



**G**AINESVILLE  
INDEPENDENT SCHOOL DISTRICT

# Junior High Transition Guide

Grades 7th & 8th

IT'S A GREAT DAY TO BE A LEOPARD!

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# Welcome to Junior High!

## *CONGRATULATIONS!*

You're finally a Junior High student! And we're excited to have you here! The two years spent in junior high school will be as meaningful as you choose to make them.

You will begin to make very important choices as you become more independent. You will choose your friends. Make sure that you choose carefully! You will choose activities in which to participate. Give 100% to those academic and extracurricular activities alike. You will choose habits. Make sure that you choose good habits. If you choose well, these habits will carry you through high school and college and into adulthood successfully.

This guide has been prepared to enable you and your parent(s)/guardian(s) to select your courses wisely during your two years in Junior High. In elementary school you were assigned to certain courses...in Junior High you will play a larger role in deciding which courses you will take.

Your school counselor and teachers are ready to assist you in planning your program of study during grades 7-8!

Welcome to Gainesville Junior High!

# Letter to Parents

Dear Parents,

Gainesville Junior High school offers a two-year school program, grades 7 and 8, specially designed to meet the social, emotional, physical, and intellectual needs adolescents by:

1. Helping students make a smooth transition from the intermediate school to the secondary school where they function in a variety of situations and with a number of teachers.
2. Giving students an opportunity and the support to branch out and explore new fields of interest and new ideas.
3. Meeting the needs of individual students through specific programs and teaching strategies to support students as they increase learning and performance.
4. Mentoring students to respect one another and trust other students both to support their learning and to provide another source of feedback and new ideas.
5. Preparing students for high school and post-secondary opportunities
6. Guiding students into a pattern of self-direction with more opportunities for making choices and assuming responsibility for those choices.

In these pages, you'll discover general information about the organization of the Junior High school, the services provided, and the opportunities for your child. You will also find day-to-day rules, which we expect our students to observe. These rules ensure a positive and safe learning environment where students are free to learn and teachers are free to teach. Reading through the course descriptions, you'll gain a clearer understanding of offerings at each grade level.

Please familiarize yourself with this information. Take time to review this booklet with your child. Together you can clarify general rules. Best of all, you and your child can begin mapping course choices for grades 7-12!

# Letter to Students

Dear Students:

Decisions: you'll make many of these during your junior high school years. By making intelligent decisions, you'll lay a rock solid foundation for your future; learn good study habits; explore new areas in science, foreign languages, mathematics and more. As you learn to make sound decisions, you'll develop self-confidence and self-discipline.

You'll learn patience.

You'll learn to be tolerant of those who are different.

You'll learn that your classmates' diverse backgrounds make your school a better place.

You'll learn perseverance.

Finally, you'll prove to yourself and to others that you can be dependable.

This handbook has been developed just for you. Use it as you select courses. Read it to learn more about life in junior high school. Take time to discuss with your parents what you read here. Both of you will find this book a useful resource. It contains the answers to students' and parents' most frequently asked questions.

If at any time you have a question about Junior High to which you do not find an answer here, consult your teachers, counselors, principal or other school officials. GJHS educators are ready and willing to help you, if you'll just ask questions and let them know when you need assistance!

# Tips For Success in Junior High

## TIPS FOR SUCCESS IN JUNIOR HIGH!

### **Ask Questions and Take Advantage of Opportunities to Improve**

Opportunities to receive tutoring, mentoring, to volunteer, or to participate in a new activity can only serve to improve your skills. Ask teachers to clarify or to further explain if you don't quite understand the lesson. Don't let these opportunities to improve pass you by.

### **Attendance**

Be on time and in school every day that you possibly can. There is no substitute for actually being in class and involved in the daily instructional process.

### **Develop Good Study Habits and Organizational Skills**

A recent report confirmed that 8 in 10 middle school students do not have the academic discipline they need to be on track for college. Good work habits, time management and organizational skills are essential!

### **Get Involved in Your School**

Extracurricular activities are valuable for many reasons. They build a sense of belonging, teach team work, provide opportunities to meet new people, and can be an excellent way to keep in shape.

### **Use Time Management**

Recognize that there is an appropriate time for homework and an appropriate time for play. They usually are in this order, too (homework is first)!

