

## Statement of Purpose

The educational program of Oakwood Junior High School is designed and developed to: 1) provide for a common education in basic knowledge and skills; 2) stimulate diversified interests; 3) assist students in making intelligent decisions concerning their future; 4) meet the various individual needs of the students; 5) provide satisfactory developmental social experiences; and 6) provide a gradual transition from preadolescent education to learning experiences suited to the needs and interests of adolescents.

## Information for Parents

The purpose of this bulletin is to provide information to both students and parents concerning the curricular and co-curricular offerings of the seventh and eighth grade years at Oakwood Junior High School.

Although many of the seventh and eighth grade courses are required for all students, opportunities for selecting a variety of elective subjects are available. Parents play an important role in guiding their seventh or eighth grader toward a strategic selection of these courses. School personnel are ready to assist the student and his or her parents as they make these important decisions.

The guidance counselor is available to answer any questions you might have which are not adequately addressed by this bulletin. We invite you to contact the Guidance Counselor (297-5328) with any concerns that you have about the program of studies or registration for 2017-2018 classes.

## Course Selection Sheets

**Important:** Inserted with this manual is a course selection form for next year's classes. Together with your child, please complete the information requested and have it returned to the person designated below.

**Present Sixth Graders:** Return your completed course selection form to your homeroom teacher no later than Tuesday, February 7<sup>th</sup>.

**Present Seventh Graders:** Return your course selection form to your science teacher no later than Thursday, February 9<sup>th</sup>.

## Course Load

The seventh and eighth grade program operates within a seven period day, thus providing thirty-five periods per week in which to schedule both required and elective courses.

Junior high classes are offered in five different formats: full year, quarter, semester, two days per week for a semester, and two to three days per week for a full year. The full-year class meets one period every day for the entire school year, a quarter course meets one period every day for nine weeks, and the two or three day-per-week classes meet two or three periods per week for a semester or the entire school year. The combination of these five types of classes gives students the flexibility to choose from a variety of courses during their two years of junior high school.

## Honors Courses

Honors classes offered include Math 7H, Honors Algebra I, English 7H, and English 8H.

Factors used in selecting students for these classes include standardized achievement test scores, previous grades in the subject, general academic performance and teacher recommendations. Primary emphasis is on enrichment in the English course and on vertical content acceleration in the Mathematics courses. Placement in these groups is not static from year to year, but there are specific summer requirements for students wishing to move from non-honors to honors in either area. For more information on these requirements, please contact the Guidance Counselor at 297-5328.

## Specialized Education Programs and Services

Oakwood Junior/Senior High School offers a continuum of program options for students with special needs. The Learning Center serves students with learning disabilities and other special needs who are enrolled in regular classes. Services are offered in the regular classroom or in the Learning Center with learning specialists.

Oakwood also has Resource Room units that serve students across different disability categories. The teacher of each unit serves as a resource room teacher, a collaborative teacher, and/or a classroom consultant for the student with special needs. Credits and grades for courses vary depending on individual students and their needs. All students with disabilities are included in regular classes as much as appropriate.

Speech and language services, adaptive physical education, physical therapy and occupational therapy are also available for students with identified needs. In addition, oral interpreters and aides assist students when appropriate. For more information concerning special education programs and services, contact our Special Education Supervisor at 297-7803.

## Gifted Identification and Services

The Oakwood Board of Education has adopted a policy, in accordance with Ohio Revised Code 3324.01-3324.07 and Ohio Administrative Code, for identifying children who are gifted. The state mandates that all students have the opportunity to be assessed for possible "giftedness" based on the state's specific definition of giftedness, which follows:

Children who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified in the areas of superior cognitive domain, specific academic domain (math, science, social studies, reading/writing), creative thinking domain, and/or visual/performing arts domain (visual arts, music, dance, drama).

The district uses an approach of assessment and identification to identify students who perform, or show potential for performing, at high levels of accomplishment in these domains. To be identified as "gifted" a student must achieve the requisite cutoff score on an assessment instrument authorized by the Ohio Department of Education (ODE), which sets cutoff scores.

Children may participate in either whole-grade assessment or referral-based assessment. Whole-grade level assessment occurs at grades 2, 4, and 6 in Oakwood City School District. For referral-based assessment, children may be referred for possible gifted identification on an ongoing basis based upon child request (self-referral), teacher recommendation, parent/guardian request, child referral of peer, or other referral. Referral forms are available in the school offices, Gifted Intervention Specialists' offices, and counselors' offices.

While the State of Ohio requires that students have the opportunity to be assessed for giftedness, it does not require districts to provide services for students who are identified as gifted. Through local tax dollars, Oakwood employs three (3) Gifted Intervention Specialists who assist teachers at Lange, Harman, Smith, and the Junior/Senior High Schools in working with students identified as gifted.

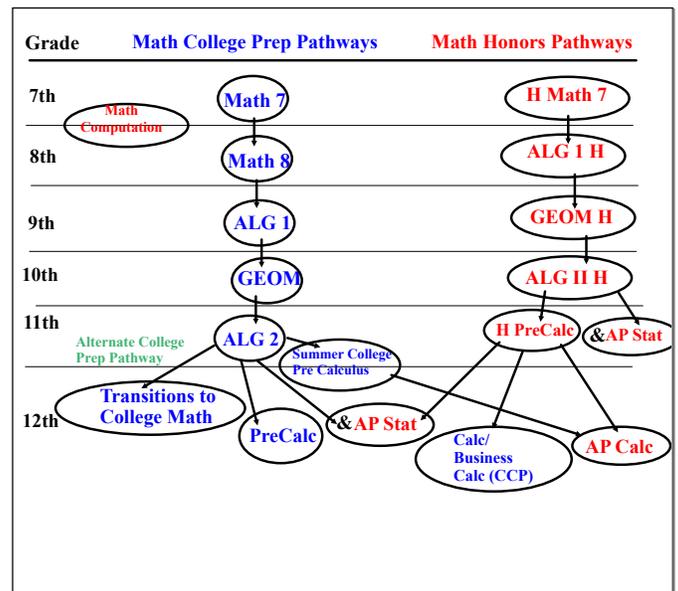
The gifted services revolve around instructional activities for students who have been identified in each of the four domains of giftedness defined by the state of Ohio. The district ensures equal opportunity for all students identified as gifted to receive services offered by the district. Additionally, students who participate in gifted services are guided by the development and implementation of Written Education Plans which document student data, goals, and progress. Differentiated instruction in the classroom is the linchpin of the program. Differentiated instruction requires modifying process, content, or product according to student need, readiness, and interest, and it is often performed in consultation with the Gifted Intervention Specialist. Our instructional program at all levels continues to evolve in order to meet the needs of our learners, and annually revised gifted services matrices are available from the Gifted Intervention Specialists.

