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# WAYNESVILLE JUNIOR HIGH SCHOOL PROGRAM OF STUDIES



2024 - 2025 School Year

Waynesville Jr. High School  
A Recognized School of Excellence  
[www.wayne-local.com](http://www.wayne-local.com)

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## WELCOME

This Program of Studies is designed to assist junior high school parents and students with course selection by giving a brief description of the curriculum content and requirements of each course. School district-required courses in language arts, mathematics, science, social studies, health and physical education are offered at the junior high school. The elective courses taught are dependent upon the interests of the parents and students, and the availability of seats in each class. As you begin to plan for your child's junior high school experience during the 2023- 2024 school year, we hope you will find this information helpful.

WJH follows a 7 -period schedule, including language arts, math, science, and social studies. In addition to these core classes, students will have a lunch/intervention period. During intervention, each student will have time to meet with teachers, enrichment opportunities, re-teaching of concepts, complete any work, and participate in any homeroom activities. In addition to these classes, students will have opportunities in either semester or year long elective classes to round out their schedule.

Below is an example of what a student's schedule might look like.

<b>Period</b>	<b>Class</b>
1st Period	7th Grade Math
2nd Period	7th Grade History
3rd Period	7th Grade ELA
4th Period	7th Grade ELA
	Lunch
5th Period	7th Grade Science
6th Period	Band
7th Period	Gateway/ Health
Extra Time Extra Help	All students

Thank you for being involved in your child's education. Our hope is that we can work together in promoting the academic and emotional development of the young adults who attend Waynesville Junior High School.

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# WAYNE LOCAL SCHOOLS DISTRICT INFORMATION

## ABOUT WLS

All students will be provided the highest possible quality education in a safe, nurturing, and caring environment, where staff will demonstrate a deep and abiding respect for everyone. We will display a passion for excellence in all we do.

### **OUR EIGHT PILLARS OF EXCELLENCE ARE:**

- ★ We will provide a meaningful, rigorous, and adaptive curriculum for each student, including: intellectual skills in written and spoken communication, mathematics, science, technology, social studies, problem-solving, and the tools for application of knowledge.
- ★ We will provide skills and appreciation for the fine arts, physical activities, languages, and leisure time activities for each student.
- ★ We will provide the example, leadership, information, and training to help each student function in an honest, moral, and ethical manner in their family, community, and society.
- ★ We will provide a highly trained, knowledgeable, caring teacher in every classroom whose mission is to teach each student and to maintain an environment that will enable each student to learn, grow, feel worthy, and become successful.
- ★ We will provide a highly trained, sensitive, and motivated staff that will support and foster the mission and vision.
- ★ We will teach and demonstrate a respect and appreciation for diversity of culture.
- ★ We will provide a safe, clean, and attractive environment where learning is an enjoyable, desirable, and eagerly pursued activity.
- ★ We will involve parents and members of the community in their active role as stakeholders in the school district.

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## DISTRICT PROFILE

The mission of Wayne Local Schools is to, in partnership with the community, develop the intellectual foundation for beneficial life-long learning, the necessary values for success, and the appropriate skills to be an informed, responsible, productive, and adaptive citizen.

The vision of Wayne Local Schools is to provide the highest quality education in a diverse student population with compassion and excellence in all we do.

At Wayne Local Schools we value:

- Academics
- Citizenship
- Excellence
- Integrity
- Service.

As Guiding Principles; we always strive to:

- Provide and implement a state of the art learning environment and a positive learning community
- Provide an educational environment that meets the academic needs of all students
- Provide an educational environment that supports the development of the whole child

Our district's academic program provides opportunities for all students to reach their full potential. We provide a meaningful, rigorous, and adaptive curriculum for each student, including: intellectual skills in written and spoken communication, mathematics, science, technology, social studies, problem-solving, and the tools for application of knowledge.

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## GRADING POLICIES / SCALE

Letter Grade	Percentage
A+	97 - 100
A	93 - 96
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	63 - 66
D-	60 - 62
F	59 or Less

### **Incompletes**

Unless there are extenuating circumstances related to medical factors, all incompletes must be made up within 2 weeks after the end of the marking period or semester. Failure to do so will result in a zero for the assignments and a possible "F" in the course.

### **Mid-Term Grades**

Mid-term grades are updated in ProgressBook in the middle of each grading period. If there is a question concerning grades, please call the teacher for details. A conference may be set up to discuss in person or virtually.

### **Report Cards**

Report cards are issued at the end of each quarter, or nine week session. Letter grades are used to designate a pupil's progress. All student fees should be paid in full. If there is a need for a payment plan or alternate plan, please don't hesitate to reach out to the office.

### **Homework**

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for state testing and high school course work.

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## SCHEDULING INFORMATION

### COURSE TYPES

**Resource Classes:** Courses designed for students who are on an Individualized Educational Plan with a need for more intense small group instruction.

