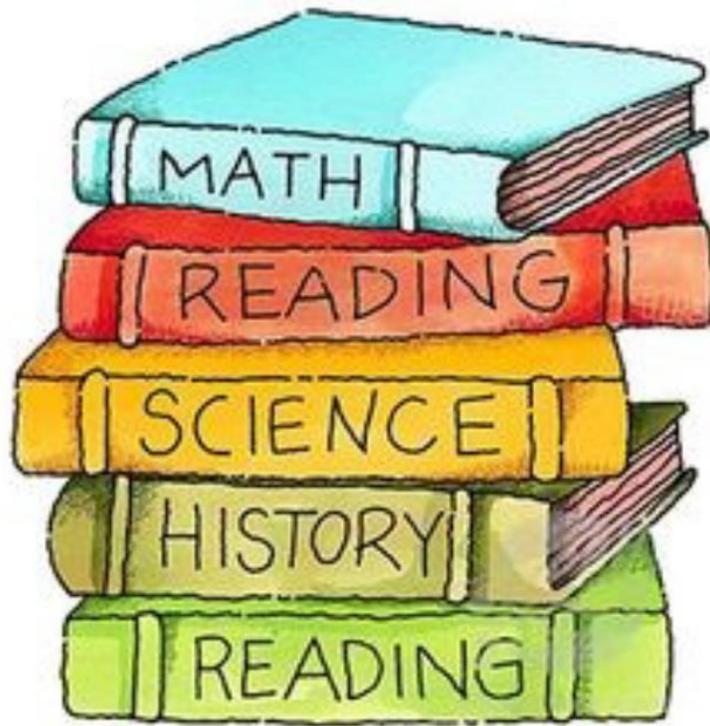


# **Kittatinny Regional Junior High**



## **Curriculum Guide**

**Revised – January 2019**

## **Introduction**

Students in the seventh and eighth grades are faced with many new and exciting challenges. In addition to their emotional maturation, physical growth, social development and change, students are caught in a transitional period between their elementary and high school years. Our program of studies and activities at Kittatinny has been developed to foster a successful adjustment during these years.

Skill development is stressed, particularly in mathematics, writing and reading, to provide students with the cognitive foundation required for success in high school.

We have made provisions for our students to gain exposure to a wide variety of courses and activities. Seventh and eighth grade courses such as Band, Chorus, DMR, and STEAM related courses will expose students to the latest trends in education. Students in grades seven and eight will take Spanish as well as enjoy a “hands-on experience” through the cyclical elective courses. All of these courses are designed to develop well-rounded students as they prepare for high school and the future.

Separate physical education classes, clubs and activities are provided for these seventh and eighth grade students. In order to fully utilize the school facilities, students will interact with upper-classmen in areas such as the media center and select classrooms, which are used by all students.

## **Guidance Department Services**

The primary function of the Guidance Department is to aid (not direct) students in the process of their decision-making. Students (and their parents) are encouraged to make full use of our facilities and counselors to solve problems, which are academic, vocational, or social in nature.

Students are assigned a guidance counselor on two separate occasions during their educational experience at KRHS; once as they enter grade 7 and 8; and again, as they embark on their high school career in grades 9 through 12.

In addition to individual counseling, group counseling, and a mentoring program, we offer many other supports to our students. Seventh graders are introduced to our Naviance College & Career Exploration Program. They complete the Career Key, which provides a vast amount of information about careers including necessary skills and education based on personality characteristics. Eighth graders will continue with Naviance by completing a Learning Style Inventory, which provides helpful tips and assists students in devising a plan for studying and completing homework. Students are also encouraged to share Naviance and Career Education topics at home. Eighth graders participate in monthly Character Education lessons on topics such as: respect, gratitude, making good choices, positive attitude, and transitioning to high school. Eighth grade students also have the opportunity to participate in our “Crossage” activities where students visit our sending districts to speak about “Prevention Education.”

Please take advantage of our services as often as possible.