At the secondary level, we offer services to students identified as gifted through curricular offerings, including enrichment electives, honors and Advanced Placement courses, co-teaching models, educational options, and extracurricular activities. For more information regarding this program, contact the Gifted Intervention Specialist at 297-5328.

## Math Pathways

See below for the various options of progression in Mathematics classes from grades 7 through 12. Please note the following:

- Summer Math Acceleration is a short course during which students will learn skills and concepts that are prerequisites for honors math. Successful completion of Summer Math Acceleration is required for transfer to the honors pathway.
- Students moving from Honors Algebra I to College Prep will be placed into Algebra or Geometry, depending on Honors Algebra I final exam scores.
- Summer college precalculus course would be taken at UD, WSU, or Sinclair. The UD Summer Precalculus admission is based on application to UD. There is no cost for the UD program.



## Core Requirements

The State of Ohio has revised the requirements for high school graduation. This affects junior high students because some of the fine arts Core Requirement may be earned during the 7th and 8th grades.

While students will not earn a high school grade or credit in junior high fine arts, they must receive a passing grade to meet the Core Requirement. Any grade earned will not count in a student's high school GPA. Students may earn part of this requirement in junior high and part in high school.

### GRADUATION REQUIREMENTS

	Class of 2014 and beyond*
English	4
Mathematics	4
Science	3
Social Studies	4
Health	.5
P.E.	.5
Additional Electives	6
<b>Total Minimum</b>	<b>22</b>

All students must earn 18 points on end of course exams to receive a diploma and to participate in commencement.

\*Ohio Core Requirements for Class of 2014 and Beyond According to Senate Bill 311:

- All students must receive instruction in economics and financial literacy during grades 9-12.
- Students must complete at least one year of fine arts taken any time in grades 7-12. If taken during the 7<sup>th</sup> and 8<sup>th</sup> grades, student will meet the CORE requirement, however, they will not earn high school credit.
- Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.

- One sequence or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, English language arts, mathematics, science, or social studies courses not otherwise required, for a total of six units.
- Mathematics units must include 1 unit of Algebra II or the equivalent of Algebra II.

### Peer Tutoring

Peer tutoring is available to students who may need extra academic help in a class. OHS National Honor Society students tutor other students in grades Kindergarten through twelve. There is no charge for the student receiving tutoring. For more information about this program, contact the Guidance Counselor through the Junior High Office (297-5328).

### Library Media Center

The mission of the OJH/OHS Library Media Center is to encourage students to be responsible and ethical information users by providing instruction and equitable access to information and technology in order to prepare them for the post-secondary world. Additionally, it is the role of the library media program to provide teachers with the support they need in order to fulfill a comprehensive and enriching standards-based education. The LMC endeavors to meet the needs of students and staff by affording the following:

- Over 10,000 reference, professional, fiction, and nonfiction books, eBooks, audio books, and videos that supplement the curriculum
- Magazine and newspaper subscriptions
- Databases for research
- 36 computers for class and drop-in use
- Information literacy instruction
- Assistance with technology and multimedia

The library media program also strives to promote reading by maintaining a current and diverse collection that reflects students' curriculum needs and interests. Parents should be aware that the collection is shared amongst the Junior and Senior High. There are some materials that are more appropriate for seventh graders and some materials that are appropriate for mature seniors. The decision to purchase particular books is not made lightly, and there is a process for determining which books should be purchased for both junior high and senior high students. This process includes curriculum needs, award-winning titles, diversity, and student and staff suggestions. Most importantly, it is a top priority of the library-media program to promote literacy and keep students engaged and excited about reading. Parents are encouraged to monitor their students' reading materials and contact the library media specialist with any questions or concerns.

### SEVENTH GRADE PROGRAM

#### Required Common Curriculum

English	Meets 5 periods per week
Reading and Writing Connection	Meets 1 quarter per year
Mathematics	Meets 5 periods per week
Science	Meets 5 periods per week

Early World History	Meets 5 periods per week
Gateway 7	Meets 1 quarter per year
	or 2 periods per week for one semester
Physical Education & Health	Meets 1 semester per year
Computer Applications	Meets 1 quarter per year
	or 2 periods per week for one semester

#### Required: *At least one from this Cluster*

Drawing and Painting I	Meets 1 quarter per year
Sculpture I	Meets 1 quarter per year

#### Required: *At least one from this Cluster*

Foreign Language	Meets 1 semester per year
French or Spanish	
Literature Interpretation	Meets 1 quarter per year

#### Required: *At least one from this Cluster*

A Cappella Choir	Meets 3 periods per week
Band 7	Meets 3 periods per week
Choir	Meets 2 periods per week
Intro to Guitar	Meets 1 quarter per year
Music History: Rock and Roll	Meets 1 quarter per year
Orchestra	Meets 3 periods per week

#### Electives

Basic Web Design	Meets 1 quarter per year
Video Production	Meets 1 quarter per year
Critical Thinking	Meets 1 quarter per year
Study Skills	Meets 1 quarter per year
Gateway to Tech – Energy & the Environment	Meets 1 quarter per year
Drawing and Painting I	Meets 1 quarter per year
Sculpture I	Meets 1 quarter per year
Drawing and Painting II	Meets 1 quarter per year
Sculpture II	Meets 1 quarter per year
Jazz Band	Meets 2 periods per week during “0” Period
A Cappella	Meets 3 periods per week
Real Skills	Meets 1 quarter per year
Prepare. Cook. Eat. Repeat.	Meets 1 quarter per year
Sew Anyway	Meets 1 quarter per year
Beginning Robotics	Meets 1 quarter per year
History on Display	Meets 1 quarter per year
Math Computation	Meets 1 quarter per year
Study Hall	

### Seventh Grade Courses

**English 7.** This course is essential in developing a foundation for the secondary literature and language skills program. The literature study is a genre approach with special emphasis on analysis of literary terms as they apply to each work. Vocabulary development generates from word lists taken from the literature with an additional concentration on Greek and Latin roots. The fundamentals of grammar and usage are examined through the use of a traditional grammar text. Students will practice a variety of writing styles, including letters, single paragraphs, multi-paragraph essays, and a research paper.

