FRANKLIN TOWNSHIP COMMUNITY SCHOOL CORPORATION

Franklin Central Junior High

SUBJECTS AND COURSE DESCRIPTIONS

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Sample Schedules:

Students take the core four subjects of Math, Science, Social Studies, & Language Arts as year-long courses. 7th Graders will take 1 semester of Physical Education for high school credit and 1 semester of ART. 8th Graders will take 1 semester of Preparing for College & Careers and 1 semester of Computing Foundations for a Digital Age, both for high school credit. Students will then choose the Performing Arts Pathway OR the Related/Arts STEM Pathway. The Performing Arts Pathway (Band, Choir, and Orchestra) are for high school credit.

GRADE 7

Sample Schedule Performing ART Pathway				**Sample Schedule Related Art/STEAM Pathway**		
Period	Sem-I	Sem-II		Period	Sem-I	Sem-II
1	Language Arts			1	Language Arts	
2	Math			2	Math	
3	Science			3	Science	
4	Social Studies			4	Social Studies	
5	Performing Art (Band/Choir/Orchestra)			5	Business	STEM Studio
6	Physical Education	ART		6	Physical Education	ART
7	ADVISORY			7	ADVISORY	
8	ELEVATE			8	ELEVATE	

GRADE 8

Sample Schedule Performing Art Pathway		
Period	Sem-I	Sem-II
1	Language Arts	
2	Math	
3	Science	
4	Social Studies	
5	Performing Art (Band/Choir/Orchestra)	
6	Preparing for College & Careers	Computing Foundations for a Digital Age
7	ADVISORY	
8	ELEVATE	

Sample Schedule Related Art/STEAM Pathway		
Period	Sem I	Sem-II
1	Language Arts	
2	Math	
3	Science	
4	Social Studies	
5	Related Art/STEAM Course 1	Related Art/STEAM Course 2
6	Preparing for College & Careers	Computing Foundations for a Digital Age
7	ADVISORY	
8	ELEVATE	

Bell Schedule:

FCJH BELL SCHEDULE - 7TH				
6 Period Days		**Block Days**		
Monday, Tuesday, Wednesday			**Thursday**	**Friday**
8:20 - 9:20	Period 1	8:20 - 8:57	Period 7	Period 7
9:25 - 10:22	Period 2	9:02 - 10:02	Period 8	Period 8
10:27 - 11:58	Period 3	10:07 - 12:09	Period 3	Period 2
12:03 - 1:01	Period 4	12:14 - 1:40	Period 1	Period 4
1:06 - 2:04	Period 5	1:45 - 3:10	Period 5	Period 6
2:09 - 3:10	Period 6			
Lunch A	*10:46 - 11:16*	*Lunch A*	*10:46 - 11:16*	*10:46 - 11:16*
Lunch B	*11:20 - 11:50*	*Lunch B*	*11:20 - 11:50*	*11:20 - 11:50*

FCJH BELL SCHEDULE - 8TH				
6 Period Days		**Block Days**		
Monday, Tuesday, Wednesday			**Thursday**	**Friday**
8:20 - 9:25	Period 1	8:20 - 8:52	Period 7	Period 7
9:30 - 10:27	Period 2	8:57 - 9:57	Period 8	Period 8
10:32 - 11:30	Period 3	10:02 - 11:29	Period 3	Period 2
11:35 - 1:06	Period 4	11:34 - 1:35	Period 1	Period 4
1:11 - 2:09	Period 5	1:40 - 3:10	Period 5	Period 6
2:14 - 3:10	Period 6			
Lunch C	*11:54 - 12:24*	*Lunch C*	*11:54 - 12:24*	*11:54 - 12:24*
Lunch D	*12:28 - 12:58*	*Lunch D*	*12:28 - 12:58*	*12:28 - 12:58*

COURSE INFORMATION

Introduction

Subject descriptions provide brief statements of the content of middle-level subjects. Subject descriptions and content communication are based on Indiana Academic Standards. Code numbers listed for each course are used when reporting course offerings on Indiana Department of Education (IDOE) documents. Instructional decisions on curriculum selection and development, implementation, and assessment are based on the district curriculum maps and pacing guides. The following course descriptions are a combination of district and state descriptions.