## Program of Studies

The following outline of courses provides the basis for our curriculum. Additional enrichment and individualized programs, clubs, intramural activities and exposure to the arts through plays and productions will be available to encourage greater student participation in school activities.

### Course Offerings

#### Grade 7

#### Grade 8

#### Required Courses: Mandated by the State of New Jersey

English Language Arts 7-1	English Language Arts 8-1
English Language Arts 7-2	English Language Arts 8-2
Health and Physical Education 7	Health and Physical Education 8
Mathematics 7	Mathematics 8
Science 7	Science 8
Social Studies 7	Social Studies 8

#### Exploratory Courses: Rotate to new course each marking period

Art 7	Art 8
Spanish 7	Business 8
STEAM 7	Robotics 8
Technology 7	Spanish 8

#### Elective Courses: Student's Choice

Band 7	Band 8
Band/Chorus 7	Band/Chorus 8
Business and Career Exploration 7	Business and Career Exploration 8
Chorus 7	Chorus 8
Digital Media Research 7	Digital Media Research 8

#### Gifted and Talented: Offered to students with advanced skills

Kaleidoscope 7	Kaleidoscope 8
	Spanish I-8 (recommendation needed)

#### Honors Courses:

Honors courses are offered on the eighth grade level, see course description for more information.

#### Promotion Policy:

Seventh and eighth grade students must pass ALL required academic subjects in order to be promoted into the next grade level (English, Literature Reading, Math, Science, Social Studies). Summer school is available to those students who have failed either one or two required subjects for the year. Students failing three or more required subjects will automatically be retained.

#### State Mandated Testing:

Junior High students will participate in state mandated testing. Junior High students will participate in the New Jersey Student Learning Assessment or NJSLA. Eighth graders will also participate in the NJ Science exam.

## **Business**

(Elective)

### **582 Business 8**

Students will be introduced to business topics such as advertising, ethics, budgeting, philanthropy, and becoming an entrepreneur. While exploring Microsoft Office programs Word, Publisher, Excel, and PowerPoint, students will use the computer to create business related items such as posters, brochures, and business cards. The importance of Internet safety and email protocol and etiquette are also addressed.

### **667 Business and Career Exploration (BACE) 7**

Students will think about who they are and assess their values, interests, skills, and aptitudes. They will think about the world of work and begin to see a link between who they are and possible careers. Students will learn how to conduct career research and how to develop a career plan. They will also explore finding a job and applying for employment.

### **668 Business and Career Exploration (BACE) 8**

Students will explore the workplace environment. They will learn about job benefits and workplace expectations. They will discover why basic skills are important to workplace success. They will learn how to make healthy choices for life and ways to make the workplace safe. Finally, they will think about ways to move ahead on the

## **Gifted and Talented**

Curriculum for gifted and talented students is specifically designed to challenge academically advanced learners and provides experiences that require critical thinking, problem solving, independent study skills, communication, and persistence in the face of challenges. When engaged in high quality gifted services, students will develop their unique abilities, maintain their passion for learning, and have the opportunity to contribute to the strength and vitality of our school and community.

As a result of offering differentiated curriculum and personalized support, gifted students will have the opportunity to achieve district goals at the level commensurate with their talent. They will also be challenged to apply their knowledge and skills in complex and advanced ways so that they can continue to develop academically.

Given the diverse needs of gifted and talented learners, services must be flexible and responsive to the needs of particular learners. The instructional environment for gifted and talented learners must encourage and nurture inquiry, flexibility and critical and creative thinking and must be delivered in an environment that engenders positive attitudes toward learning.

## **Health and Physical Education**

The skills, knowledge and understanding associated with health and physical education are essential for human survival and basic to a productive and fulfilling life. This belief is echoed by the state of New Jersey and demonstrated clearly by the inclusion of health and physical education as critical components of NJ Core Standards for all students in K - 12. The curriculum is written based on a number of beliefs about the role and importance of Health and Physical Education. Through this program of study, students will accumulate a body of knowledge about nutrition, practices for healthy living, the human body, family life, substance use and abuse, safety and physical fitness, as well as individual, team and lifetime activities. The program promotes healthy lifestyles and focuses on the development of the whole individual, including the physical, social and emotional well-being. It provides students with the information needed to live well.