**English 7H.** This course will cover the same material as English 7, but it will add selected literary works and accelerated

grammar instruction. The class will stress more in-depth vocabulary study, a more detailed study of literature, and more varied and complex writing projects. In addition, emphasis will be placed upon a more mature expression through writing and speaking. Summer reading is required for this course.

**Reading and Writing Connections (required).** This quarter length course will allow seventh grade students an opportunity to be exposed to additional reading and writing instruction that incorporates Ohio's Learning Standards. During this course, students will use mentor texts as models to focus on three areas: fiction, nonfiction, and research strategies. This class will be a workshop approach in which the teacher uses extensive modeling, peer discussion, thinking strategies reflected in graphic organizers, and publishing tools to help students become more critical readers and competent writers.

**Math 7.** In this course, basic arithmetic skills are learned in context as other topics are explored. A heavy emphasis is placed on problem solving and recognizing relationships. Topics to be explored include integers, probability, statistics, estimation, area and volume, measurement and scale, ratio and percent, geometry, and algebra. Purchase of a TI-84 Plus calculator is required. If a student is unable to obtain the required calculator, the parent may contact the OJH Office for assistance.

**Math 7H.** This course bridges the gap between elementary school Mathematics and high school mathematics. The focus of this course is on higher mathematical thinking and problem solving, with a heavy emphasis on algebra. Other topics include ratios and rates, geometry, area and volume, probability, and statistics. Students are expected to be proficient in basic arithmetic skills (fraction and decimal operations) before entering seventh grade. Purchase of a TI-84 Plus calculator is required.

**Science 7.** This course features an integrated science curriculum that offers the student learning experiences in the areas of Life Science and Physical Science. Emphasis is placed on gaining an understanding of basic concepts through a variety of classroom activities and laboratories. Students are given the opportunity to solve problems and extend their critical thinking skills, as well as to work cooperatively with their fellow students.

**Early World History (Social Studies) 7.** This course seeks to emphasize the effect that people, groups, and civilizations had on each other through cultural diffusion. It will focus on the enduring impacts and the cultural, economic, and political legacies of the early civilizations of Greece, Rome, and West Africa, as well as the Muslim Empires and significant Asian civilizations. This course will also emphasize feudalism within Asia and Europe and military conquests during the Middle Ages, including the Crusades and the Mongol Invasions. The impact of new ideas from the Renaissance and Reformation will be examined, as well as the importance of European Exploration after 1400. Topics in geography, including location, places and regions, human/environmental interaction, and movement will be covered. In addition, economics (scarcity, resource allocation, and markets), systems of government, civic participation, and social studies skills/methods will all be emphasized. Where applicable, the long lasting effects of

historical events will be connected to current events.

**Gateway to Technology 7 (required). Design and Modeling** This quarter course uses solid modeling (a sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Using the design process, students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate their solution to solve problems.

**Physical Education and Health (7-8). (required).** This is a semester program in which students will engage in 6 weeks of health education instruction and 12 weeks of physical education instruction.

The physical education portion will provide a clear focus on students' health needs while allowing them to improve their level of physical fitness. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students will exhibit responsible personal behavior and social behavior that respects self and others in physical activity settings. Students will learn teamwork, skillful play, and responsible behavior through team sport activities and will value physical activity for health, enjoyment, self-expression and social interaction.

The health portion of the course is designed to provide current health information that will provide students with the education and skills necessary to make healthy life choices. Students will learn about the interrelationship of mental, emotional, social, and physical health during adolescence. Also, students will analyze how individuals, family, and community values influence health-related decisions. Finally, students will apply various health strategies and skills needed to attain personal health goals.

**Computer Applications 7 (required).** This highly differentiated course includes keyboarding using the touch method, word processing (Word/Google Docs), presentation design and function (PowerPoint/Google Slides Prezi), spreadsheets (Excel/Google Sheets), and databases (FileMaker). The class will also cover digital citizenship, which includes online safety, ethics, etiquette and appropriate behaviors for online use. All students will complete an electronic portfolio of their work. ***Parent's permission to use the Internet is required for participation in this course.*** This course will be required of all 7<sup>th</sup> graders.

**Drawing and Painting I (7-8).** This course is designed as an introductory course for the 7<sup>th</sup> or 8<sup>th</sup> grade student with an interest in exploring drawing and painting techniques. Emphasis will be placed on the production of art while also learning associated vocabulary, art history, and criticism. Students will be given an opportunity to experiment and explore a wide variety of media associated with drawing and painting. This course is a prerequisite for *Drawing and Painting II*.

**Drawing and Painting II (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students who have completed *Drawing and Painting I*, and wish to develop their skills further. Emphasis

will be placed on the expression of ideas and concepts through a variety of media. Students will continue to build on previously learned vocabulary, art history, and criticism. More choice and individualized instruction will be given in this course for the student who is serious about developing their drawing or painting skills to the next level.

**Sculpture I (7-8).** This course is designed as an introductory course for the 7<sup>th</sup> or 8<sup>th</sup> grade student with an interest in exploring the use of mixed media for the production of sculpture. Emphasis will be placed on learning basic sculpture techniques, while learning associated vocabulary, art history and criticism. This course is a prerequisite for *Sculpture II*.

**Sculpture II (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students who have completed *Sculpture I* and wish to develop their skills further. Emphasis will be placed on the expression of ideas and concepts through a variety of media. Students will continue to build on previously learned vocabulary, art history, and criticism. More choice and individualized instruction will be given in this course for the student who is serious about developing their sculpting skills to the next level.

**French 7.\*** This semester course introduces students to the French-speaking world and culture. Students become acquainted with a variety of themes and topics based on Ohio's Learning Standards. Students will learn to speak, read, write and listen at Novice Level according to American Council on Teaching Foreign Languages standards. Students who successfully complete the 7th grade World Language Program with a course grade average of a B or higher will be enrolled in the 8th grade program. Any student who has not achieved a B average will need teacher permission to progress to the next level.

