



**JOHNSON  
CITY  
SCHOOLS**

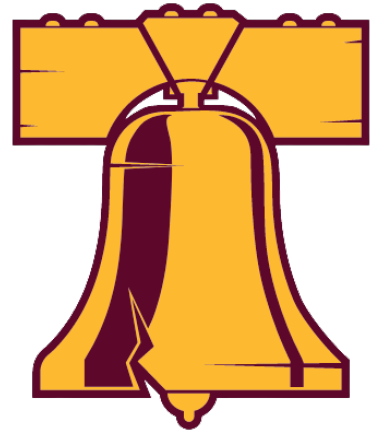
# **MIDDLE SCHOOL PROGRAM OF STUDIES**

**SCHOOL YEAR 2022-2023**



**INDIAN TRAIL  
MIDDLE SCHOOL**

**LIBERTY BELL  
MIDDLE SCHOOL**



## **JOHNSON CITY SCHOOLS MISSION STATEMENT**

**THE MISSION OF THE JOHNSON CITY SCHOOLS IS TO ENABLE ALL STUDENTS  
TO ACHIEVE EXCELLENCE IN LEARNING, SOCIAL RESPONSIBILITY, AND SELF-WORTH.**

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**JOHNSON CITY SCHOOLS**

*Expect The Best!*

## INDIAN TRAIL MIDDLE SCHOOL | HOME OF THE HAWKS



**Dr. James Jacobs**

Indian Trail Middle School is part of Johnson City Schools and houses grades 6 through 8. The ITMS Hawks are faculty, staff and community members who proudly wear the colors of maroon and gold. We are passionate about providing an environment that is engaging, encouraging, and educationally strong.

ITMS recognizes the uniqueness of the middle school student and the importance of a successful transition period between elementary school and high school. Indian Trail exists to educate, engage and nurture each student through meaningful experiences, positive relationships, and character development.

At ITMS, the needs of every student comes first. We provide a school environment that makes students feel academically challenged, physically and emotionally safe, valued, and connected to our school. Relationships are key to our success and we spend a tremendous amount of time building relationships with students and families.

We operate through highly collaborative teams with a focus on high-quality instruction and student success. Our faculty is constantly evolving and looking for ways to grow and improve our practice. We use student data to guide our instruction, which helps us meet every child where they are in the classroom.

ITMS has been recognized for academic excellence by the State of Tennessee and has earned a Level 5 Distinction for Achievement and Growth in 2015 and 2017.

**INDIANTRAIL.JCSCHOOLS.ORG**

**423-610-6000 | 307 CAR-MOL DRIVE | @INDIANTRAIL\_JCS**

## LIBERTY BELL MIDDLE SCHOOL | HOME OF THE PATRIOTS

Liberty Bell Middle School is part of Johnson City Schools and houses grades 6 through 8. Our school and faculty provide safe facilities along with an excellent learning environment. We are passionate about providing an environment that is encouraging, supportive and devoted to helping everyone be the best they can be.

The cornerstone value of LBMS is that the needs of every student comes first. We value excellence by providing the highest-level of student learning through exemplary instruction and service. We value great attitudes and are committed to being solutions-oriented every day. We value perseverance and resolve to overcome any obstacle through dedication and hard work. We value teamwork and work interdependently with all team members to achieve our common goals.

LBMS has been recognized for academic excellence by the State of Tennessee by earning a Level 5 Distinction for Achievement and Growth in 2019 and by being named a Reward School for Academic Achievement and Progress in 2018.

LBMS recognizes the uniqueness of the middle school student and the importance of a successful transition period between elementary school and high school. Liberty Bell exists to educate, engage and nurture each student through meaningful experiences, positive relationships, and character development.