The variety of activities in the program provides opportunities for students to recognize athletic interest and talent, develop self-discipline, and promote personal achievement and self-esteem through reaching physical goals and building confidence that results from healthy competition. The program stresses the importance of setting goals and provides students with leadership possibilities and the cooperative experiences and problem-solving situations to develop social skills and refusal skills to help students confidently avoid peer pressure.

Students must change clothes to participate in most physical education classes. Dress code will be shorts and/or sweatpants; T-shirts and/or sweatshirts; socks and sneakers. Not allowed are pajama bottoms, tank tops, sleeveless shirts, or clothing with snaps, zippers, or belt loops. Absolutely NO jewelry is allowed to be worn during physical education classes and this rule will be strictly enforced.

### **Goals**

*All Students should:*

- learn health promotion and disease prevention concepts and health-enhancing behaviors;
- learn health enhancing personal and life skills;
- learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs;
- learn the biological, social, cultural, and psychological aspects of human sexuality and family life;
- learn and apply movement concepts and skills that foster participation in physical activities throughout life;
- learn and apply health-related fitness concepts;
- develop the skills and attitudes associated with sportsmanship and good citizenship;
- be able to resolve individual and group problem-solving challenges; and
- be able to recognize excellence in physical performance in themselves and others.

## **Physical Education**

This program will be a prescribed course for introduction to and development of skills, rules, fitness, and knowledge of sports. At this level, we expose students to many different activities and develop basic skills in basketball, soccer, speedball, track, tumbling, volley-ball, etc. This will enable the students and instructors to determine strengths, as well as weaknesses.

At this level, it is important to focus on fundamentals. This will provide for a smooth transition to the team sports in high school. For instance, Aquatics in Grades 7 and 8 are designed for the development of strokes and to explore basic water safety.

The 7<sup>th</sup> grade segment will concentrate on basic strokes (elementary backstroke, breaststroke, front crawl) with as much attention as possible given to those students who are non-swimmers.

Portions of the Red Cross Basic Water Safety course will be taught to 8<sup>th</sup> grade students.

## **Health**

The main thrust of the curriculum will deal with male/ female reproductive systems, fertilization, pregnancy & fetal development, birth process and heredity. It will include information on personal safety/assault prevention, as well as appropriate data regarding AIDS education and an introduction to CPR. An introduction to First Aid is also presented. The drug problem, which includes alcohol and tobacco, will be fully examined.

In the 7<sup>th</sup> grade, the program will deal with Family Life Education. It will begin with general discussion of the stages of growth and concern dealing with family and peer relationships. Other topics discussed are hygiene, nutrition, puberty, relationships, over-the-counter (OTC) drugs, prescription drugs, and gateway drugs.

In the 8<sup>th</sup> grade, the course will deal with of drugs, classification, and the effect of certain drugs. Students will examine our culture and its use and acceptance of particular drugs. This includes an information mode, decision-making, values, and refusal techniques. The dimensions of wellness are also discussed.

## Language Arts

### **670 English Language Arts (ELA) 7-1**

English Language Arts 7-1 is a required course designed to improve the reading skills of seventh grade students to expose them to a more sophisticated view of various literary forms, and to experience various cultures, societies and beliefs through the varied literature.

This course is designed to provide a variety of activities that will improve students' abilities to analyze literature and informational texts and will be directly linked to the writing they do in 7-2. Students will practice using higher level thinking skills in their discussions, thereby encouraging them to become lifelong readers and critical thinkers. They will go beyond knowledge and comprehension activities to practice creative thinking (problem solving), application of knowledge (simulations, models, presentations), analysis (comparing, contrasting), synthesis (organizing and utilizing various resources), and evaluation (making judgments).