### **Keep Your Parents Informed**

Inform parents of school events and important school dates; let a counselor or other school official know of anything that makes you feel uncomfortable at school.

### **Know Your Friends**

While it is good to make new friends, you need to understand that they can be big influences on your life in these important transformative years. Know who and what influences them. Their influences impact you, too, and sometimes their influences may not be positive. Check them out before you invest a great deal of time in a new friendship, and definitely know what activities they are involved in before you go anywhere with them.

### **Learn Self-Accountability and Personal Responsibility**

Recognize that while others may influence your thought process, you are ultimately responsible for your reactions to situations and for your wise use of your own abilities. You choose whether or not you will be a positive force or influence on this campus (and elsewhere).

# Principals & School Counselors

## GAINESVILLE JUNIOR HIGH SCHOOL

1201 S. Lindsay Street  
Gainesville, Texas 76240  
Phone 940-665-4062  
Fax 940-665-1432

### **Principal**

Mrs. Krista Beal  
kbeal@gainesvilleisd.org  
Ext. 6010

### **Assistant Principal**

Mr. Josh Kelly  
Ext. 6001

### **School Counselors**

Mr. Clark Bawcom (A-L)  
jbawcom@gainesvilleisd.org  
Ext. 6055

Mrs. Katie Denney (M-Z)  
kdenney@gainesvilleisd.org  
Ext. 6013

# Student Services

## **Cafeteria Services**

The mission of GJHS's Child Nutrition department is to continue to provide a place where students like to eat. It is our purpose to champion the educational process through nourishment, fun and excitement.

## **Counseling & Guidance**

The GJHS school counselors are here to help students and parents with the goal of keeping students in the classroom as much as possible. Through a comprehensive school counseling program, the counselors work as a team member with school staff, parents and the community to create a caring, supportive climate where our students can achieve academic success. These programs are essential for students to achieve optimal personal growth, acquire positive social skills, explore career opportunities, and develop 21st Century skills.

## **Health Services**

A registered nurse is a member of the staff at GJHS. Students with health problems may be referred to the nurse by teachers, parents, or administrative staff. First aid will be given when necessary; referral to a doctor or other health agency will be made when treatment is beyond the means of the school.

## **Library Services**

The GJHS library is under the direction of a certified librarian. The library is open to all students before and after school, for class recreational reading and to supplement subject area curriculum. Students may check out books from the library for stated periods of time.

## **Special Education**

Special education is a broad term used to by the law to describe specially designed instruction that meets the unique needs of a child who has a disability. These services are provided by the public school system and are free of charge. Learning disabilities cover a wide spectrum of disorders ranging from mild to severe. They can include mental, physical, behavioral and emotional disabilities. In order for a child to qualify for services, they must be found to have one of the 13 categories of special education and it must adversely affect their educational performance.

## **Athletic Events**

At all GJHS athletic events, in which the school is represented, students should conduct themselves according to school and GISD accepted rules of conduct. All students participating in school sponsored activities must abide by school rules. Violations of these rules will subject a student to disciplinary action.



# General Policies & Procedures

## Attendance

Each day is important to a student's mental, emotional, and psychological development. A successful junior high school career is built on regular school attendance. Habit is a very important factor in the matter of attendance. Make sure you develop the habit of attendance rather than the habit of non-attendance! A student must attend a minimum of 90% of the class days to receive credit.

*Tardies/Absences and Detention of Students—See the Student Attendance Policy in GJHS Student Handbook*

## Bike Riders

Students who ride bicycles to school should park them immediately upon arrival in the designated bike rack or area in front of the school building. The school is at no time responsible for damage or loss of a bicycle or any other non-motorized method of transportation.

## Bus Riders

Riding the bus to school is a privilege provided to all students in the district regardless of their distance from school. All GISD students who will be riding the school bus to and/or from school need to be signed up with the transportation department before school begins. Please go by the transportation department at 1000 FM 3092 (Radio Hill Rd.) 400 or online at <http://www.gainesvilleisd.org/domain/36> to register your child. Offices are open Monday-Friday, 8:00 am-3:00 pm. Telephone: 665-1431

## Extra-Curricular Activities

An extra-curricular activity is defined as any school activity including membership in any club or organization that is not a part of the required curriculum or course of studies.