**Dr. Holly Flora**

**LIBERTYBELL.JCSCHOOLS.ORG**

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## ABOUT JOHNSON CITY SCHOOLS

Johnson City Schools consists of 12 schools with an enrollment of approximately 8,000 students for the 2021-2022 school year. There are 522 certified teachers, 273 classified employees, and 37 administrators employed by the school system. Science Hill High School is comprised of the 10-12 campus, 9th-grade academy, Career Technical Center, and Topper Academy. There are eight elementary schools, along with Indian Trail Intermediate School, Liberty Bell Middle School and the Johnson City Virtual Academy, which serves students in grades 5-12.

The State Collaborative on Reforming Education (SCORE) named the district one of the top three school districts in Tennessee in September 2015. SCORE heavily considers academic achievement and student gains in its deliberations.

All teachers in the Johnson City School System are certified with no waivers or permits. Currently, there are 20 teachers who have received National Board Certification and several who are in the process of completing the requirements for certification. Three hundred fifty-eight of our teachers have Master's degrees or higher. All Johnson City Schools' teachers have met requirements for highly qualified status as outlined in the state standards for No Child Left Behind.

Johnson City Schools consistently scores above state and national ACT and SAT scores and our TCAP academic performance exceeds state and national averages in every discipline and grade level tested. We also achieve exemplary ratings at all levels on all non-academic indicators such as attendance, promotion, and drop-out rate.



## SUPERINTENDENT'S MESSAGE

Johnson City Schools endeavors to be one of the premier school districts locally, regionally and nationally. In the past, we have lived up to those expectations and we have developed a practice of continually raising the bar throughout our long history. As Superintendent, I work to continue the tradition of providing a wide range of opportunities for all the students of the Johnson City School System.

The classroom, like the workforce, is constantly evolving and we aim to make sure that our 8,000 students are prepared for whatever line of work they want to make a career. That would not be possible without our outstanding teachers, students and parents. All of those important parts contribute to making Johnson City a great place to live and raise a family.

We have the support of our city leaders and they share in the vision that our Board of Education and central office staff have outlined and continued to achieve year in and year out. Whether it be excellence in the classroom the arts, or in extracurricular activities, we are proud of the hard work that our students and staff put into each day.

If you get a chance, please visit our schools' web pages and see for yourself some of the great things that are happening in our district.





## GRADING SCALE

Grade	Percentage Range
A	93-100
B	85-92
C	75-84
D	70-74
F	0-69

The grading scale at the two middle schools will follow the same grading scale as Science Hill High School.

## COMMUNITY PARTNERS

Community Partners are an integral component of our middle schools. These partners help provide incentives, support special projects, provide t-shirts for students and staff for special events and volunteer their time and resources for various school programs.

## DIGITAL LEARNING

Johnson City Schools began its digital transformation in 2015-2016 and has implemented a 1:1 ratio with students to devices in grades 3-12. Students at Indian Trail Middle School, Liberty Bell Middle school and Science Hill High School have the opportunity to take their Chromebooks home. Students in grades K-2 also use tablets and laptops in the classroom to compliment their learning. Johnson City Schools follows the SAMR Model, which prioritizes the learning experience over the technology experience. The district has placed emphasis on preparing teachers and developing instructional strategies to implement the use of the devices in the classroom. Those strategies continue to grow through the years as teachers enroll in the Teacher Tech Leader



## PTA/PTSA

Both parent involvement groups, including Indian Trail's Parent Teacher Association (PTA) and Liberty Bell's Parent, Teacher and Student Association, are non-profit organizations overseen totally by volunteers. The purpose of the organizations are "To make every child's potential a reality by engaging and empowering families and communities to advocate for children." Volunteers work with the principal, assistant principals, teachers, and support staff to provide enrichment for students beyond what is in the regular curriculum. Both organizations support and/or fund numerous school activities, programs, contests, field trips, teacher appreciation luncheons, and also works to serve students in need.

## ACADEMICS

### ENGLISH LANGUAGE ARTS

The English Language Arts expectations for middle grades emphasize a continuation of learning standards in the four domains of Tennessee Academic Standards for English Language Arts. The four domains are: reading, writing, speaking and listening, and language. Our texts also help us build reading comprehension, vocabulary, and analytical skills through enriching classroom discussions and rigorous tasks.

