

**HARDIN JUNIOR HIGH SCHOOL  
PROGRAM OF STUDIES GUIDE**

**2019-2020**



**HARDIN JUNIOR HIGH SCHOOL  
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**Hardin Junior High School**  
**Academic Programming & Course Offerings**  
**2019-2020**

**Campus Description**

Hardin Junior High School is learner-centered and a family- oriented learning community that educates all students with a methodology that reflects our community's high expectations for academic excellence, character development, leadership, and service. Built in 1987, HJHS currently serves a little over 300 students.

The curriculum is designed around the core academic classes of mathematics, science, language arts, and social studies. The elective curriculum offers a wide array of course offerings including Art, Band, Career Explorations, Health, Journalism, Physical Education, Skills For Living and Technology.

Students at all grade levels have the opportunity to participate in University Interscholastic League academic competition and and all other faculty-sponsored clubs. Student Council and National Junior Honor Society is for students in 7th and 8th grades. Business Professionals of America is open to 8th graders. UIL athletics is offered in Grades 7 & 8. Students may compete in football, volleyball, basketball, cross country, and track and field.

**Course Categories**

**Hardin ISD provides daily instruction for junior high school students in the following core curriculum areas: Language Arts, Mathematics, Science, and Social Studies. The following information should assist students and parents/guardians in making elective choices and in designing the students' academic plan for junior high school.**

### **Gifted and Talented:**

Courses for students identified as intellectually gifted have been designed to meet the characteristics and needs of this population. These courses are not of a higher level, but they approach learning in a different way. The content for these courses is differentiated and enriched for students with abstract learning skills. Students are expected to have advanced research skills, to be able to work independently, and to be highly self-motivated. In order to participate in a GT differentiated class, the student must be identified as “gifted” by a district screening committee. For students meeting criteria, individual out-of-class projects may be assigned, and assessments may be adjusted. GT students may be grouped in the same class. Differentiation by the teacher in the core classes is offered to GT students and high achievers.

### **Intervention Classes:**

At Hardin Junior High School intervention classes will be offered in Reading and Math at each grade level. Students are placed in these classes based on need. State assessment, local benchmark scores, class work, and teacher recommendations can be used to determine if a student should be in one of these classes. These classes focus on basic skills, enrichment and support, and state assessment preparation.

## **Special Programs**

### **Special Education:**

For eligible students, placement is determined by the Admission, Review and Dismissal (ARD) Committee, given consideration of present levels of performance and individual program goals.

### **Section 504 of the Rehabilitation Act of 1973:**

It is Hardin ISD’s responsibility to identify and evaluate students who, within the intent of the Rehabilitation Act of 1973, Section 504 need accommodations or related aides and services in order to access a free and appropriate public education. A student who may need accommodations or specialized instruction within the intent of Section 504 may be one who:

\*Has a physical or mental impairment that substantially limits one or more major life activities

\*Has a record of such impairment; or

\*Is regarded as having such an impairment.

~Parents who believe that they have a child who may qualify for accommodations or services should contact the junior high counselor, Mrs. Betsy Henry.

## **Core Courses**

### **Instructions for completing course requests:**

1. Make your selections carefully as you are expected to stay with your choices throughout the year.
2. If you are not successful on your STAAR exams, then you will be placed in a Math or Reading SSI Lab and lose an elective.
3. Remember that 4 semesters of Physical Education (Health Fitness) are required in junior high school.

\*Course offerings may change due to number of request and availability of space.

### **Core Courses by Grade Level:**

#### **7th Grade**

Language Arts  
Mathematics  
Science  
Texas History

#### **8th Grade**

Language Arts  
Mathematics  
Science  
U.S. History

## Junior High Elective Courses:

<b>HJHS Electives</b>	<b>Grade</b>	<b>Semester/Year</b>
<b>HEALTH FITNESS</b>		
Athletics	7,8	Year
P.E./Health Fitness (Required)	6,7,8	Year
<b>FINE ARTS</b>		
Art	7,8	Year
Band-Beginning	6,7,8	Year
Band-Junior High	7,8	Year

<b>HJHS Electives</b>	<b>Grade</b>	<b>Semester/Year</b>
Journalism	7,8	Year
Career Explorations	7,8	Semester
Skills For Living	7,8	Semester
6th-Technology	6	Year
Technology	7,8	Semester
Health	7,8	Semester

## **CORE CLASSES-6TH GRADE**

### **6th Grade Level Language Arts:**

Students will focus on the thinking required to make meaning of genres from a variety of media as well as craft communication effectively (orally, writing, or multimedia), adjusting for purpose and audience. Students reflect on their own reading and writing processes throughout the year. The foundation of research and asking good questions guides the development of student inquiry.