## Parent Drop-off & Pick-up

Parents taking students to school or picking them up after school should avoid the use of bus loading and unloading zones and teacher parking spaces (front of building). This is limited to the BACK parking lot of the building accessed via Hird Street. After 8:00 AM it is permissible to drop off students at the front of the building.

## Proper Student Dress

*See the GJHS Student Handbook*

## School Day

Currently, the school day for students at GJHS consists of:

Breakfast for every student 7:40-7:50

Classes scheduled 7:50 a.m. to 3:40 p.m.

Office hours are from 7:30 a.m. to 4:30 p.m.

### *School Day continued...*

The schedule of classes and activities within this time period may vary for each student. Classes are approximately 50 minutes in length and allow three minutes for changing classes. Certain school activities do not fall into the pattern of the standard day (i.e. tutorials, assemblies, fire and emergency drills, athletic and other academic events, etc).

### **Social Activities in the School**

A valuable experience in the junior high career of every teenager is getting together with friends in a wholesome social atmosphere. The student learns how to get along with other people, make lasting friendships, do the right thing at the right time, and gain valuable social skills.

To make sure that school social activities (dances, pep rallies, fun nights, etc.) are well planned and well conducted, teachers and administrative staff plan with the students and help direct the activities. Eligibility to attend these events depends on the students' willingness to meet our behavior expectations (*see page 10*). All school rules will be enforced at these activities.

### **Student Clubs/Organizations**

One of the purposes of a junior high school is to provide the early teenager with many opportunities for leadership, for creativeness, for being with and working with classmates and teachers in as many different situations as possible. Formation of clubs will be determined by the building principal.

### **Telephone**

The telephone in the school office may be used at the discretion of school administration upon request. Students will be called from classes for telephone calls only in the case of an emergency.

*See GJHS Student Handbook for policies regarding cell phones usage.*

# PBIS AND CKH

Positive Behavior Intervention and Support (PBIS) is a process for creating safer and more effective schools. The process focuses on improving a school's ability to teach and support positive behavior for all students. GJH combines the PBIS process with Capturing Kids' Hearts (CKH), a research-based system created to improve school performance (fewer discipline referrals, improved attendance, higher student achievement, and lower dropout rates).

A team comprised of administrators, regular and special education teachers, and a school counselor use a campus-wide positive reinforcement model to aid teachers in implementing CKH protocol in the classroom. Students who follow their classroom CKH social contracts, attend school regularly, and demonstrate academic success are rewarded each 6 weeks with a "fun night" (dances, carnival, movies, scavenger hunt, etc.). The criteria to attend these events can be found in every classroom and computer lab on our campus as a constant reminder of our behavior expectations.

## 6 Week Fun Night Criteria

1. Exhibit academic success in all courses.  
*This looks like: Passing all courses with at least a 70 for the 6 weeks*
2. Attend class regularly.  
*This looks like: Having no more than 2 unexcused absences during the 6 weeks and/or having more than 3 tardies during the 6 weeks.*
3. Follow classroom social contracts.  
*This looks like: Not receiving any office referrals for during the 6 weeks.*

# Honors Criteria

*Please thoughtfully consider the following criteria as you make the decision about whether or not Honors and Pre-AP courses will be the right fit for your child.*

- I. There will be **open enrollment** for Honors and Pre-AP courses in 2019-2020 for those students who have a high level of interest and strong desire to be challenged.
  
- II. Honors vs Pre-AP courses
  - a. **Pre-AP:** In the Spring of 2019 GJH was one of ten schools in the nation to participate in College Board Pre-AP course offerings at the junior high level. 2021-2022 will be the third year we will offer Pre-AP Algebra I and Pre-AP English I for 8th grade students.

Official Pre-AP classes are those that have had their curriculum approved by the College Board. The College Board created pre-AP classes as a way to introduce all high school students to the skills and resources they'll be using in college classes. Official pre-AP classes must be open access, which means students at all learning levels must be able to take them.  
*All Pre-AP courses offered at junior high are at the high school level, students will therefore earn high school credit upon passing the course and the End of Course exam.*
  
  - b. **Honors:** These courses are more challenging than on-level classes, but do not have the distinction of being connected to the College Board and do not provide the opportunity to earn high school credit. The courses would be better suited for students who need more rigor than what a regular on-level class would provide, but may not be ready for high school level courses. *Honors courses are available in all core subject areas for both 7th and 8th grade students.*

### III. Students wishing to be removed from a Honors or PAP course

- a. Congruent with the GJHS Schedule Change Policy, Honors and PAP students will have the opportunity to change to a regular class within the first 10 instructional days of the school year or at semester.