Related Arts / STEAM Pathway:

Related Arts courses are intended to offer balanced learning experiences that explore courses that provide students with curriculum-based activities in preparation for high school. Starting with the Class of 2030, all students will be required to take 1 semester (grade 7) of Physical Education, 1 semester of Preparing for College and Careers (grade 8), and 1 semester of Computing for a Digital Age (grade 8) for High School credit and diploma requirements.

2-D ART

Grade 7 (High School Credit-GPA)
Prerequisite: None

It is a course to foster the skills our students need to express themselves creatively and become lifelong appreciators of art. Through studio-based classes, students work with a variety of media in both two and three dimensions as

they build and hone their perceptual, creative, and technical skills. The course also teaches students about their artistic heritage by introducing them to the work of many famous artists. Our students are challenged to use and develop their art vocabulary and observational skills, learning to evaluate art critically.

ADVANCED ART

Grade 8
Prerequisite: application approval required, limited offering

The Advanced Art course is designed for students with a strong interest in exploring a variety of art mediums and developing their skills to a higher level. Students will engage in in-depth artistic exploration, focusing on self-expression, how art reflects culture and the environment, and communicating through visual art. Emphasis will be placed on creative problem-solving, artistic theory, and building a portfolio/projects for display. This course encourages students to think critically, experiment with different techniques, and learn from mistakes while pushing the boundaries of their creativity.

The course receives a grade. The course is subject to staffing, interest, and section availability.

BUSINESS AND CAREER TECHNICAL EDUCATION

Grade 7
Prerequisite: None

Three broad areas of this course curriculum are technology, personal financial responsibility, and essential business (business communications, marketing, and entrepreneurship to learn essential business content with the application of technology as a tool. In addition, elements of digital citizenship will be included.

COMPUTING FOUNDATIONS FOR A DIGITAL AGE

Grade 8 (High School Credit-GPA)
Prerequisite: None

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change ever-increasingly, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age introduces students to five significant topics within computer science, including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem-solving, and other important skills invaluable for life in a global and technologically advancing society.

CREATIVE WRITING

Grade 8
Prerequisite: None

Based on Indiana Academic Standards for English/Language Arts, this course integrates instruction emphasizing reading, writing, and communication and collaboration in interest and age-appropriate content. Students begin to study the history and development of English vocabulary. Students begin comparing different writing types and perspectives on similar topics or themes. Students evaluate the logic of informational texts and analyze how literature reflects the authors' backgrounds, attitudes, and beliefs. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas. Students read and respond to nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Students respond to fiction, nonfiction, informational selections, reality-based experiences, multimedia presentations, and classroom or group experiences using discussion, writing, and multimedia tools. Students write or

deliver research reports and conduct their own research. Students use subordination, coordination, noun phrases, and other devices of English language
conventions to indicate clearly the relationship between ideas. Students deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud and write independently for enjoyment.

STEM STUDIO

Grade 7
Prerequisite: None

This course offers hands-on, problem-based learning experiences in engineering and technology, focusing on designing, producing, using, and assessing technological products. Students develop individual and teamwork skills essential for societal and workplace success. Key areas of study include general engineering concepts, engineering design and development, technology production and application, artificial intelligence, and career exploration. The course aligns with FC Engineering pathways.

DIGITAL PRINT MEDIA

Grade 8
Prerequisite: None

This course provides opportunities for students to learn how to create, connect, and collaborate using visual communication and printed media. Students will combine the principles and practices of journalism with technology and content to package their ideas to engage the 21st-century audience. Through video, photography, graphic design, art, data analysis, and the written word, students will learn how visuals impact all forms of media. Students will develop skills in recognizing good stories, gathering facts through interviewing and research, developing sources, crafting engaging leads and satisfying endings, and creating news and feature articles that inform and entertain readers. They will also develop design, storytelling, and media literacy skills. Furthermore, students will learn ethics and digital citizenship. Projects may include podcasts, infographics, documentaries, photo stories, public service announcements, and news broadcasts. Digital Media is designed to introduce skills required in many career fields, including journalism, marketing, publishing, entertainment, technology, gaming, health, and education.

