes and your appearance
- Elements of clothing design
- Fibers and fabrics
- Planning your wardrobe
- Clothing care and care labels
- Clothing purchases
- Managing resources
- Clothing fashion/textile careers
- Construction techniques: seam finishes, button, hemming, serger
- Wearable clothing: project construct-pants, shorts, vest, shirt
- Community service projects

PHYSICAL EDUCATION AND HEALTH

Physical Education Curriculum Grades 6, 7, and 8

Health:

- Wellness
 1. Develop an effective understanding for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.
 2. Develop a health related fitness plan.
 3. Investigate and self assess the relationship among body composition, nutrition, use of tobacco, family history, and levels of physical activity.

Affective/Sportsmanship Development:

- Team Building
 1. Demonstrate the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs.
 2. Demonstrate the ability to follow procedures, accept leadership from others, participate actively, and lead when appropriate.
 3. Identify each member's contributions, including their own.
- Cooperative Activities
 1. Work cooperatively in a competitive and non-competitive group setting, to accomplish a set goal.
 2. Demonstrate the role of self responsibility for personal safety and safety of others, during sport activities.
 3. Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions.
 4. Demonstrate respect for the unique characteristics and abilities of peers.

Psychomotor Development:

- Health Related Fitness
 1. Exhibit the five components of fitness: cardio-respiratory endurance, muscular strength, muscular endurance, muscular flexibility, and body composition.
 2. Demonstrate basic biomechanical principles.
- Sports Skills
 1. Demonstrate the ability to combine loco-motor and manipulative skills in sport.
 2. Demonstrate skill related fitness (e.g., agility, speed, power, balance).
 3. Demonstrate basic biomechanical principles.

- Rhythmic Movement
 1. Demonstrate movements that include aerobic and social dance.

Cognitive Development:

- Sport and Play Strategies
 1. Demonstrate and apply basic offensive and defensive strategies in small group or team activities.
 2. Describe and exhibit the importance of skill work.
 3. Exhibit rules and safety procedures in physical activities.

- Fitness
 1. Describe basic principles of training in relation to implementing a safe and appropriate personal fitness program.
 2. Describe and identify various training methods (e.g., cardiovascular, circuit, strength).
 3. Develop a personal health related fitness plan with goals and strategies.

- Biomechanics
 1. Identify and define biomechanical principals.
 - Compare and contrast efficient and inefficient movement patterns.
 2. Identify and define the scientific concepts in relationship to learning movement skills.
 - Newton's Laws of Motion.

- Anatomy / Physiology
 1. Identify and define how body systems function and interact with one another.
 - Muscular, skeletal, cardiovascular, and respiratory systems.
 2. Assess and monitor physiological responses before, during, and after exercise.
 3. Modify exercise appropriately in response to assessments made before, during, and after exercises.

Health

Health education is one of the arts for life rotations at the seventh grade level. The required course is nine weeks in duration. During the nine week session, each student is exposed to aspects that will further their physical, mental, and social health. In addition to our in house curriculum, outside resources are brought in including: the DARE (Drug Abuse Resistance Education) Program as well as an abstinence program presented by the McLean County Catholic Charities Organization about the topics of HIV/AIDS and sexually transmitted infections (STI's).

Students are evaluated through the use of worksheets, quizzes, tests, written papers, and projects.

Health education consists of three major topic areas. A breakdown of subject matter within each topic area is listed below.