\*Note: Student who wish to be removed from PAP Algebra I or PAP English I will repeat the entire course in 9th grade

# Junior High Courses for High School Credit

## *GJHS Offers the Following Courses for High School Credit*

Pre-AP Algebra I ..... | credit  
Pre-AP English I ..... | credit  
Spanish I..... | credit  
Spanish II..... | credit

## **Q & A**

### **Why does junior high offer high school courses?**

Offering high school courses in junior high is considered one way of providing accelerated and challenging coursework to students.

### **What are the advantages of earning high school credit in junior high?**

This may allow your child to complete graduation requirements early or to take more electives or college courses in high school.

### **What are the potential disadvantages?**

Any high school credit that a child earns in junior high is automatically entered into his/her high school transcript. This can have an effect on your child's high school record, grade point average, and class rank.

### **What happens if my child does poorly in the course?**

Per the State's grade forgiveness policy, your child may retake the course in high school.

### **Can I choose not to have my child's high school course appear on his transcript?**

No, Texas requires that any high school course your child takes in junior high appears on the transcript.

### **Will my child be "behind" if he does not take a high school course?**

No, your child can earn all the necessary credits he/she needs to graduate and go to college without taking high school courses in junior high.

### **What help can I get in making a decision about whether taking a high school credit course is right for my child?**

It is important to speak to your child's counselor, your child's current teachers, and/or principal at your child's school. It is also important to involve your child in the decision.

### **What are some of the factors that I should consider in making this decision?**

Important factors include: Current grades in the subject area, interests of your child, maturity level of your child, and extracurricular activities in which your child is involved.

# Schedule Change Policy

*Changes to student schedules create an impact on many other courses, and therefore will be made on a limited basis. Schedule change forms are available in the counseling office. Schedule changes are approved by the student's counselor and/or administrator.*

## Unacceptable reasons for requesting a schedule change:

- Student wants a different teacher.
- Student wants to be with friends.
- Student does not want to do the class work or has not done reading/required work.
- Student no longer likes the course.

## Within the first *ten* instructional days of the school year or at semester

- During the first ten days of school, any core or elective schedule requests will be *considered*.
- Changes will be made depending on class size, reasons for change and results of the change on the overall schedule.

## After the first *ten* instructional days of the school year or start of the semester:

- Parent must turn in a schedule change form (provided by the counselor) or a written request, providing a valid explanation for the schedule change request to his/her student's counselor.
- Before enacting the process to exit, the reason for the schedule change in conjunction with the student's past academic history, absences, and use of tutorials and interventions will be reviewed.
- Thereafter, a student-teacher-counselor-parent conference will be held. Options to be discussed at the conference include:

Developing a plan for the improvement of the student's performance that includes alternative instructional strategies, student attendance, student effort, student utilization of tutorials and other interventions, and specific target dates for progress reports to student and parent;

**and/or**

Exiting the student from the course and placing him or her in a more appropriate course.

# GJHS COURSE SELECTION

# GRADE 7 2022-2023

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

## Required Academic Courses

Pick 1 option from each of the 4 core subject areas.

### READING

\_\_\_ 7th Reading J100

\_\_\_ Honors Reading J107

### MATHEMATICS

\_\_\_ 7th Math J201

\_\_\_ Pre-Algebra J202

### SCIENCE

\_\_\_ 7th Science J300

\_\_\_ Honors Science J302

### SOCIAL STUDIES

\_\_\_ 7th TX History J400

\_\_\_ Honors TX History J402

## Physical Education Requirement

7<sup>th</sup> graders are required to take 1 physical education course. You **must** choose 1 option below.

\_\_\_ Athletics Boys J701 OR Girls J702 (requires sports physical to participate in UIL events)

\_\_\_ PE J700

## Elective Options

Students will have the choice of **2 elective courses**.