### **170 English Language Arts (ELA) 7-2**

English Language Arts 7-2 is a required course designed to help students use language to communicate ideas and feelings to do their thinking. It correlates the reading from ELA 7-1 with writing and is designed to meet these communication needs with sound, practical instruction and relevant practice. The study of grammar and usage benefits students in two ways. First, it familiarizes them with the structure of the sentence, and second, it provides the terminology necessary for talking about language and writing improvement. The ability to write well is acquired through the mastery of many skills, which will be developed throughout the year.

### **680 English Language Arts (ELA) 8-1**

This course is a required reading course that is associated with 8-2. The course is designed to advance the reading skills of the eighth grade student and to expose him/her to an even more sophisticated view of the various literary forms, such as short stories, poems, essays, and novels, as well as informational texts. The course will also provide a variety of

activities that will improve students' reading ability.

### **180 English Language Arts (ELA) 8-2**

The study of language is necessary to achieve the orderly and effective communication of ideas. The eighth grade course of study is designed to familiarize the students with the differences between proper and improper English. This will equip students with the skills necessary to produce clear, precise, and effective writing. The units of study included in this course are necessary to satisfy the students' need to not only identify various elements of the language, but also apply that understanding to their writing, as it pertains to the fictional and informational texts to which they have been exposed in 8-1. Students, having attained the foundations of the language, in previous grades, will further develop these skills so that application becomes naturally incorporated in their daily lives. Elements covered in this course are designed to adequately prepare students with the skills necessary to achieve mastery on standardized tests. The primary goal of the course is for students to see that the application of the finer points of our language and efficient writing are a basic part of everyday life.

### **681 English Language Arts Honors (ELA) 8-1 H**

This course is designed to advance the reading skills of eighth grade students and to expose them to an even more sophisticated view of various literary genres. The honors student is required to look more deeply into what constitutes an author's literary style. Aspects of mood, tone, voice, purpose, and setting are significantly considered in the study of the literary works in this course. Students engage in a variety of activities designed to improve their reading ability and also apply higher-level thinking skills in their discussions and writings. They will go beyond knowledge and comprehension activities by engaging in creative thinking and problem solving activities, as well as applying knowledge gained to various situations. The applications are in the forms of simulations,

## Language Arts

models, presentations, analysis, compare/contrast essays, synthesis essays, producing an original product, evaluation and making sound judgments. Students will have the opportunity to develop presentation skills through these various applications by creating projects that are either visual, written, or oral. The course also intends to foster students' interest in reading as a leisure activity and as a tool to independently obtain vicarious experiences, knowledge, gratification, and fulfillment through shared experiences.

### **181 English Language Arts Honors (ELA) 8-2 H**

English Language Arts Honors focuses on students applying knowledge from previous years of English curricula, as well as the reading material from 8-1 H, and offers the enriched students a wide background spanning areas of grammar, composition, informational texts, literature, drama, and research. Each of the areas will be covered with the main focus centering on students' writing. Students will be expected to accomplish a number of writing goals in order to prepare for the NJ state-mandated test for this grade and most importantly, to improve their writing to make it clear, precise, and effective. The ultimate goal is for students to become lifelong writers. The course's challenging curriculum stimulates academic growth and progress.

# Mathematics

## 370 Math 7

Mathematics in Grade 7 will be a skills-oriented course. Major emphasis will be placed on problem-solving skills as defined by the Common Core State Standards (CCSS) and needed for the PARCC assessments. Content areas will include:

- Ratios and Proportional Relationships (analyze proportional relationships; use them to solve real-world math problems),
- the Number System (apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers),
- Expressions and Equations (use properties of operations to generate equivalent expressions,
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations,
- Geometry (draw, construct and describe geometrical figure and describe the relationships between them,
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume),
- Statistics and Probability (use random sampling to draw inferences about a population,
- Draw informal comparative inferences about two populations,
- Investigate chance processes and develop, use and evaluate probability models).