PHYSICAL EDUCATION I

Grade 7 (High School Credit-GPA)

Prerequisite: None

Physical Education is based on the Indiana Academic Standards for Physical Education. Physical education offers opportunities to learn to work and to play together. It is more than aimless, frivolous play. Physical Education I covers various team sports, aerobics, health-related fitness activities, recreational activities, outdoor pursuits, and individual and dual sports. In class, skills and rules are taught that may be used in leisure time activities. Athletic attire is required in P.E. A t-shirt, shorts, and athletic footwear, following the student handbook dress code, will need to be worn. It is recommended that you buy a P.E. uniform.

PHYSICAL EDUCATION ADVANCED

Grade 8

Prerequisite: Physical Education credit, application approval required, limited offering

Advanced Physical Education is designed for students with a strong interest in physical activity, fitness, and athletic development. Building upon the Indiana Academic Standards for Physical Education, this course challenges students to enhance their skills, endurance, and overall physical performance through various high-intensity activities. Students will engage in advanced training techniques, competitive team sports, individual and dual sports, outdoor pursuits, and specialized fitness programs, including strength training and aerobic conditioning. Emphasis is placed on developing leadership, teamwork, and personal goal-setting to promote lifelong health and wellness. Proper athletic attire, including a

t-shirt, shorts, and athletic footwear, following the student handbook dress code, is required. A P.E. uniform is strongly recommended for participation.

PREPARING FOR COLLEGE AND CAREERS

Grade 8 (High School Credit-GPA)
Prerequisite: None

Do you know what you want to do after graduation? If not, you will better understand how to find out while taking this course.

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first-century life and career skills; higher-order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, an in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach is recommended, including computer and technology applications, cooperative ventures between school and community, simulations, and real-life experiences.

SPEECH AND CREATIVE DRAMATICS

Grade 8
Prerequisite: None

Based on the Indiana Academic Standards for Theater, Creative Dramatics Middle Level enables students to use movement, voice, and language effectively to create characterizations in various historical and cultural contexts. Improvisation enables them to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals. Additionally, students write scripts based on personal experience, imagination, history, and literature. Students increase their awareness of vocational opportunities in the theater arts and learn to develop criteria for evaluating recorded and live performances. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

SPORTS DIGITAL PRINT MEDIA

Grade 8
Prerequisite: application approval required, limited offering

This course provides opportunities for students to learn how to create, connect, and collaborate using visual communication and print media through a sports lens. Students will combine the principles and practices of journalism with technology and content to package their ideas to engage the 21st-century audience. Through video, photography, graphic design, art, data analysis, and the written word, students will learn how visuals impact all forms of media. Students will develop skills in recognizing good stories, gathering facts through interviewing and research, developing sources, crafting engaging leads and satisfying endings, and creating news and feature articles that inform and entertain readers. They will also develop design, storytelling, and media literacy skills. Furthermore, students will learn ethics and digital citizenship. Projects may include podcasts, infographics, documentaries, photo stories, public service announcements, and news broadcasts in the sports field. Digital Media is designed to introduce skills required in many career fields, including journalism, marketing, publishing, entertainment, technology, gaming, health, and education. May require some attendance at after-school events to complete the course.

WORLD LANGUAGES

Grade 8
Prerequisite: None

This course provides French, German, and Spanish for students to explore the languages offered at the high school level. The primary focus will be on linguistic vocabulary growth, language structure, and increased cultural awareness and appreciation. Objectives include further developing interpersonal communication through speaking and writing in the target language (s), providing opportunities for students to exchange information with others on familiar and new topics, understanding and using appropriate greetings and forms of address, and writing and speaking simple sentences with guidance. Students continue to develop an appreciation for the value of learning another language, which will increase their motivation for future language study.

Performing Arts Pathway:

Musical courses are subject to student request, pending skill level and course capacity.