### **6th Grade Level Mathematics:**

Within a well-balanced mathematics curriculum, the primary focal points at Grade 6 are using operations with integers and positive rational numbers to solve problems, understanding and applying ratios and rates and using equivalent ratios to represent proportional relationships, using expressions and equations to represent relationships in a variety of contexts, understanding data representation, and financial literacy.

### **6th Grade Level Science:**

Grade 6 Science is interdisciplinary in nature; however much of the content focus is on physical science. The standards for Grade 6 include: A) Scientific investigation and reasoning- allows students to develop a rich knowledge of science in the natural world by becoming familiar with modes scientific of inquiry and the diverse ways scientists study the natural world. B) Matter and energy- students concentrate on developing an understanding of elements and compounds. C) Force, motion, and energy- students will investigate the types of energy as well as the relationship between force and motion through a variety of means; including calculations and measurements. D) Earth and space- students will develop an understanding of Earth's processes, the way our solar system is organized, the role of gravity, and space exploration. E) Organisms and environments- students will gain an understanding of the broadest taxonomic classifications of organisms, the interdependence between organisms and their environments, and levels of organization within an ecosystem.

**6th Grade Level Social Studies:**

This course is the study of people, places, and societies of the contemporary world. Students will describe the influence of individuals and groups on historical and contemporary events in societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. Students will use a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks.

**CORE CLASSES-7TH GRADE****7th Grade Level Language Arts:**

Seventh grade students continue to develop an analytical approach to reading in increasingly difficult texts. New literary terms are introduced so students can continue their development of the language of the critic. Using a wide variety of texts, both classical and contemporary, students analyze how the author's style, choice of words and selected genre blend to create meaning. Students are also expected to use more complex sentence structures and grammatical constructions. Additionally, students learn to organize ideas in convincing and sophisticated ways for a variety of purposes and audiences. Evaluations stress higher level thinking skills and creativity in performance and products. Evaluations stress higher-level thinking skills, creativity and excellence in performance and products.

**7th Grade Level Mathematics:**

The primary focal points for seventh grade math include developing fluency with rational numbers and operations to solve problems, representing and applying proportional relationships, using expressions and equations to describe relationships in a variety of contexts, and comparing sets of data. Students will also be asked to use verbal and written explanations to communicate thinking.



**7th Grade Level Science:**

The seventh grade science curriculum framework has four strands: Matter and Energy; Force, Motion and Energy; Earth and Space; and Organisms and Environments. Organisms and Environments are the major focus of study. Within the framework of this science content, students develop the process skills needed to investigate any topic. These skills include problem solving, investigative procedures, use of scientific tools, data collecting, and technology. By merging these skills with content topics, students experience science rather than just read about it.

**7th Grade Texas History:**

Texas History includes a comprehensive study of the history and geography of Texas. The course content shows the interaction of the forces of land, people, politics, economics and government that have shaped Texas. Students examine the full scope of Texas history, including a brief review of the cultures of Native Americans living in Texas prior to the European exploration and the eras of mission-building, colonization, revolution, republic, and statehood including Texas in the 21st century. The focus in each era is on key individuals, events, and issues and their impact. The use of primary and secondary sources, analysis of cause and effect relationships and introduction of basic economic and political concepts are all critical for the understanding of Texas history.

**CORE CLASSES-8TH GRADE****8th Grade Language Arts:**

Eighth grade students continue to develop an analytical approach to reading in increasingly difficult texts. Students will continue to expand their use of literary terms as they develop and refine the language of the critic. Using a wide variety of texts; Both classical and contemporary, students analyze how the author's style, choice of words, and selected genre blend to create meaning. In writing, students are expected to use more complex sentence structures and grammatical constructions. Additionally, students will be organizing their ideas in convincing and sophisticated ways for a variety of purposes and audiences.