Provisions will also be made for students who have difficulty grasping basic mathematical concepts.

## 380 Math 8

This course reviews concepts and skills learned in Math 7, and introduces students to basic algebra. The course emphasis is on skills and computational competency. The Students successfully completing this course will be prepared to enter Algebra 1 at the 9<sup>th</sup> grade level. Content areas will include:

- Number Systems, Rational and Irrational Numbers
- Expressions and Equations, Equations in One Variable Integer Exponents, Scientific Notation, Proportional Relations, Linear Equations, Systems of Equation
- Functions
- Geometry, Congruence, Similarity, Reasoning, Pythagorean Theorem, Surface Area and Volume
- Statistics, Scatterplots, Analyzing Data

## 381 Algebra I – 8 Honors

Algebra is the language through which most mathematics is communicated and therefore, it is a fundamental lifetime skill. The course has been designed to encourage investigation, cooperation and communication through problem posing and problem solving. Algebra 1 makes a transition from specifics of arithmetic to the generalizations of higher level, abstract mathematics.

Students who pass this course will have it noted on their high school transcript. The course **will not** count toward high school credit or high school graduation requirements.

## **Music**

(Elective)

### **875 Band 7 and 885 Band 8**

The Instrumental Music Program for the Kittatinny Region begins in fourth grade and is an extension of the General Music Program. Students through grade eight will gain a comprehensive knowledge of music. Students in the fourth grade may elect to begin formal music instruction on a band instrument. The overall course of study includes exposure to varied band literature including various historical and cultural styles, development of proper musical interpretation, correct performance techniques, and cooperative effort.

### **876 Chorus 7 and 886 Chorus 8**

These emphasize conceptual understanding in areas that reflect actual processes in which musicians engage. They cultivate an ability to carry out three artistic processes of creating, performing, responding to music. Musicians have developed these skills for generations, as they connect to themselves and their societies. Students need experience to be successful musicians and 21<sup>st</sup> Century citizens. They need to perform - as singers and in their lives and careers. Students need to respond to music, as well as to their culture, their community, and their colleagues.

## Science

Planet Earth is the theme for our seventh and eighth grade science program. The course is a comprehensive, two-year study.

### **470 Science 7**

The 7<sup>th</sup> Grade science course is aligned with the Next Generation Science Standards to engage students in three dimensional thinking focused on the following content areas: Weather and Climate, Structure and Properties of Matter, Stability and Change on Earth, Interactions of Matter, Human Impacts, Earth Systems and Astronomy.

### **480 Science 8**

The 8<sup>th</sup> Grade science course is aligned with the Next Generation Science Standards to engage students in three dimensional

thinking focused on the following content areas: Growth, Reproduction and Development of Organisms, Natural Selection and Adaptations, Chemistry of Living Things - Chemical Reactions, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships of Ecosystems: Living and Non-Living components

### **481 Science 8 Honors**

Students are given experience in observation and basic laboratory skills. They will learn how to analyze the experimental data, make generalizations from the data, and develop abstract ideas from observable experimental evidences.

# Science, Technology, Engineering, Art, Mathematics: STEAM (Elective)

## **571 Art 7**

This Fine Art program offers exploration in textile design / fiber arts, ceramics, drawing, and painting. Two-dimensional as well as three-dimensional projects will challenge students to solve design problems and promote creative thought. A variety of techniques and mediums will be explored while learning about design concepts. Through the course, students will learn what is needed in the way of supplies and how to properly and safely use the tools necessary to complete an assigned project. They will also learn the importance of art history, art vocations, and multi-cultural awareness.

## **574 Technology 7**

The 7<sup>th</sup> grade technology program focuses on design and problem-solving techniques. Students will explore various themes such as transportation, computer design, structures, and safety. Technology class will meet once a day for ten weeks for one marking period. They will learn about technology vocations, the four areas of technology, and the importance of technology throughout history. Projects that will be explored and which can change at any time are the following: Earthquake Towers, Catapult, Parachutes, Balloon Powered Cars, CD Cover Designs, Pasta Structures, and other problem-solving projects.