**High School Prep Courses:** Courses that follow grade-level Ohio Learning standards. Students will learn the knowledge needed to meet the expectations set forth by the state.

**Advanced Courses:** Courses that challenge the student to go beyond the content and work required in the standards based courses. These courses are exceptional preparation for the student working towards taking Honors or AP classes in high school. These courses have specific requirements which are listed under course descriptions.

**High School Courses:** Some students may take high school classes when they are in 8th grade. They will need to have met all prerequisites before doing so. These courses count towards their high school grade point average and credit towards graduation. Not all students that sign up for these courses will be placed in the course as there is limited space available. All exams will count and follow the high school procedure of exams counting for a 20% separate grade for their final exam. High school courses can not be dropped after 10 days of the beginning of the term.

### SELECTION TYPES

**Students are required to take the following classes in 7th grade:**

- Language Arts (double block)
- Math
- Science
- History
- Gateway (Semester Class)/Health (semester class)
- Elective Course/s (Two additional semester courses or a year long elective and one additional semester course)

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**Students are required to take the following classes in 8th grade:**

- Language Arts (double block)
- Math
- Science
- History
- Elective Course/s

**Student Course Load**

Student school days will consist of 6 classes and lunch/Connect. Students will be required to take the above classes, and then will choose elective classes (either semester or year) to make up the rest of their school day.

## OTHER INFORMATION

**Gifted Services**

Gifted services will be provided in all courses according to each identified student's Written Education Plan.

**Special Education Services**

Special Education services will be provided in all courses according to each identified student's Individual Education Plan.

**Schedule Changes**

Careful course planning on the part of the student and parent with your teachers and counselor should keep the number of students wishing to drop a course at a minimum number. Students must fill out a schedule change request form and return it with their parent's signature of permission. No schedule will be changed after the first week of class. Courses dropped after the first week for semester and year courses must be with parental and principal's approval and may result in an "F" on the permanent record.

**Blocks (Blk.)**

A course, or multiple courses, offered for two periods for one semester only; or two periods for a year-long duration for both semesters (i.e., language arts).



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# ACADEMIC COURSE DESCRIPTIONS

## ENGLISH COURSE OFFERINGS

### **7th Grade Language Arts (High School Prep)**

Seventh grade skills build on the foundations set in previous grade levels and move students into deeper analytical thinking in their reading, writing, and speaking and listening. Students read diverse texts to explore important ideas and themes. Reading experiences focus on close reading to determine how authors strategically employ literary tools and structures as well language techniques. Students will practice identifying and summarizing textual evidence to support their analysis of how an author uses these techniques to develop a theme or central idea over the course of the text. Students will participate in multiple writing projects to examine writer’s craft and produce complex narrative, expository, and argumentative writing based upon class texts.

### **7th Grade Language Arts (Advanced)**

Advanced English Language Arts is an extension of the seventh grade ELA curriculum (see above). Students experience more in-depth enrichment opportunities in terms of content, products, and processes of their coursework. Students will read more challenging and rigorous texts, will experience a faster pace through the curriculum with curriculum compacting, and will demonstrate their learning through a wider variety of assessments.

*Requirements:*

*Students wishing to take an advanced course must meet the district requirements.*

*\*Students with a gifted identification will have priority seating but it is not a guarantee that students will automatically be placed in the course. Gifted services are offered within every level of core classes at WJH.*

### **8th Grade Language Arts (High School Prep)**

Eighth grade skills require students to build upon their analysis and synthesis experiences in seventh grade and evaluate the complex issues and ideas they encounter in their reading, writing, speaking and listening experiences with a more sophisticated range of texts and media. Reading experiences continue to focus on close reading, diving deeper into evaluating authors’ and speakers’ writing techniques. Students study and assess how authors use literary elements and techniques to develop a theme or central idea over the course of the text and support their analysis with textual evidence. Students will participate in multiple writing projects to examine writer’s craft and produce complex narrative, expository, and argumentative writing based upon class texts.

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### **8th Grade Language Arts (Advanced)**

Advanced English Language Arts is an extension of the eighth grade ELA curriculum (see above). Students experience more in-depth enrichment opportunities in terms of content, products, and processes of their coursework. Students will read more challenging and rigorous texts, will experience a faster pace through the curriculum with curriculum compacting, and will demonstrate their learning through a wider variety of assessments.

#### *Requirements:*

*Students wishing to take an advanced course must meet the district requirements.*

*\*Students with a gifted identification will have priority seating but it is not a guarantee that the student will automatically be placed in the course. Gifted services are offered within every level of core classes at WJH.*

## MATH COURSE OFFERINGS

**7th Grade Math (High School Prep)** (for TI-30xiis calculator that the student will keep and use through high school math)

Students taking Math 7 will continue to build upon a variety of content learned in previous grade levels. Course work is aligned with state standards, covering operations with rational numbers, ratios and proportions, number systems, expressions and equations, geometry, statistics and probability.