**\*Note: Junior High World Language is a 2-year commitment beginning in 7<sup>th</sup> grade.**

**Spanish 7.\*** This semester course introduces students to the Spanish-speaking world and culture. Students become acquainted with a variety of themes and topics based on Ohio's Learning Standards. Students will learn to speak, read, write and listen at Novice Level according to American Council on Teaching Foreign Languages standards. Students who successfully complete 7th grade World Language Program with a course grade average of a B or higher will be enrolled in the 8th grade program. Any student who has not achieved a B average will need teacher permission to progress to the next level.

**\*Note: Junior High World Language is a 2-year commitment beginning in 7th grade.**

**Literature Interpretation (7-8).** This course will provide students with the opportunity for improving and refining their reading skills. It will focus on the reading process, comprehension, and vocabulary while using a variety of forms of literature. It will be taught as a self-paced course where students will be able to focus on their areas of need.

**Band 7.** This ensemble is for seventh grade students who have satisfactorily completed sixth grade band and would like to continue their instrumental music learning. There are required performances outside the school day that are part of the students' quarter grades. These include the high school varsity homecoming football game; the Fall Festival at the Oakwood

Community Center; the junior high band winter and spring concerts; and Oakwood's *That Day in May* parade.

Students who do not have at least one year of experience on a band instrument should enroll in an alternative music course. Students with no prior experience may wish to take private lessons outside the school during their seventh grade year, and then be assessed for readiness by the band teacher for participation their 8th grade year.

**Junior High Contemporary A Cappella Choir (7-8).** Fundamentals of voice, choral singing, theory, harmony, and music appreciation are taught. Ensemble and solo work begins. In addition, students will also perform in the contemporary a cappella style. This group will perform at concerts and possibly community functions throughout the year. This class will meet 3 periods per week throughout the school year.

**Choir (7-8).** Fundamentals of voice, choral singing, theory, harmony, and music appreciation are taught. Ensemble and solo work begins. Participants are expected to perform in public. This class will meet 2 periods per week throughout the school year.

**Intro to Guitar (7-8).** Through this class, students will receive the tools necessary to play the guitar at a basic-to-intermediate level. This will be done through a hands-on approach that incorporates a significant amount playing along with popular recordings that emphasize fundamental guitar chords and techniques. Although emphasis will be placed on practicality for the non-"formally trained" musician, basic music theory concepts will be explored, such as note names and simple rhythms. In addition to learning existing songs, students will have the opportunity to create their own chord progressions and rhythmic patterns. A general history of popular guitarists will also be covered.

**Junior High Jazz Band (7-8).** Students selected by audition must have the desire to participate in a jazz band of disciplined, committed, focused, and hard-working jazz learners. Students will study and perform music found in the standard big band jazz repertoire. Students selected for the Junior High Jazz Band will be expected to be warmed up and ready to play by 7:30 a.m. Students will also be expected to practice on their own as necessary to be a contributing member of the ensemble.

Enrollment: Audition.

Additional requirements: Students must be concurrently enrolled in the 7th or 8th grade band, choir, or orchestra.

Two periods per week, "0" period, (7:30 – 8:10 a.m.), November – May.

**Music History: How Rock and Roll Became Rock and Roll (7-8).** In this course, students will learn about the styles of music, including Gospel, Jazz, Ragtime, and Country, that led to the explosion of Rock and Roll in the 1950's. Students will study the development of Rock and Roll over the last 60 years, tracing its trends and changes. Students will also study the social and historical events that have greatly shaped the popular music they listen to today.

**Orchestra 7.** This course is open to string students who have played the violin, viola, cello, or bass for at least one year/or are proficient enough for ensemble playing. Emphasis is on appreciation of orchestral repertoire through study and performance. The junior high orchestra program provides a foundation of basic skills seeking to develop a mature musician through ensemble and solo performance. Students are expected to perform in public and practice assigned music at home. Seventh grade orchestra meets three periods per week. Essential Elements 2000, Book II is the method book used in seventh grade.

**Basic Web Design (7-8).** This course will introduce what it takes to create and maintain a web page. Basic HTML will be covered as well as using a wysiwyg (What You See Is What You Get) program. Students will plan and create a site that they create and post on the Internet. *Parent's permission to use the Internet is required for participation in this course.*

**Video Production (7-8).** Do you like to make videos? In this class learn what it takes to make quality movies by creating your own films. Learn what the different camera angles show, how to plan a script, how to edit a movie, and how to tell a good story. All students will create a digital portfolio of their work. *Parent's permission to use the Internet is required for participation in this course.*

**Critical Thinking (7-8).** Students will discover more effective ways of thinking through this discussion-based class using the Philosophy for Children resources. Students will engage in philosophical discussions, improve listening skills, and develop reasoning/thinking skills. The focus of the junior high course is on ethical reasoning, reasoning through writing, and social issues.

**Study Skills (7-8).** Students will have the opportunity to learn and practice study skills that should enable them to find increased success in the classroom. Some of the areas of study will include organization, goal setting, note taking, listening skills, time management, studying a reading assignment, and test taking.

**Gateway to Technology Energy and the Environment (Elective) (7-8).** Energy and the Environment – In this course, students will investigate the importance of energy in our lives and the impact that using energy has on the environment. Students will design and model alternative energy sources and then participate in an energy fair to demonstrate ways to solve the energy crisis. Students will evaluate ways to reduce energy consumption and carbon emissions through energy efficiency and waste management techniques.

**Real Skills (7-8).** Real Skills for Real People with Real Lives. This quarter course is designed to help YOU take care of YOU. Learn to develop eating habits that enable you to put your best foot forward in all aspects of your life. Prepare and eat foods that taste great and are healthy. Also, incorporate your own creative style while spending time learning to properly use a sewing machine.

**Prepare. Cook. Eat. Repeat. (7-8).** This quarter course includes units on foods and nutrition while giving students hands-on experience in the kitchen. Students will learn to identify utensils and tools, and use them properly and safely while preparing a variety of foods. Students will become more aware of the marketing techniques used to persuade their buying decisions, particularly in a grocery store. This course is offered to students in seventh or eighth grade who have successfully completed Real Skills.