**RANK your top 3** selections in order of preference with 1=first choice, 2=second choice, etc.

\_\_\_ Art J910

\_\_\_ AVID J500

\_\_\_ Spanish I J800

\_\_\_ Audio/Video Production J928

\_\_\_ Band J914

\_\_\_ Spirit Team J506

\_\_\_ Automation & Robotics with  
Medical Detectives J931

\_\_\_ Choir (Girls J901, Boys J902)

\_\_\_ Theater Arts J916

# EJHS COURSE SELECTION SHEET

# GRADE 8 2022-2023

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

## Required Academic Courses

Pick one option from each of the 4 core subject areas.

### English Language Arts

\_\_\_ Literacy 8 J104

\_\_\_ Honors Literacy J102

### Mathematics

\_\_\_ Math 8 J203

\_\_\_ Algebra I  
(HS Credit) J204

### Science

\_\_\_ Science 8 J301

\_\_\_ Honors Science 8  
J303

### Social Studies

\_\_\_ U.S. History J401

\_\_\_ Honors U.S. History  
J403

## Elective Options

Students will have the choice of **3 full year** elective classes in the 8th grade.

Rank your top **4** selections in order of preference with **1=first choice, 2=second choice, etc.**

\*Athletics or PE are not required in 8<sup>th</sup> grade, therefore Athletics is now an elective option.

\_\_\_ Art 8 J911

\_\_\_ Band J915

\_\_\_ Spanish I (HS Credit) J800

\_\_\_ Automation & Robotics II  
with Computer Science J934

\_\_\_ Choir  
Boys J906/Girls J907

\_\_\_ Spanish II (HS Credit) J801  
*\*Must have had Spanish I*

\_\_\_ Athletics  
Boys J705/Girls J704

\_\_\_ Library Aide J505

\_\_\_ Spirit Team J506  
*\*Tryouts required*

\_\_\_ Audio/Video Production J928

\_\_\_ Leopard Leaders J933

\_\_\_ Theatre Arts J917

\_\_\_ AVID 8

\_\_\_ Office Aide J504



# Course Descriptions

## Grade Requirements

**7th** English Language Arts  
Mathematics  
Science  
Texas History  
Physical Education (PE or Athletics)  
Electives (2)

**8th** English Language Arts  
Mathematics or PAP Algebra I  
Science  
U.S. History  
Electives (3)

## ENGLISH LANGUAGE ARTS & READING

### **7th English Language Arts (ELA)**

**Length:** Year

Core elements include reading, research and listening and speaking. Students will read, understand and respond to a wide variety of literary and informational texts. Emphasis is on comprehension, vocabulary, and critical-thinking skills in an interactive environment.

### **7th Honors English Language Arts (ELA)**

**Length:** Year

Advanced version of ELA. This course is designed to prepare students for the more rigorous 8th grade Honors Reading course and high school Honors/AP/Dual Credit English courses.

### **8th English Language Arts (ELA)**

**Length:** Year

Students will continue to improve their skills in oral and written communication in four basic areas: grammar, spelling, composition and literature. This course is also designed to prepare students for high school English and advanced vocabulary development. Emphasis is placed on correctly using the writing process and using critical thinking skills.

### **8th Honors English Language Arts (ELA)**

**Length:** Year

Advanced version of 8th ELA. This course is designed to prepare students for advanced English I in 9th grade.

## MATHEMATICS

### **7th Mathematics 7**

**Length:** Year

In 7th Grade Mathematics students will focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two and three dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

### **Pre-Algebra (7th Honors Math)**

**Length:** Year

For students working above grade level. Includes a study of topics contained in the regular math course with strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Pre-requisite for Algebra I in 8th grade.

**8th Mathematics****Length:** Year

The primary focal points at Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations, while the concepts of proportionality are used to explore, develop, and communicate mathematical relationships

**PAP Algebra I (8th grade only)****Length:** Year

*\*Credit will be given toward High School graduation requirements (1 credit)*

*\*End of Course (EOC) tested*

For 8th grade students working above grade level. Focuses deeply on the concepts and skills that are most essential for college and career success, so mastery of linear relationships is a major focus of this course. Linear functions and linear equations are the basic building blocks of many advanced topics in math.

**SCIENCE****7th Science****Length:** Year

An integrated approach to science instruction covering basic concepts in biology, chemistry, earth science, environmental science, and physics. Units include: ecosystems, human body systems, matter, simple machines, forces and motion, and space. Students will be expected to learn to collect and analyze data, and to present material in an organized manner using basic math, writing, and computer skills.