### SIXTH GRADE

The sixth grade English Language Arts students will continue to build on their learning from K-5. Notable changes that occur at the 6th grade level include changes in the Language domain (from Foundational Literacy in K-5) and higher expectations on the state writing rubrics for narrative, informational/explanatory, and argumentative writing. Sixth grade ELA students use the Savvas MyPerspectives series for their core curriculum. The four academic quarters are thematically aligned to units in our adopted series:

- Q1 - Childhood
- Q2 - Animal Allies
- Q3 - Exploration
- Q4 - Imagination

In addition to the work within our series, students read a range of literature and informational texts to include extended works by authors such as Kimberly Brubaker Bradley and James L. Swanson.

### SEVENTH GRADE

The seventh grade English Language Arts class encompasses a variety of literary genres including science fiction, historical non-fiction, fantasy, drama, and poetry. Seventh grade English Language Arts students use the Savvas MyPerspectives series for their core curriculum. The four academic quarters are thematically aligned to units in our adopted series

- Q1 - Generations
- Q2 - Turning Points
- Q3 - People and the Planet
- Q4 - Facing Adversity

In addition to the work within our series, students read a range of literature and informational texts to include extended works by authors such as Lois Lowry and Leon Leyson. Writing instruction builds on sixth grade standards for the three modes of writing: narrative, informational/explanatory, and argumentative.



## EIGHTH GRADE

The eighth grade English Language Arts class comprises a variety of rich texts from multiple genres. Eighth grade English Language Arts students use the Savvas MyPerspectives series for their core curriculum. The four academic quarters are thematically aligned to units in our adopted series:

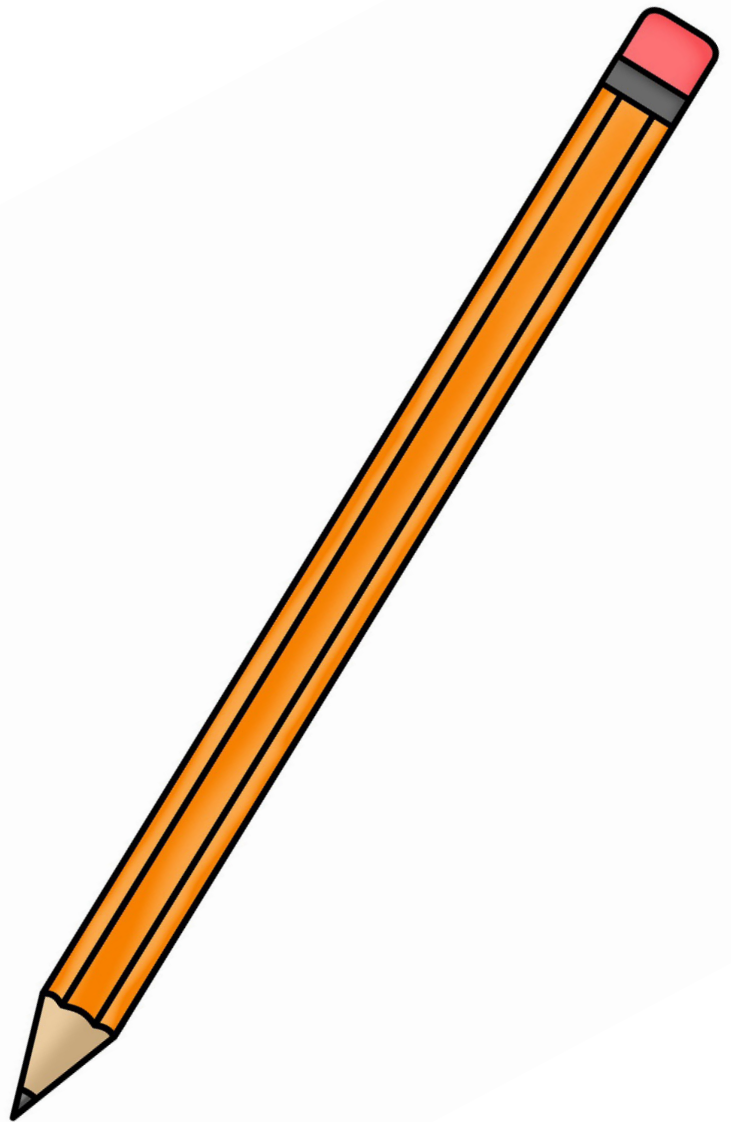
- Q1 - Rites of Passage
- Q2 - What Matters
- Q3 - Human Intelligence
- Q4 - The Holocaust