**8th Grade Mathematics:**

The primary focal points for 8th grade math include representing, applying, and analyzing proportional relationships, using expressions and equations to describe relationships-including the Pythagorean Theorem, and making inferences from data. Problem solving will be incorporated throughout all concepts.

**8th Grade Science:**

The eighth grade curriculum framework has four strands: Matter and Energy, Force, Motion, and Energy; Earth and Space; and Organisms and Environments. The two strands that are a major focus are Earth and Space and Matter and Energy. Students will build on scientific processes and concepts that have been learned in sixth and seventh grade science. A variety of activities including hands-on lab investigations and technology based research units will be incorporated.

**8th Grade U.S. History:**

Students study the history of the United States from the early colonial period to the Reconstruction period following the Civil War. This year lays the foundation for deep understanding of early American and U.S. history through examination of primary sources with emphases on foundational documents and significant leaders. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents.

## **Electives-Health Fitness**

### **Physical Education/Health Fitness (Year):**

In P.E./Health Fitness, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. Content focus is on wellness, exposure to various skills in team, individual and recreational sports/activities and establishing an individual wellness routine.

### **Athletics Program:**

Students may obtain their Health Fitness credit for 7th and 8th grade through participation in the Athletic Course. All athletics are governed and regulated by the University Interscholastic League guidelines. This course includes required practice times before and/or after school as well as attendance at games and meets. Students must have permission from parents and coach to enroll in any athletic program. Physical examinations are also required to enter this course. Students who do not have time to include athletics in their schedule may request to participate in the selected program after school. Sports programs included in the Athletic Course are:

**Boys: Football, Basketball, Cross Country, and Track & Field**

**Girls: Volleyball, Basketball, Cross Country and Track & Field**

### **Health:**

This course is designed for the mature student due to content material relevant to a high school student. In health education, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

## **Electives-Fine Arts**

### **Art:**

This is a general introductory art class for 7th and 8th grade students only. Art study will connect the study of world cultures through an exploration of universal themes such as Symbolism, Identity, Telling Stories and observation of environment. The course explores the elements and principles of design through a variety of media such as painting, drawing, printmaking, ceramics, sculpture, and electronic media.

### **Beginner Band:**

Students may enter beginning band with no previous experience and are taught the basic skills of playing an instrument and music reading. Through an interview process, the band director will guide students to the instrument where they have the highest likelihood of individual success and to balance the instrumentation of the band program. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. In most cases, students will provide their own instruments. School-owned instruments are offered on a limited availability through Parent/Guardian communication. It is **STRONGLY** recommended that students interested in learning an instrument begin in the 6th grade. Band is a year-long course and students will be required to participate in possible individual playing contests, Christmas and Spring concerts. While most activities occur during school hours, after school practice is a possibility.

### **Junior High Band:**

Development and refinement of basic individual and ensemble skills are the priority of this class, and as a result students will experience more performance opportunities. Band is a year-long class in which students will be required to participate in pep-rallies, individual and group contests, Christmas and Spring concerts. Participation in a performing group offers the student the opportunity to experience a high level of teamwork, develop a high degree of personal responsibility, and acquire leadership skills. While most activities occur during school hours, after school practice is a possibility.

## **Other Electives:**

### **Technology:**

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### **Career Explorations:**

This exciting class is a journey in self-discovery as students learn how to project into the future and understand the consequences of today's choices while envisioning a life that is productive, achievable, and stimulating. In this course, students will recognize the relevance of an education through integration of academics, technology, and career guidance. Students will challenge themselves to understand how education, training, and career choice impact their personal lifestyle, while learning the skills, aptitudes, and attitudes to successfully transition into high school, post-secondary education or training, the workforce, and adulthood. Students will become career-focused through a planning process that will result in a personalized ten-year plan.

### **Journalism:**

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. Students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

## **ACADEMIC INTERVENTION AND SUPPORT**

### **Reading Lab:**

Provides additional/accelerated instruction and individualized support for students in the study of reading. Intense preparation to meet the state assessment standards is an integral part of this course. This course is for students who did not meet the passing standard on the state assessment in the area of Reading the previous school year.

### **Math Lab:**

Provides additional/accelerated instruction and individualized support for students in the study of mathematics. Intense preparation to meet the state assessment standards is an integral part of this course. This course is for students who did not meet the passing standard on the state assessment in the area of Mathematics the previous school year.