**7th Honors Science****Length:** Year

Covers the same topics as the on-level science curriculum but in greater depth. Higher level thinking and motivation are expected. This course is designed to prepare students for the Science Honors 8 and high school Honors/AP/Dual Credit science courses.

**8th Science****Length:** Year

An integrated approach to science instruction covering basic concepts in biology, chemistry, earth science, environmental science, and physics. Students will study the interactions of solar, weather, and ocean systems; and describe how human activities have modified soil, water, and air quality. Additionally, students will study stars and galaxies, the periodic table, chemical reactions, land features, and extinction.

**8th Honors Science****Length:** Year

Covers the same topics as the on-level science curriculum but in greater depth. Higher level thinking and motivation are expected. This course is designed to prepare students for high school Honors/AP/Dual Credit science courses.

**SOCIAL STUDIES****7th Texas History****Length:** Year

In this course students will study the history of Texas from early times to the present. The focus is on key individuals, events, and issues and their impact, the regions and the structure and functions of municipal, county, and state governments.

**7th Honors Texas History****Length:** Year

Content is presented with more depth and breadth than in the on-level Texas History, with an emphasis on writing, and analytical skills. Students will use both primary and secondary sources to acquire information about Texas. Projects may require student initiative and time management out-of-class. This course is designed to prepare students for U.S. History Honors 8 and high school Honors/AP/Dual Credit Social Studies courses.

**8th U.S. History****Length:** Year

This course covers the beginning of America through the era of Reconstruction. Students will be introduced to the social, cultural, political, and economic happenings, which shaped early America. Studies will focus on contributions of various early groups and the basic elements of United States citizenship, including introduction to the Constitution, the structure and function of our national government, and the implications of the Bill of Rights.

**8th Honors U.S. History****Length:** Year

Content is presented with more depth and breadth than in the on-level U.S. History. The curriculum focuses on improving the ability to read critically and to analyze and synthesize factual information. Students analyze primary source material through document-based questions, and write free response and document-based essays. This course is designed to prepare students for high school Honors/AP/Dual Credit Social Studies courses.

**PHYSICAL EDUCATION****7th & 8th Athletics****Length:** Year

UIL competition and off-season conditioning are the focus of our athletic programs. To be enrolled in the athletic class period boys must participate in either football, basketball, soccer or track and girls must participate in either volleyball, basketball, soccer or track. Participation in Cross Country will occur before or after the regular school day. Per UIL regulations, student must obtain a sports physical within the first week of school to remain in the athletic program. Students are required to maintain passing grades and outstanding behavior to participate in the athletic programs. Parents must be willing to provide transportation to practices before school and after practices after the normal school day.

**7th Physical Education (PE)****Length:** Year

Students enrolled in this course will understand the function of the body, learn to measure their own performance, and develop plans for improvement. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. Physical activity will include lessons from team sports, individual sports and aerobic sports.

*Physical Education is requirement for 7th grade, Athletics becomes an elective option in 8th grade*

**ELECTIVE COURSES**

*Elective course offerings are subject to change due to an insufficient amount of student requests, lack of qualified personnel to teach the class, or funding. The student will be placed in the next elective choice on the their course request form.*

**7th & 8th Art****Length:** Year

An introductory course that familiarizes students with various mediums and techniques while focusing on the elements of art and the principles of design. Drawing and painting with several materials is experienced. The course emphasizes artistic composition, color knowledge, and technical discipline.

**7th & 8th Audio/Video Production****Length:** Year

This course will explore the Audio and Video production industry and career opportunities. Students will gain training in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions. Students will be involved in every aspect of several class and small group audio, video, and film style production projects with emphasis on TV studio broadcasting and news production projects.

**7th Automation & Robotics with Medical Detectives.** Length: 1/2 Year each

These courses are part of the cutting-edge Project Lead the Way Gateway (GTW) program designed to challenge and engage the natural curiosity and imagination of middle school students, while incorporating national standards in math, science and technology. In Automation & Robotics students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. In Medical Detectives Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. .

**8th Automation & Robotics II with Computer Science.** Length: 1/2 Year each

An extension of the Project Lead the Way Gateway (GTW) program designed to challenge and engage the natural curiosity and imagination of middle school students, while incorporating national standards in math, science and technology. Students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life.