**Sew Anyway (7-8).** In this quarter course students will expand upon the sewing skills already learned in Real Skills. Students will develop a clothing product of their choice while learning advanced techniques on the sewing machine. Additionally, they will work to develop their hand sewing skills. Students will also sew on buttons, repair hems and seams, and much more! This course is offered to students in seventh or eighth grade who have successfully completed Real Skills.

**Beginning Robotics (7-8).** Students will create and program robots using hands-on, student-friendly materials. Topics of study will include programming, simple engineering, research skills, project defense, teamwork, and current events. This course is only open to those students identified as gifted (in any domain of giftedness).

**History on Display (7-8).** Students will study a theme in history and will create a product that draws conclusions about an event in American and/or world history. Students will learn about historical research; accessing primary and secondary sources; creating exhibits; and visual design. This course is only open to those students identified as gifted (in any domain of giftedness).

**Math Computation (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students that need or wish to improve their computation skills. It will be taught as a self-paced course where students will be able to focus on areas that have greatest need of improvement. This course will be offered as a daily quarter class. Students will be placed in the course by either teacher recommendation or self-referral, but priority will be given to those students in greatest need of service.

**Study Hall (7-8).** A quiet, supervised area is provided during each block of time during the school day when a student is not scheduled for a class. During this time, students are expected to exercise a high degree of self-direction in going about the business of class preparation. Frequently, this unstructured time provides students with an opportunity to visit the library for browsing or research.

## **EIGHTH GRADE PROGRAM**

### **Required Common Curriculum**

English	Meets 5 periods per week
Mathematics	Meets 5 periods per week
Science	Meets 5 periods per week
Early American History	Meets 5 periods per week
Gateway to Technology 8	Meets 1 quarter per year
Physical Education & Health	Meets 1 semester per year
Composition & Communication	Meets 2 periods per week or 1 semester per year

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## Electives

French	Meets 5 periods per week all year
Spanish	Meets 5 periods per week all year
Basic Programming Skills	Meets 1 quarter per year
Computer Science	Meets 1 quarter per year
Basic Web Design	Meets 1 quarter per year
Video Production	Meets 1 quarter per year
Critical Thinking	Meets 1 quarter per year
Study Skills	Meets 1 quarter per year
Gateway to Tech – Energy & the Environment	Meets 1 quarter per year
STEM Exploration	Meets 1 quarter per year
Drawing and Painting I	Meets 1 quarter per year
Sculpture I	Meets 1 quarter per year
Drawing and Painting II	Meets 1 quarter per year
Sculpture II	Meets 1 quarter per year
Band 8	Meets 3 periods per week
Jazz Band	Meets 2 periods per week during “0” Period
A Cappella	Meets 3 periods per week
Choir	Meets 2 periods per week
Intro to Guitar	Meets 1 quarter per year
Music History: Rock and Roll	Meets 1 quarter per year
Orchestra	Meets 3 periods per week
Real Skills	Meets 1 quarter per year
Prepare. Cook. Eat. Repeat.	Meets 1 quarter per year
Sew Anyway	Meets 1 quarter per year
Beginning Robotics	Meets 1 quarter per year
History on Display	Meets 1 quarter per year
Math Computation	Meets 1 quarter per year
Study Hall	

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## Eighth Grade Courses

**English 8.** This course continues the development of reading skills and advances to reading purposefully and discriminatingly. Students are introduced to the main genres of literature. In addition, the course familiarizes students with literary terms and devices. A concentrated study of traditional grammar fundamental to good expression is emphasized and is applied through a variety of writing units. Vocabulary lessons will continue through text-generated word selections and the study of Greek and Latin roots.

**English 8H.** English 8H. This course covers the same materials as English 8, but it adds selected literary works. The class stresses more in-depth grammar study, a more detailed study of literature, and more varied and complex writing projects. In addition, more complicated grammatical constructions are studied with emphasis placed upon more mature expression through writing and speaking. Summer reading is required for this course.

**Math 8.** The overall goal of this course is to help students develop sound mathematical habits. A strong emphasis is placed on the relationships between variables. The students will study linear, exponential and inverse relationships through experiences with tables, graphs, equations and real-life situations. Other topics to be explored are the Pythagorean Theorem, data and statistics, and symbolic reasoning. This course will utilize technology, especially the graphics calculator. Purchase of a TI-

84 Plus calculator is required. If a student is unable to obtain the required calculator, the parent may contact the OJH Office for assistance.

**Honors Algebra I.** This course derives mathematical concepts from real life situations. It incorporates topics from discrete mathematics, geometry, data analysis, and algebra. Students will use a variety of resources to solve problems. They will present and defend their solutions to problems. This course is offered to a select group of students who have successfully completed Mathematics 7H. The pace of the course is accelerated and covers topics beyond the scope of a freshman algebra course. The course will utilize technology, especially the graphics calculator. Students are required to own a graphics calculator such as a TI-84 Plus. Students successfully completing this course and the final exam will receive one unit of high school mathematics credit. Grades earned in the course will appear on their high school transcript and will be used in calculating their overall high school grade point average. Students should maintain a B average or higher to continue in the honors program.

**Science 8.** This course features an integrated science curriculum that offers the student learning experiences in three major areas of study: earth science, life science, and physical science. Each area of study provides opportunities for gaining an understanding of basic concepts through a variety of classroom activities and laboratories. Students are given the opportunity to solve problems and extend their critical thinking skills, as well as to work cooperatively with their fellow students, in an inquiry and application setting.

**Early American History 8.** This course will provide students with a comprehensive study of America’s history from colonization through reconstruction. It will review the political, social, cultural, geographic, and economic growth of our nation. An emphasis will be placed on responsible citizenship, and on the formation of the U.S. Constitution and how its fundamental principles were challenged during its first one hundred years. The students will be engaged in various activities and research projects. The students will be expected to relate past events and political decisions to current national affairs.

**Gateway to Technology 8 (required).** Automation and Robotics – In this course, students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in engineering.

**Physical Education and Health (7-8). (required).** This is a semester program in which students will engage in 6 weeks of health education instruction and 12 weeks of physical education instruction.

The physical education portion will provide a clear focus on students’ health needs while allowing them to improve their level of physical fitness. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students will exhibit responsible personal behavior and social behavior that respects self and others in physical activity settings. Students will learn teamwork, skillful

play, and responsible behavior through team sport activities and will value physical activity for health, enjoyment, self-expression and social interaction.