BAND

Grade 7 or 8 (High School Credit-GPA)

Prerequisite: district progression of the Band program or director approval

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music. It allows students to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in the following areas: strings, woodwinds, brass, percussion, guitar, keyboard, and electronic instruments. Ensemble and solo activities are designed for students to develop essential elements of musicianship, including tone production, technical skills, and intonation. Activities include improvising, composing, reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- Grade 7 (Wind Symphony, White Band, Blue Band, Flashes Band)
- Grade 8 (Wind Ensemble, Symphonic Band, Concert Band)

CHOIR

Grade 7 or 8 (High School Credit-GPA)

Prerequisite: district progression of the Choral program or director approval

Vocal Music, Middle Level is based on the Indiana Academic Standards for Music. It allows students to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities to develop students' musicianship, including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- Grade 7 (Singing Storm, Bella Voce, Forte Flashes, FC Sound, Flashes Treble Threat)
- Grade 8 (Singing Storm, Bella Voce, Forte Flashes, FC Sound, Flashes Treble Threat)

ORCHESTRA

Grade 7 or 8 (High School Credit-GPA)

Prerequisite: district progression of the Orchestra program or director approval

Instrumental Music, Middle Level, is based on the Indiana Academic Standards for Music and allows students to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in the following areas: strings, woodwinds, brass, percussion, guitar, keyboard, and electronic instruments. Ensemble and solo activities are designed for students to develop essential elements of musicianship, including tone production, technical skills, and intonation. Activities include improvising, composing, reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- Grade 7 (White Orchestra, Flashes Orchestra, Blue Orchestra)
- Grade 8 (Spark Orchestra, Vivace Orchestra, Allegro Orchestra)

English Language Arts:

LANGUAGE ARTS 7

Grade 7

Prerequisite: None

Language Arts, grade 7, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening, and media in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. Students understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, 13 Indiana Department of Education Elementary and Middle-Level Subject Descriptions, and mathematics vocabulary. Students begin to read reviews and critiques of both informational and literary writing. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, informational selections, reality-based experiences, multimedia presentations, and classroom or group experiences. Students write or deliver more extended research reports that take a position on a topic and support their positions by citing various sources. Students use a variety of sentence structures and modifiers to express their thoughts. Students deliver argumentative presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

LANGUAGE ARTS 8

Grade 8

Prerequisite: None

Language Arts, grade 8, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening, and media in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. Students begin comparing different writing types and perspectives on similar topics or themes. Students evaluate the logic of informational texts and analyze how literature reflects the authors' backgrounds, attitudes, and beliefs. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books,

biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, informational selections, reality-based experiences, multimedia presentations, and classroom or group experiences. Students write or deliver research reports and conduct their own research. Students use subordination, coordination, noun phrases, and other devices of English language conventions to indicate clearly the relationship between ideas. Students deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

High Ability Courses:

Placement in these courses is in accordance with the High Ability Program Manual for FTCSC. SpringBoard offers core instructional materials in print and digital that are fully aligned to state standards, Advanced Placement (AP) coursework, and the SAT Suite of Assessments. Beginning in grade 6, SpringBoard English Language Arts students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research. Over the course of the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. They also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers.

Level 7

Course utilizes Indiana's Academic Standards for English/Language Arts and integrates instruction emphasizing writing narratives, and explanatory, and argumentative texts around the theme of "Choice." Learning specific strategies for planning, drafting, revising, and editing their writing. Students will learn Close Reading strategies to discover the explicit and implicit content of texts. They will write in argumentative, explanatory, and narrative modes. Students will examine how print texts are portrayed in film. Students will read works by Nelson Mandela, Robert Frost, Sojourner Truth, and Shakespeare.

Level 8

Course utilizes Indiana's Academic Standards for English/Language Arts and integrates instruction emphasizing writing narratives, and explanatory, and argumentative texts around the theme "Challenges." Learn about the hero archetype and the hero's journey narrative in literature. Students will research an issue in current events and create a multimedia presentation about it. Read scenes from Shakespeare's A Midsummer Night's Dream, watch these scenes in films, and analyze how the adaptation differs from the source. Students will read works by Ray Bradbury and Walt Whitman as well as an essay about Civil War heroes, narratives about the Holocaust, and Elie Wiesel's Nobel Prize acceptance speech.