## **185 Design Media Research 7 (DMR 7)**

This course will introduce and reinforce aspects of design, public speaking, critical thinking, and media literacy. The students will learn how to use multiple communication mediums, work collaboratively to solve real-world problems, and become empowered to think critically, behave safely, and participate responsibly in our digital world.

## **495 STEM 7**

STEM education is an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics. STEM Standards of Practice guide STEM instruction by defining the combination of behaviors, integrated with STEM content, which is expected of a proficient STEM student. These behaviors

include engagement in inquiry, logical reasoning, collaboration, and investigation. The goal of STEM education is to prepare students for post-secondary study and the 21st century workforce.

## **581 Art 8**

The Junior High Fine Art program offers exploration in textile design / fiber arts, ceramics, drawing, and painting. Two-dimensional as well as three-dimensional projects will challenge students to solve design problems and promote creative thought. A variety of techniques and mediums will be explored while learning about design concepts. Throughout the course, students will learn what is needed in the way of supplies and how to properly and safely use the tools necessary to complete an assigned project. They will also learn the importance of art history, art vocations, and multi-cultural awareness.

## **584 Robotics 8**

The purpose of the 8<sup>th</sup> grade Robotics class is to introduce students to the basics of robotics and problem-solving techniques used in construction and programming related to it. Students will explore various themes such as construction, motion, and sensors. The Robotics 8 class will meet once a day for ten weeks (one marking period). They will work with Lego Mindstorms robotics kits and programming software.

## **685 Design Media Research 8 (DMR 8)**

This course will introduce students to aspects of design (including designing PowerPoints, Prezi's, Excel spread-sheets, and different projects), public speaking (to present and promote their "designs"), critical thinking (to allow them to question current events, compare sources, and differentiate between fact and opinion), and media literacy (to help the students find valid sources). The students will learn how to use multiple communication mediums, work collaboratively to solve real-world STEAM related problems, and become empowered to think critically, behave safely using the internet and other technologies, and participate responsibly in our digital world.

## Social Studies

### **270 Social Studies 7**

Geography provides the tools and methods for people to understand the relationships among people, places and environments. This course will provide students the opportunity to develop understandings about the many connections among the world's people. It will provide a core of knowledge about physical and human geography, as well as world regions.

### **280 Social Studies 8**

The grade eight program includes a study of American History and Civics. The curriculum introduces duties and responsibilities of citizenship and the different roles and types of government. Students will incorporate American history, starting with early explorers and continuing through the formation of a new Republic. During the study of the colonies, the Revolutionary War, and the Constitutional Convention, students will combine their historical knowledge with the basis of American government through the study of the Constitution and the Bill of Rights. The curriculum concludes with the

study of the different levels of the government, the law, and the individual.

### **281 Social Studies 8 Honors**

The 8<sup>th</sup> Grade Honors program is a culmination of the study of American History and Civics. The curriculum introduces the duties and responsibilities of citizenship and different roles and types of government. Students will incorporate American history, starting with early explorers and then continuing through the formation of a new Republic. During the study of the colonies, the Revolutionary War, and Constitutional Convention, students will combine their historical knowledge with the basis of American government through the study of the Constitution and the Bill of Rights. The curriculum concludes with the study of different levels of government, the law, and the individual.

## Special Education

The Kittatinny Regional School District Board of Education has approved curriculum for the district's multiple disabilities, learning/language disabilities and resource center programs of study. Students are expected to meet the goals and objectives outlined in their Individual Educational Programs as they address proficiencies within established courses of study. Unless the Child Study Team has approved modified objectives or an alteration in course content in the IEP, students must meet course objectives. Specific course choices for scheduling will be discussed at IEP review meetings.