Drug Education	Family/Reproduction Education	Wellness Education
<ul style="list-style-type: none"> • Tobacco • Alcohol • Prescription Drugs • Over-the-counter Drugs • Dependence • Addiction • Stimulants • Depressants • Narcotics • Hallucinogens • Drug Research Project • DARE- decision making, peer pressure, violence prevention, drug resistance, relationships/ friendships, drug facts, conflict resolution, gang awareness. 	<ul style="list-style-type: none"> -Communicable Disease -Non-communicable Disease -Genetic & Hereditary Disorders -Immune System -Sexually Transmitted Diseases -HIV/AIDS -HIV/AIDS Written Paper -HIV/AIDS awareness presentation with activities -Baby Project-project consists of: parent signature form, day care worksheet, classroom presentation on a parenting task, written paper including: students thoughts on responsibilities of parenting, dating, consequences of choices, parent/guardian interview, baby/child tasks (reading to a child, bathing a child, etc.), and a summary of thoughts about the project. -Reproductive System -Reproduction 	<ul style="list-style-type: none"> -Health Triangle -Peer pressure -Fitness -Relationships -Health Behavior Contract -Stress Management -Stress Enrichment

SPECIAL EDUCATION

At BJHS a continuum of services, from consultation to providing direct services is offered at all grade levels for the student with special needs. A comprehensive case study evaluation is conducted by a multidisciplinary team to identify a student in need of special education services, and a curriculum of educational experiences adapted to individual needs is provided. In all programs a certified Learning Behavior Specialist (LBS) provides special education services, and most programs include the services of program assistants as well.

Consultation services are provided for students who are making the transition from special education to regular education classes. Student progress in regular classes is monitored and assistance is provided to classroom teachers to adjust the learning environment or instructional methods as needed.

In the Learning Disabilities Resource program, students with learning disabilities are included on a team at each grade level that has the services of a certified Learning Behavior Specialist. This teacher monitors student progress, works with students in the general education classroom, provides small group instruction as needed, consults with general education teachers, and provides individual accommodations and modifications as stated on each Individualized Education Program (IEP). Resource students are included in all general education classes unless otherwise stated on an IEP.

The Behavior Disorders and Learning Disabilities Instructional programs at BJHS are highly structured for students who exhibit emotional/social disturbances or academic deficits that significantly interfere with their learning in general education classes. The instructional programs offer a remedial reading program consistent at all grade levels to improve decoding and/or comprehension skills. A behavior management plan that has been developed to offer consistency for students throughout their junior high experience is also part of each program. If the needs of an individual student with disabilities can be met in the general education environment when appropriate supports and aids are provided, a student is included in general education classes.

Mentally disabled students attend 6th through 8th grade in an EMD instructional program. Academics are either provided in the EMD class or in another least restrictive environment that meets the needs of each individual student. Students in the EMD program are included in general education arts for life and PE classes, with special modifications made for individual abilities.

Developmentally delayed (DD) students attend a special class for academic and functionally skilled programs that meet individual needs. They attend the regular lunch period with assistance from a program assistant or teacher, and an adapted PE program that is assisted by junior high students who work as peer mentors. The DD program teaches the students vocational and functional skills both within BJHS and in community settings.

Each special education program at the junior high works in coordination with the others to try to best meet the individual needs of each student. If a student in one program would benefit from a particular class being offered in another, he/she is included in the least restrictive environment that is appropriate. If needed, assistive technology devices and services are “used to increase, maintain, or improve the functional capabilities of a child with a disability”. (IDEA)

FOREIGN LANGUAGE

(FRENCH I & II AND SPANISH I & II)

French I & II and Spanish I & II are high school level classes offered to seventh and eighth grade students who have met criteria established by BJHS.

The foreign language classes taught at the junior high school will contain the same course content and materials as the high school classes. Junior high school students will also take a final exam at the end of the first and second semesters. The semester grades will be included in their grade point average (GPA) on their high school transcript for colleges and employment. For BJHS, students will earn a grade each quarter that will be used for the purpose of honor roll calculation.

If your junior high school student is enrolled in a foreign language, the following high school class withdrawal policy will apply: For a student who withdraws from a foreign language during the first ten days of school, there is no penalty. However, any time after the first ten days of school, a student who withdraws from a foreign language class prior to the end of the first and third grading periods will have a “WP” (Withdraw Passing) or a “WF” (Withdraw Failing) placed in his/her permanent record. Also, a student who withdraws from foreign language after the end of the first or third grading periods will receive a grade of “F” for the entire semester.