Level 9

Course utilizes Indiana's Academic Standards for English/Language Arts and integrates instruction emphasizing writing narratives, informational, argumentative, and other modes of texts around the theme "Coming of Age." Students will learn to gather evidence from texts and incorporate it in written and oral responses. Students will read works by Harper Lee, Edgar Allan Poe, William Wordsworth, Pablo Neruda, and Shakespeare, as well as informational and historical articles.

Mathematics:

MATHEMATICS 7

Grade 7

Prerequisite: None

Mathematics grade 7 standards comprise five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in mathematics. Grade 7 continues the trajectory towards a more formalized understanding of mathematics, which occurs at the high school level and began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will ensure that students experience mathematics as a coherent, useful, and logical subject that uses their ability to make sense of mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

MATHEMATICS 8

Grade 7 or 8 - Grade 7 placed in accordance with FTCSC High Ability Manual
Prerequisite: Math 7

Mathematics grade 8 standards comprise five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics. Grade 8 continues the trajectory toward a more formalized understanding of mathematics that occurs at the high school level, that was started in grades six and
7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build an understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will ensure that students experience mathematics as a coherent, useful, and logical subject that uses their ability to make sense of mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated into the teaching of this subject with the expectation of a continuum of reading and writing skills development.

ALGEBRA I-1/HONORS & ALGEBRA I-2/HONORS

*Grade 7 or 8 - ** High School Credit - GPA*
Prerequisite: Math 8, placed in accordance with FTCSC High Ability Manual

Algebra I formalizes and extends the mathematics students learn in the middle grades. Algebra I comprises six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them and applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations—h**onors course for high school, weighted credit.**

ALGEBRA II-1/HONORS & ALGEBRA II-2/HONORS

*Grade 8 **High school credit - GPA*
Prerequisite: placed in accordance with FTCSC High Ability Manual

Algebra II builds on work with linear, quadratic, and exponential functions and allows students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and solve equations, including solving quadratic equations over a set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and 231 Indiana Department of Education High School Course Titles and Descriptions Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Honors course for high school weighted credit.**

Social Studies:

SOCIAL STUDIES 7

Grade 7
Prerequisite: None

Students in grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh-grade students should help them transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide a greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues, and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SOCIAL STUDIES 8

Grade 8
Prerequisite: None

Students in grade 8 focus on history in the United States. This study begins with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, the Civil War, and the Reconstruction Period. Students examine significant themes, issues, events, movements, and figures in United States history through Reconstruction (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SOCIAL STUDIES 8 – WE THE PEOPLE

Grade 8

Prerequisite: application approval required, limited offering

In addition to the Social Studies 8-course description, this course also offers the following: This class focuses on the birth and early development of the United States by taking an in-depth look at the philosophies behind and the information in the nation's founding documents. Students will also learn about the Founding Fathers and Founding Documents, and how they are essential to their lives as Americans today. Students will also develop their own views of the historical, political, government, and economic landscapes in the United States – what they believe and what they can do to be active citizens. Content will begin with exploration and finish with Reconstruction after the Civil War. The idea of this class is to provide the same content as 8th Grade US History with an increased focus on the founding documents, their content, and development. This focus on the founding documents is to create a deep understanding of the foundations of American Democracy and promote better citizens. Students will also be able to participate in a showcase congressional hearing.

Science:

SCIENCE 7

Grade 7
Prerequisite: None

Students in grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. Students understand energy in relation to solids, liquids, gases, and heat transfer. Students describe how Earth processes have shaped the Earth's topography and made it possible to measure geological time. Students understand the Earth's natural processes and how the Earth is constantly changing. Students understand the cellular structure of living organisms, from single-celled to multicelled. The science and engineering processes and opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

SCIENCE 8

Grade 8
Prerequisite: None

Students in grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. Students explain how the water cycle and air movement are caused by differential heating of air, land, and water, and how these affect weather and climate. Students understand that natural and human events change the environmental conditions on the Earth. Students understand the predictability of characteristics being passed from parent to offspring. Students will understand how a particular environment selects traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes, as well as engineering opportunities, are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development