### Models

#### *Our Inclusion Model:*

In an in-class resource program, the student shall be provided modifications to the instructional strategies, testing procedures or other specialized instruction to access the general college preparatory education curriculum in accordance with the student's IEP. The in-class resource program is provided in the general education class. In-class resource is provided via a team teaching approach from the general and special education teachers.

#### *Our Pull-Out Replacement Model:*

In a pull-out replacement resource program, the general college preparatory education curriculum and the instructional strategies may be modified based on the student's IEP. The resource program teacher shall have primary instructional responsibility for the student in the replacement resource program and shall consult with the general classroom teacher as appropriate.

#### *Our Multiply Disabled Model:*

A special class program shall serve the students who have similar intensive educational, behavioral and other needs related to their disabilities in accordance with their individualized education programs. Placement in a special class program shall occur when the IEP team determines that the nature and severity of the student's disability is such that no other school-based program will meet the needs of the student. Special class programs shall offer instruction in the core curriculum content standards unless the IEP specifies a modified curriculum.

#### *Our LLD Model:*

The LLD program targets the needs of students with learning disabilities who require intensive instruction in an atmosphere that offers small group and individualized instruction with a classroom teacher and at least one instructional paraprofessional. Students are provided instruction in areas such as language arts, history, science, mathematics, job and occupational training, study skills and adaptive physical education.

## Special Education – Kittatinny District

The Kittatinny Regional School District offers a full range of educational program and services for students from grades seven through twelve. Kittatinny receives students from four elementary districts: Fredon, Hampton, Sandyston-Walpack, and Stillwater.

Parents or guardians of Kittatinny students may refer children who are experiencing significant learning difficulties to the Intervention and Referral Services Committee (I&RS Committee). If classroom based interventions are not effective, there may be a referral to the Child Study Team (CST). Children who demonstrate sensory, emotional, communication, cognitive, or social difficulties may be found eligible for special education and related services. For younger children, parents can contact their elementary school district Child Study Team for further information. Babies from birth to age three who are thought to have a developmental delay may receive assistance from the Early Intervention Program.

The I&RS Committee is comprised of general and special education teachers, guidance counselors, the school nurse, and other professionals as needed. They provide support, intervention, accommodations and modifications to students in the general education setting. Student progress is followed as modifications are implemented. Records and data are kept to make sure that interventions are successful and modified as needed in order to ensure student growth. If more intensive interventions are found necessary to promote student success, a referral to the Child Study Team may be made.

Following a Child Study Team referral, an evaluation might be undertaken. This evaluation may include an assessment of the student's social, emotional and academic status. Medical or other specialized evaluations may be included. If the student is found eligible to receive special education and related services, an Individualized Education Program (IEP) is developed which includes a rationale for the student's educational placement and this is the basis for the program implementation.

Fredon	(973) 383-4151
Hampton	(973) 383-2714
Sandyston-Walpack	(973) 948-4450
Stillwater	(973) 383-6171

Babies from birth to three years old can receive assistance through the State of New Jersey at Early Intervention: 1-880-653-4463.

Parents of a child with special needs, age birth to 22 years, can receive information about available resources at Sussex County Special Child Health Services: 973-579-0370, ext. 1360.

# World Languages

(Elective)

## 577 Spanish 7

The primary objective of this course is to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, and writing. At the same time, students will be introduced to selected cultural facts and events.

## 579 Spanish 8

This course builds upon the skills and concepts that were introduced the previous year in Spanish 7. Students will establish a basic framework of fundamental knowledge which will help them in whichever first year, high school world language they may decide to pursue next year.

## 588 Spanish I - 8

Through this course, students will attain an acceptable degree of fundamental communicative competency and proficiency in each of the four language skills: listening, speaking, reading and writing. Students will develop awareness and appreciation of numerous cultural components of Hispanic societies as well as a basic historic overview of select Spanish accomplishments. Students must be recommended to take this course.

Students who complete this course with a passing grade will have it noted on their high school transcript. The course **will not** count toward high school credit or high school graduation requirements.

Students who successfully complete this course can be enrolled in Spanish II with a teacher recommendation.