**7th Grade Math (Advanced)** (for TI-30xiis calculator that the student will keep and use through high school math)

Students taking Advanced Math 7 are exposed to a challenging curriculum composed of 7th-grade and pre-algebra content. Students will first work through an accelerated version of Math 7 material, building upon a variety of topics learned in previous grade levels. Course work is aligned with state standards, covering operations with rational numbers; ratios and proportions; number systems; expressions and equations; geometry; statistics and probability. The remainder of the year will expose students to essential algebra skills in preparation for Advanced Algebra.

#### *Requirements:*

*Teacher recommendation from current or previous year's Math teacher, a score of Advanced or Accelerated for two consecutive years, grades of 90% or above for each quarter in current or most recent course, and a score of 85% or higher on the Iowa Algebra Readiness Assessment.*

*\*Students with a gifted identification will have priority seating but it is not a guarantee that students will automatically be placed in the course. Gifted services are offered within every level of core classes at WJH.*

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**8th Grade Math** (for TI-30xiis calculator can be waived if student presents their own calculator within the first two weeks of school)

This course is aligned to Grade 8 Common Core Mathematics Standards. In this course, students will be introduced to algebraic concepts through both theory and applications. Modeling and real-world problems are introduced throughout the course. This course focuses on the study of algebraic manipulation and graphical interpretations.

Topics include: the number system, expressions and equations, functions, geometry, statistics and probability.

**Advanced Algebra (High School Class - 1.0 credit)**

Algebra I is an essential course. It consists of the study of algebraic operations, sets, equations, inequalities, formulas, factoring, powers, and roots, systems of linear equations and inequalities, and quadratic equations. Algebra I is the introductory mathematics course at the high school level. This course is designed to help prepare students for the Algebra End of Course (EOC) exam required for a pathway for graduation.

**Note:** A scientific calculator is required; the TI-30xiis is preferred.

This course is NOT weighted.

Prerequisites: 90% or higher average in 7th Grade Advanced Math or by teacher recommendation, and a minimum score of an 85% on the Iowa Algebra Readiness assessment. Student desire for challenging work is highly recommended.

\*Students with a gifted identification will have priority seating but it is not a guarantee that the student will automatically be placed in the course. Gifted services are offered within every level of core classes at WJH.

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## **Honors Geometry (High School Class - 1.0 credit)**

This is the accelerated geometry course. Students enrolling must have successfully completed the Advanced Algebra MS course. Emphasis is on problem solving, proof, and developing higher level thinking skills. Topics include: congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and statistics and probability. This course is designed to help prepare students for the Geometry End of Course (EOC) exam.

A scientific calculator is required; the TI-30xiis is preferred.

Prerequisite: 90% or higher average in Advanced Algebra or teacher recommendation, student desire for challenging work, parent support, and a score of 4 or 5 on Algebra End of Course Exam.

## **SCIENCE COURSE OFFERINGS**

### **7th Grade Science**

Students in 7th Grade Science will explore how matter and energy are used, changed, and recycled through observable and predictable patterns. Aligned with state standards, the curriculum will cover content in physical science, earth science, and life science. Students will use inquiry and critical thinking skills to explain how the amount of matter and energy stays the same while the type may change through various real-world examples such as chemical reactions, energy transformations, biogeochemical cycles, phases of the moon, and ecosystems.

### **8th Grade Science (High School Prep)**

Eighth grade science follows the state curriculum required by the state of Ohio. The curriculum covers three different strands of science: Physical Science, Earth Science and Life Science. The topics that will be covered in Physical Science include forces, motion and energy. In Earth Science the topics are Earth's interior, plate tectonics, the rock record, and landforms. Finally, in Life Science the topics include cellular reproduction and heredity.

### **8th Grade Science (Advanced)**

Eighth grade students will follow the same state curriculum required by the state of Ohio but will do so using more advanced strategies and techniques. More experimentation and long term projects will be required. Students will also work in the areas of engineering and computer science.

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## HISTORY COURSE OFFERINGS

### **7th Grade History**

The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

### **8th Grade US History**

This high school prep course offers an introduction to American history from its native and colonial beginnings to the Civil War and Reconstruction in 1877. We will examine major changes and continuities during this period of American history. We will consider not only the achievements and successes, but also the challenges and problems encountered along the way. Social, political, religious, and economic perspectives are included and connections with the world beyond North America. We will examine and compare different types of sources, including oral histories, primary documents and the textbook, and discuss the difficulties historians encounter when studying the past, such as a lack of evidence or conflicting interpretations.