SCIENCE 8 - PROJECT-BASED

Grade 8

Prerequisite: application approval required, limited offering

In addition to the Science 8 course description, students in this course must have an inquiry-based approach to the skills and standards taught. Much of the course is project-based and requires collaborative efforts, strong scientific

writing, and reasoning skills. Students will explore atomic structure, chemical properties, the water cycle, weather, climate, environmental changes, and evolution. They will also study inheritance and how traits affect survival and reproduction. The course provides opportunities for additional hands-on activities and developing science experiments through inquiry. It integrates scientific and engineering processes and reading and writing skills development, aligned with academic standards.

Multilingual Learners (ML)

This program provides instructional services to language minority students. A language minority student is any child whose linguistic background, such as country of origin or home environment, includes a language other than English. ML services enhance students' acquisition of English Language Proficiency and understanding of academic content. Modifications are made to lessons and assignments by the ML staff and the teacher in the content area classrooms for the appropriate level of English language development for each student.

ML INCLUSION

See grade-level math and language arts course descriptions. Inclusion indicates a second staff member will be offered to support the student with their Individualized Language Plan goals or services while in the course.

ML CURRICULUM TUTORING

This is a guided study hall for students with EL services. Students qualify for the course based on the EL level, which is designed to support language acquisition. In addition to language acquisition support, time will be used to organize materials, complete assignments, finish any tests/quizzes and provide independent remediation for assignment completion.

Special Education:

A student will be scheduled for special education services based on a case conference committee decision. This committee shall consist of a general education teacher, a special education teacher, parents/guardians, the student, an administrator, and any other provider of educational services. Placement in all of these courses will be determined at the Case Conference. Additional information concerning Special Education can be found in the Franklin Township Middle School Services Special Education Services Document.

INCLUSION MATH OR INCLUSION LANGUAGE ARTS

See grade-level math and language arts course descriptions. Inclusion indicates a second staff member will be present based on required minutes to support the student with their Individualized Education Plan goals or services while in the course.

DEVELOPMENTAL READING

This course is focused on bridging the gap and bringing up reading and comprehension skills for students reading below grade level. This course will not focus on grade-level content but on the decoding, fluency, and comprehension skills and strategies needed to be a successful reader.

DEVELOPMENTAL MATH

This course is focused on bridging the gap and bringing up computation and problem-solving skills. This course will not focus on grade-level content, but rather on the underlying, low-level skills students need to have a solid foundation in Math.

CURRICULUM TUTORING I

This is a guided study hall with a licensed Special Education teacher. Time will be used to organize materials, complete assignments, finish any tests/quizzes and provide independent remediation for assignment completion.

CURRICULUM TUTORING II SS

This is a guided study hall with a licensed Special Education teacher. Time will be used to organize materials, complete assignments, finish any tests/quizzes and provide independent remediation for assignment completion. In addition, social skills will be taught within this course.

ESSENTIAL SKILLS

A student may be eligible for the Essential Skills program through a case conference. This comprehensive program is developed to meet the needs of students with more significant disabilities. The program is designed to meet each student's functional and vocational needs and prepare them for independent living and the world of work.

Intervention/Enrichment/College and Career Readiness:

ADVISORY

Advisory courses meet twice per week for 30 minutes. Advisory provides time for students to focus on Indiana Employability Skills Standards. It also serves as a “home base” for Junior High students. Students are scored in categories based on Career & Postsecondary Readiness, Communication and Collaboration, and Civic, Financial, and Digital Literacy. Students frequently work in our district’s College and Career Readiness platform, Xello. This platform empowers students to explore their skills and interests, then match those with potential career paths. It then provides students with information on how to achieve their goals, such as information on college enrollment, cost, and majors.

ELEVATE

Elevate courses meet twice a week for 60 minutes. Elevate provides additional time for students to get reinforcement (intervention or enrichment) in math, E/LA, and/or study skills. Students are scored in categories based on Academic Mastery and Work Ethic. Students frequently work on math and E/LA skills in a platform called IXL.