**7th & 8th AVID** Length: Year

Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education. The AVID has developed the AVID Elective course. For one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses.

**7th & 8th Cadet Band** Length: Year

*\*Instructor approval: screening to assess interest and aptitude*

This ensemble is designed to provide students with the fundamental knowledge and skills on their instrument to perform both independently and in groups. Students with no prior instrumental experience are welcome, but should meet with the director to discuss accelerated expectations.

**7th & 8th Concert Band** Length: Year

*\*Audition and Band Director's approval required*

This ensemble is designed for band students in their second or third year of playing. The goal of this class is to deepen the student's experience in the full concert setting while expanding individual technical skill. The concert band introduces the performance standards for UIL concert and sight reading contest and competes annually. All students are also required to participate in solo/ensemble performance and performs for the community several times a year

**7th & 8th Symphonic Band** Length: Year

*\*Audition and Band Director's approval required*

Top performing band organization at the junior high school level. This ensemble is intended for third year band students or any second year player as recommended by the director. All students are expected to participate in district and region band auditions as well as solo/ensemble contest. The Symphonic and participates in UIL concert and sight-reading contest as well as other music festivals at the director's discretion. The Symphonic band also performs at school pep rallies and football games at the director's discretion.

*\*\*The program has up to six performances and as many as three contests during the course of the school year. Instruments must be rented or purchased from a music store or, with the approval of the director, checked out through the Junior High's instrumental music department. There will be an annual \$50 Instrument Usage Fee assessed for all band students using school-owned instruments.*

*\*Placement in the specific band class will be based on audition and instructor approval. At all levels, students will participate in*

**7th & 8th Girls Choir****Length:** Year

For female students with no prior choral experience. Students will have the opportunity to demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts. Students will perform a varied repertoire of music for both district and community functions. Students also will learn to relate music to history, to society, and to culture and will relate the other fine arts to music concepts.

**7th & 8th Boys Choir****Length:** Year

For male students with no prior choral experience. Students will have the opportunity to demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts. Students will perform a varied repertoire of music for both district and community functions. Students also will learn to relate music to history, to society, and to culture and will relate the other fine arts to music concepts.

**7th & 8th Varsity Girls Choir****Length:** Year

*\*Must have completed Choir: Girls or have instructor approval*

Female students will continue to develop and master vocal technique and sight reading skills learned in previous years. Students will learn to perform more advanced music. Students will perform in concerts throughout the year, and may have the opportunity to participate in UIL or other music competitions and will perform for both district and community functions.

**7th & 8th Spanish I****Length:** Year

*\*Credit will be given toward High School graduation requirements (1 credit)*

Spanish I is the first course of a required high school two-year sequence designed to develop the fundamental language skills of listening, speaking, reading, and writing. The emphasis of Spanish I is the development of oral language. The study of introductory vocabulary, phonetics, and grammar are included. The culture and civilization of the Spanish-speaking world is integrated into all aspects of the course. The rigor and pace of the Spanish I course content are commensurate with the high school level curriculum.

**8th Spanish II****Length:** Year

*\*Credit will be given toward High School graduation requirements (2 credits)*

*\*Must have taken Spanish I in order to take Spanish II*

An extension of Spanish I. The emphasis of instruction will be to expand the students' existing oral proficiency through focus on grammatical concepts and to develop the skills of reading and writing Spanish so that they can communicate more successfully in social and business situations.

**7th & 8th Spirit Team****Length:** Year

In the 2015-2016 school year, GJHS's cheerleading squad and dance team combined to create one spirit team. This course includes conditioning and knowledge of cheers and/or dances. Students are expected to have an understanding of the make-up of a team and to represent GJHS in the school, district, and community. Tryouts will be conducted, class size limited to 25 students. Uniforms will be required and are the responsibility of the student/parents.

**7th & 8th Theatre Arts****Length:** Year

Theater Arts is designed to introduce the student to the many performing and technical aspects of theater. Students will learn basic acting techniques (stage movement, developing voice, memorizing lines, etc.), improvisation, mime techniques, character development, basic scene study (group and individual monologues), script analysis and performance critiquing. In small ensembles, duets and individually, students will prepare and perform scenes in class demonstrating these skills.