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## ELECTIVE COURSE OFFERINGS

### STUDIO ARTS COURSE OFFERINGS

#### **Mixed Media Art I**

In this semester course, elements of line, shape, color, texture and space will be emphasized through drawing and painting skills. Students will learn about the cultural and historical nature of their projects and will develop skills in presentation methods as well.

#### **Mixed Media Art II**

Students may elect to enroll in a semester course designed to provide students with opportunities to expand and translate ideas, feelings, and values into pieces of art. The design elements and principles will be expanded and reinforced from what they learned in Mixed Media Art I. Students will acquire artistic skills to express and communicate responses to experiences, explore their creative abilities, and make informed aesthetic responses in relation to their own art and works of professional artists.

*Prerequisite: Mixed Media Art I*

#### **Digital Art**

This semester advanced art class will explore a variety of digital art forms. Students will work through the design process and learn how current working artists plan, create, and present their work to clients. Students will explore photography, logo design, product design, interior design, digital illustration and more through various online programs.

*Pre-Requisites: Mixed Media 1 and 2*

### PERFORMING ARTS COURSE OFFERINGS

#### **Band**

This year-long elective course is for students who wish to develop their performance skills beyond the beginning level. Correct breathing, tonguing, posture, proper care of the instrument and reading musical notation will be learned in a large group setting. Students will encounter a continuation of skills and fundamentals from the beginning band with increasing emphasis on better tone production, good intonation, refinement of muscular coordination, experimentation in small ensembles, and memorization of scales in basic keys. Responsibilities of the individual within the large music ensemble will be stressed. Public performances will be required.

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## **Choir**

The 7th/8th grade year long chorus is designed to build on the singing and musical skills learned in the 6th grade chorus with a heavier focus on part singing. The 7th/8th grade chorus is open to all 7th/8th grade students regardless of perceived ability. Everyone has a voice and chorus will help you develop it! A variety of forms, styles, and uses of music are explored as the students prepare for four required evening performances.

## **Ukulele**

Ukulele Class is open to 7th and 8th grade students. Within the class students will learn essential skills such as accurate tuning, basic fingerpicking techniques, and fundamental chords. The course includes well-known songs across various genres, cultivating a repertoire that showcases the ukulele's versatility. Enhance your performance and ensemble skills, gaining confidence in playing in front of others. By the end of the semester, not only will you have a solid foundation in ukulele playing, but you'll also be equipped to express yourself musically and enjoy a lifelong appreciation for this charming instrument. This is a semester course and can be taken a maximum of two times.

## FOREIGN LANGUAGE COURSE OFFERINGS (8TH GRADE ONLY)

### **Spanish I High School Class - 1.0 credit (LIMITED SEATS)**

**Not all students that request this course will be placed in it.**

Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

## TECHNOLOGY / ENGINEERING COURSE OFFERINGS

### **Gateway to Engineering I– one semester class**

Project Lead The Way Gateway (Junior High school) units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires “aha! moments” and deep comprehension. As students engage in PLTW’s activities in computer science and engineering, they will see a range of paths and possibilities they can look forward to in high school and beyond.

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### *Design and Modeling (first quarter)*

Students discover the engineering design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they have learned throughout the unit to complete several design challenges using the engineering design process and to develop technical skills in CAD using Autodesk Inventor.

### *Automation and Robotics (second quarter)*

Students learn about the impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program basic robots. Students finish the class with a race to the finish in the VEX Drag Racer design challenge.

### **Gateway to Engineering II- one semester class**

Project Lead The Way Gateway II (Junior High school) units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires “aha! moments” and deep comprehension. As students engage in PLTW’s activities in computer science and engineering, they will see a range of paths and possibilities they can look forward to in high school and beyond. You do not need to be in Gateway I to be in Gateway II.

## PHYSICAL EDUCATION COURSE OFFERINGS

### **PE-7th and 8th grade**

Junior High school physical education class is a semester course that includes a variety of activities that are aligned with the ODE Physical Education Standards. Activities include: Team activities, individual activities, lifetime recreational activities, cooperative activities, physical fitness, and fitness testing. Each day, the student is expected to bring a change of athletic clothes and wear the proper athletic shoes.



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## LIFE SKILLS COURSE OFFERINGS

### **Student Development - 8<sup>th</sup> grade**

In this semester course, students will be introduced to interests, aptitudes, and personality tests to explore themselves and the many career paths available to them. An emphasis will also be placed on work ethics, team building, communication, community service, and leadership skills.

Additional topics will include necessary life-long skills for everyday life such as decision-making, self-esteem, and conflict resolutions. Technology etiquette will be highlighted throughout the entire semester class. Guest speakers, weekly lectures, and activities will help students to learn about themselves and how to apply this information in everyday life and career decision making for the future.

### **Health- 7th grade**

This semester course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.