The health portion of the course is designed to provide current health information that will provide students with the education and skills necessary to make healthy life choices. Students will learn about the interrelationship of mental, emotional, social, and physical health during adolescence. Also, students will analyze how individuals, family, and community values influence health-related decisions. Finally, students will apply various health strategies and skills needed to attain personal health goals.

**Composition and Communication 8 (required).** This course will expose students to a variety of genres in composition and speech. Students will write narratives, expository pieces, and persuasive compositions and then create speeches based on their written work. Students will also write a research paper about a topic connected to content in American history. Additionally, students will create character sketches and participate in public speaking activities. As presenters, students will develop good speaking habits. As writers, students will learn how to organize and develop appropriate content for multi-paragraph essays. Media literacy and 21st century skills will be incorporated into the class.

**Literature Interpretation (7-8).** This course will provide students with the opportunity for improving and refining their reading skills. It will focus on the reading process, comprehension, and vocabulary while using a variety of forms of literature. It will be taught as a self-paced course where students will be able to focus on their areas of need.

**French 8.** This one-year course is a continuation of the 7<sup>th</sup> grade program about the French-speaking world and culture. Students become acquainted with a variety of themes and topics based on Ohio's Learning Standards. Students will learn to speak, read, write and listen at Novice Level according to American Council on Teaching Foreign Languages standards. Students who earn a minimum of an A will have the opportunity to pursue the language at an Honors II level as a freshman. A minimum of a C is required to progress to the Level II program as a freshman.

Students successfully completing this course will receive one unit of high school world language credit. Grades earned in the course will appear on their high school transcript and will be used in calculating their overall high school grade point average.

**Spanish 8.** This one-year course is a continuation of the 7<sup>th</sup> grade program about the Spanish-speaking world and culture. Students become acquainted with a variety of themes and topics based on Ohio's Learning Standards. Students will learn to speak, read, write and listen at Novice Level according to American Council on Teaching Foreign Languages standards. Students who earn a minimum of an A will have the opportunity to pursue the language at an Honors II level as a freshman. A minimum of a C is required to progress to the Level II program as a freshman.

Students successfully completing this course will receive one unit of high school world language credit. Grades earned in the

course will appear on their high school transcript and will be used in calculating their overall high school grade point average.

**Basic Programming Skills Using Alice 8.** Are you familiar with Google, Facebook, and eBay? Without computer programmers, none of these would exist. This course introduces students to Alice, an object-oriented program that allows you to learn the basic programming principles (planning, analysis, design, implementation, and end-user documentation) that are involved in programming everything from video games to 3D movies. In this class you will code and develop a project to share with your peers. ***Parent's permission to use the Internet is required for participation in this course.*** (Must have completed *Computer Applications with a passing grade*)

**Computer Science 8.** Are you fascinated by computers and wonder how they do what they do? This course will introduce students to the history of computers, cyber-security, hardware, and computer networking. ***Parent's permission to use the Internet is required for participation in this course.***

*Prerequisite: Must have completed Computer Applications with a passing grade.*

**Basic Web Design (7-8).** This course will introduce what it takes to create and maintain a web page. Basic HTML will be covered as well as using a wysiwyg (What You See Is What You Get) program. Students will plan and create a site that they create and post on the Internet. ***Parent's permission to use the Internet is required for participation in this course.***

**Video Production (7-8).** Do you like to make videos? In this class learn what it takes to make quality movies by creating your own films. Learn what the different camera angles show, how to plan a script, how to edit a movie, and how to tell a good story. All students will create a digital portfolio of their work. ***Parent's permission to use the Internet is required for participation in this course.***

**Critical Thinking (7-8).** Students will discover more effective ways of thinking through this discussion-based class using the Philosophy for Children resources. Students will engage in philosophical discussions, improve listening skills, and develop reasoning/thinking skills. The focus of the junior high course is on ethical reasoning, reasoning through writing, and social issues.

**Study Skills (7-8).** Students will have the opportunity to learn and practice study skills that should enable them to find increased success in the classroom. Some of the areas of study include organization, goal setting, note taking, listening skills, time management, studying a reading assignment, and test taking.

**Gateway to Technology - Energy and the Environment (7-8) (Elective).** In this course, students will investigate the importance of energy in our lives and the impact that using energy has on the environment. Students will design and model alternative energy sources and then participate in an energy fair to demonstrate ways to solve the energy crisis. Students will evaluate ways to reduce energy consumption and carbon emissions through energy efficiency and waste management techniques.

**STEM Exploration 8.** This class is open to 8th graders. This will be a STEM (Science, Technology, Engineering, Math) based class that will apply engineering principles through designing, discovering, problem solving, and creating projects such as a model glider, and pinewood derby cars. Students may also have the opportunity to explore basic forensic science through crime scene investigation including fingerprints, shoeprints, and tool marks.

**Drawing and Painting I (7-8).** This course is designed as an introductory course for the 7th or 8th grade student with an interest in exploring drawing and painting techniques. Emphasis will be placed on the production of art while also learning associated vocabulary, art history, and criticism. Students will be given an opportunity to experiment and explore a wide variety of media associated with drawing and painting. This course is a prerequisite for *Drawing and Painting II*.

**Drawing and Painting II (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students who have completed *Drawing and Painting I*, and wish to develop their skills further. Emphasis will be placed on the expression of ideas and concepts through a variety of media. Students will continue to build on previously learned vocabulary, art history, and criticism. More choice and individualized instruction will be given in this course for the student who is serious about developing their drawing or painting skills to the next level.

**Sculpture I (7-8).** This course is designed as an introductory course for the 7<sup>th</sup> or 8<sup>th</sup> grade student with an interest in exploring the use of mixed media for the production of sculpture. Emphasis will be placed on learning basic sculpture techniques, while learning associated vocabulary, art history and criticism. This course is a prerequisite for *Sculpture II*.

**Sculpture II (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students who have completed *Sculpture I* and wish to develop their skills further. Emphasis will be placed on the expression of ideas and concepts through a variety of media. Students will continue to build on previously learned vocabulary, art history, and criticism. More choice and individualized instruction will be given in this course for the student who is serious about developing their sculpting skills to the next level.

**Band 8.** This ensemble is for eighth grade students who have satisfactorily completed seventh grade band (or an equivalent level through private lessons) and would like to continue their instrumental music learning by performing advanced junior high music. There are required performances outside the school day that are part of the students' quarter grades. These include the high school varsity homecoming football game; the Fall Festival at the Oakwood Community Center; winter and spring concerts; and *That Day in May* community parade.

Students who do not have at least two years of prior participation in band, or an equivalent experience through private lessons on a band instrument should enroll in an alternative music course.

**Junior High Contemporary A Cappella Choir (7-8).** Fundamentals of voice, choral singing, theory, harmony, and music appreciation are taught. Ensemble and solo work begins. In addition, students will also perform in the contemporary a

cappella style. This group will perform at concerts and possibly community functions throughout the year. This class will meet 3 periods per week throughout the school year.

**Choir (7-8).** Fundamentals of voice, choral singing, theory, harmony, and music appreciation are taught. Ensemble and solo work begins. Students are expected to perform in public. This class will meet 2 periods per week throughout the school year.

**Intro to Guitar (7-8).** Through this class, students will receive the tools necessary to play the guitar at a basic-to-intermediate level. This will be done through a hands-on approach that incorporates a significant amount playing along with popular recordings that emphasize fundamental guitar chords and techniques. Although emphasis will be placed on practicality for the non-“formally trained” musician, basic music theory concepts will be explored, such as note names and simple rhythms. In addition to learning existing songs, students will have the opportunity to create their own chord progressions and rhythmic patterns. A general history of popular guitarists will also be covered.

**Junior High Jazz Band (7-8).** Students selected by audition must have the desire to participate in a jazz band of disciplined, committed, focused, and hard-working jazz learners. Students will study and perform music found in the standard big band jazz repertoire. Students selected for the Junior High Jazz Band will be expected to be warmed up and ready to play by 7:30 a.m. Students will also be expected to practice on their own as necessary to be a contributing member of the ensemble.

Enrollment: Audition.

Additional requirements: Students must be concurrently enrolled in the 7th or 8th grade band, choir, or orchestra.

Two periods per week, “0” period, (7:30 – 8:10 a.m.), November – May.

**Music History: How Rock and Roll Became Rock and Roll (7-8).** In this course, students will learn about the styles of music, including Gospel, Jazz, Ragtime, and Country, that led to the explosion of Rock and Roll in the 1950’s. Students will study the development of Rock and Roll over the last 60 years, tracing its trends and changes. Students will also study the social and historical events that have greatly shaped the popular music they listen to today.

**Orchestra 8.** This course is open to string students who have played the violin, viola, cello, or bass for at least two years/or are proficient enough for ensemble playing. Emphasis is on appreciation of orchestral literature through study and performance. The junior high orchestra program provides a foundation of basic skills seeking to develop a mature musician through ensemble and solo performance. Students are expected to perform in public and practice assigned music at home. Eighth grade orchestra meets three periods per week. Essential Elements 2000, Book III is the method book used in eighth grade.

**Real Skills (7-8).** Real Skills for Real People with Real Lives. This quarter course is designed to help YOU take care of YOU. Learn to develop eating habits that enable you to put your best foot forward in all aspects of your life. Prepare and eat foods that

taste great and are healthy. Also, incorporate your own creative style while spending time learning to properly use a sewing machine.

**Prepare. Cook. Eat. Repeat. (7-8).** This quarter course includes units on foods and nutrition while giving students hands-on experience in the kitchen. Students will learn to identify utensils and tools, and use them properly and safely while preparing a variety of foods. Students will become more aware of the marketing techniques used to persuade their buying decisions, particularly in a grocery store. This course is offered to students in seventh or eighth grade who have successfully completed Real Skills.

**Sew Anyway (7-8).** In this quarter course students will expand upon the sewing skills already learned in Real Skills. Students will develop a clothing product of their choice while learning advanced techniques on the sewing machine. Additionally, they will work to develop their hand sewing skills. Students will also sew on buttons, repair hems and seams, and much more! This course is offered to students in seventh or eighth grade who have successfully completed Real Skills.

**Beginning Robotics (7-8).** Students will create and program robots using hands-on, student-friendly materials. Topics of study will include programming, simple engineering, research skills, project defense, teamwork, and current events. This course is only open to those students identified as gifted (in any domain of giftedness).

**History on Display (7-8).** Students will study a theme in history and will create a product that draws conclusions about an event in American and/or world history. Students will learn about historical research; accessing primary and secondary sources; creating exhibits; and visual design. This course is only open to those students identified as gifted (in any domain of giftedness).

**Math Computation (7-8).** This course is designed for 7<sup>th</sup> or 8<sup>th</sup> grade students that need or wish to improve their computation skills. It will be taught as a self-paced course where students will be able to focus on areas that have greatest need of improvement. This course will be offered as a daily quarter class. Students will be placed in the course by either teacher recommendation or self-referral, but priority will be given to those students in greatest need of service.

**Study Hall (7-8).** A quiet, supervised area is provided during each block of time during the school day when a student is not scheduled for a class. During this time, students are expected to exercise a high degree of self-direction in going about the business of class preparation. Frequently this unstructured time provides students with an opportunity to visit the library for browsing or research.

## **CO-CURRICULAR ACTIVITIES**

*Listed below are the co-curricular activities available to seventh and eighth grade students.*

**Academic Team (Grades 7-8).** Students will work as a team to answer questions from an interdisciplinary knowledge base.

**Baseball (Boys, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are

held daily from mid March through early May. Up to seventeen games per season may be played.

**Basketball (Boys, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, daily practices are held from mid-November through February. Seventh and eighth grade teams practice on a rotating time schedule. Each grade level is represented by an interscholastic team. Up to fourteen games per team are played plus a post-season tournament.

**Basketball (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, daily practices are held from mid-November through February. Seventh and eighth grade teams practice on a rotating time schedule. Each grade level is represented by an interscholastic team. Up to fourteen games per team are played plus a post-season tournament.

**Cheerleading (Grades 7-8).** Cheerleading consists of 4 squads with up to eight girls per squad. Each grade level is represented by an interscholastic team. The squads cheer for football or basketball. Tryouts are held every year in the spring and are judged by cheerleaders and advisors from outside the district.

**Cross Country (Boys, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from August through October.

**Cross Country (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from August through October.

**Destination Imagination (Grades 7-8).** Students work in teams to solve long-term problems creatively. The regional competition is held in March.

**Ecology Club (Grades 7-12).** The Ecology Club promotes protection of our environment through education and service to the school and community. We facilitate recycling in the building as well as participating in community clean-ups and presentation of educational programs to elementary students. The club is open to all junior and senior high students.

**Femineering (Girls, Grades 7-8).** This club welcomes all junior high and senior high girls who may be considering the field of engineering. Club activities are student directed by a leadership team. Our meeting activities include:

- Presentations from professional woman engineers
- Design problems (make a fountain, design a prize for outstanding girls in engineering classes)
- Team Building (gift exchange, meet your fellow Femineers)
- Visits to local Women in Engineering events

**Field Hockey (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from August through October. An "A" and "B" team schedule is played. The season culminates with a tournament.

**Football (Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, daily afternoon practices

are held from August through early November. Each grade level is represented by an interscholastic team. Seven games are scheduled for each team.

**French Club (Grades 7-8).** Jr. High French club is open to all 7th and 8th grade students who are enrolled in French. We participate in a variety of activities throughout the year, such as French lunch and *Bûche de Noël* (traditional Christmas cake) baking contests. Dues for the club are \$3.00 per year.

**Game Club (Grades 7-8).** This group meets informally at lunch to study and play a variety of strategy games including the classics Chess and Go. No formal commitment is expected. There are no official activities outside of the lunchtime gatherings. This group has participants from all grade levels in the Jr. and Sr. High Schools.

**Junior High Electronic Newspaper (Grades 7-8).** Students participating in the *Junior Jack* will take photos of school events and compile photos submitted by teachers and community members to be displayed digitally in the school building. This club meets weekly in conjunction with the Junior High Yearbook staff.

**Junior High Play (Grades 7-8).** Open auditions are held for the play in December. Students chosen for cast will begin rehearsal each night after school until the beginning of February. There is a performance for upper elementary students and one performance for a general audience. Students participating in winter sports or who are unable to attend all rehearsals will not be able to be included in the performing cast, but are welcome to work on set crew.

**Lumberjack Leaders (Grade 8).** This group of 8th grade students mentor the 7th grade. Each 7th grader is assigned to a “team” with 8th grade co-leaders to give them a structure for connecting with other members of the junior high. The purpose of the mentors includes being positive role models, motivators, and guides so that the 7th graders may feel comfortable, develop a sense of belonging, and learn what it takes to be successful in the junior high. Leaders are recommended each spring for the next year by teachers, staff, and the current Lumberjack Leader group.

**National Jr. High Honor Society (Grade 8).** NJHS is an honorary organization for eighth grade students whose members exhibit the qualities of scholarship, service, character, leadership, and citizenship/conduct.

*How is eligibility determined?*

Eighth grade students that meet the following criteria from all six, six-week marking periods are eligible to apply for membership:

#### **Scholarship**

- 3.5 or higher cumulative grade point average for all marking periods

#### **Citizenship/Conduct**

- 2 or fewer school detentions
- 1 or fewer Saturday school assignments
- No removal from school for any reason

Students who meet these scholarship and citizenship/conduct requirements will be invited to apply in the fall. The application process includes consideration of service, extracurricular

activities, leadership positions, work experience, recognition and awards.

Membership in the organization requires commitment to meetings and activities as well as individual and group service requirements.

**Ohio Model United Nation (Grades 7-8).** Students participate in a model united nations program in Columbus, typically held in January. Prior to the conference, students prepare for months in advance to write a resolution of concern to a nation they will represent at the conference, prepare a cultural presentation from that country, decide on national dress to wear during the conference and then finally attend the conference. At the conference, students debate issues of international importance and perform their cultural presentation as they learn about world issues.

**Power of the Pen (Grades 7-8).** This group meets weekly to discuss student-produced writing samples. Members will write from a different prompt every week to prepare for regional competitions held in the spring.

**Project Support (Grades 7-12).** This is an organization that promotes awareness, understanding, and acceptance of the diversity of all students. Students with special needs and their peers are given the opportunity to interact during various school events and social activities. Through monthly club outings, lunchtime meetings, and club-sponsored events, genuine friendships are developed.

**Spelling Bee (Grades 7-8).** All junior high students are eligible and invited to participate in the junior high spelling bee. Students receive information about the spelling bee from their English teacher in late November. Students are given practice words and at least one opportunity to practice with the spelling bee coordinator. The school bee is held in mid to late December, with the top eight spellers continuing on to the district bee, which is held at the end of January at Harman Elementary School. The winner of the district bee represents the district in the regional bee in mid to late February.

**Softball (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from March through mid-May. Up to seventeen games may be played per season.

**Spanish Club (Grades 7-8).** The purpose of the Spanish Club is to facilitate knowledge, understanding and expose students to a broad range of topics of diverse cultures and their uniqueness. The goal of this club is to get students involved through a variety of activities such as guest speakers, videos, readings, crafts, games, food, fund raising for special causes, and collaboration with other clubs.

**Student Council (Grades 7-8).** The student council meets regularly throughout the year to plan and produce three student body dances, various philanthropic projects for the school, community, nation, and world, and to act as leaders for school improvement. Student Council members are elected in the fall from the full student body.

**Take 5 Facilitators– (Grade 8).** 8th Graders facilitating Take 5 activities with their peers within their own Take 5 group to promote a positive community in the junior high, establish

stronger class relationships, build class unity and promote a positive class legacy.

**Track (Boys, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from March through mid-May.

**Track (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from March through mid-May.

**Volleyball (Girls, Grades 7-8).** Played on an interscholastic level with school teams from the surrounding area, practices are held daily from August through October. Up to sixteen matches per season. A post-season tournament may be played.

**Washington Excursion. (Grade 8).** Students experience a three-day excursion to the nation's capitol conducted during the Winter Break. The total cost of this elective educational package, includes commercial airfare, lodging, and meals.

**Wrestling (Grades 7-8).** Played on an interscholastic level, practices are held daily from November through February.

**Yearbook (Grades 7-8).** Students meet throughout the year to record, through photography and written word, the highlights of the school year in *The Twig*. Students develop skills for photography, writing, interviewing, developing layouts, and meeting deadlines. Through this process, students plan and produce a quality yearbook for the Junior High. Students who participate in *The Twig* will work closely, sometimes doubling, with those in the *Junior Jack*.