In addition to the work within our series, students read a range of literature and informational texts to include extended works by authors such as Kwame Alexander, Michaela DePrince, S.E. Hinton, and Lauren Hillenbrand. Writing continues to be a major focus as students continue to write and evaluate narrative, informational/explanatory, and argumentative essays.

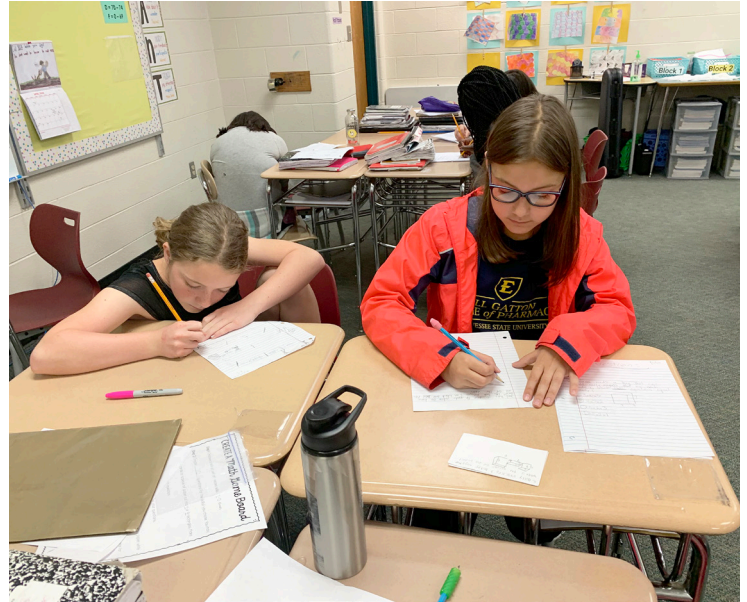


## 8TH GRADE ELA ADVANCED COURSE

Advanced English Language Arts curriculum is designed to challenge students with accelerated coursework devised of upper-grade material that is directly aligned with the Tennessee State Standards. The advanced class is designed for students with accelerated reading comprehension, vocabulary, and analytical skills. The materials used in this course include some texts from the traditional 8th grade ELA course, as well as a wide variety of literary works that prepare students for advanced level courses at the high school level. Analyzing complex literature provides students with the opportunity to acquire a deeper understanding of the author's craft as well as build powerful real world connections to written text. Advanced students are expected to think independently, complete project-based learning, analyze and interpret complex literature, and write thought - provoking responses to rigorous writing prompts.







## MATHEMATICS

Mathematics instruction at the middle school level focuses on balanced development of conceptual understanding, procedural fluency, and application. This instruction is designed to provide students with procedural fluency and the ability to make sense of math concepts, connect to real-world contexts, and apply concepts accurately and efficiently in appropriate situations. Teachers strive to provide meaningful, rigorous, and data-driven instruction and practice to

ensure the balanced mathematical development of our students.

Our mathematics curriculum and instruction follow the standards for the State of Tennessee for each grade. These standards follow a progression from one grade to the next, beginning in kindergarten, all the way through the high school standards. This provides a steady, age-appropriate progression which presents overall coherence, as well as connectedness among the mathematical topics. This also serves to minimize gaps in the mathematical education of our students.

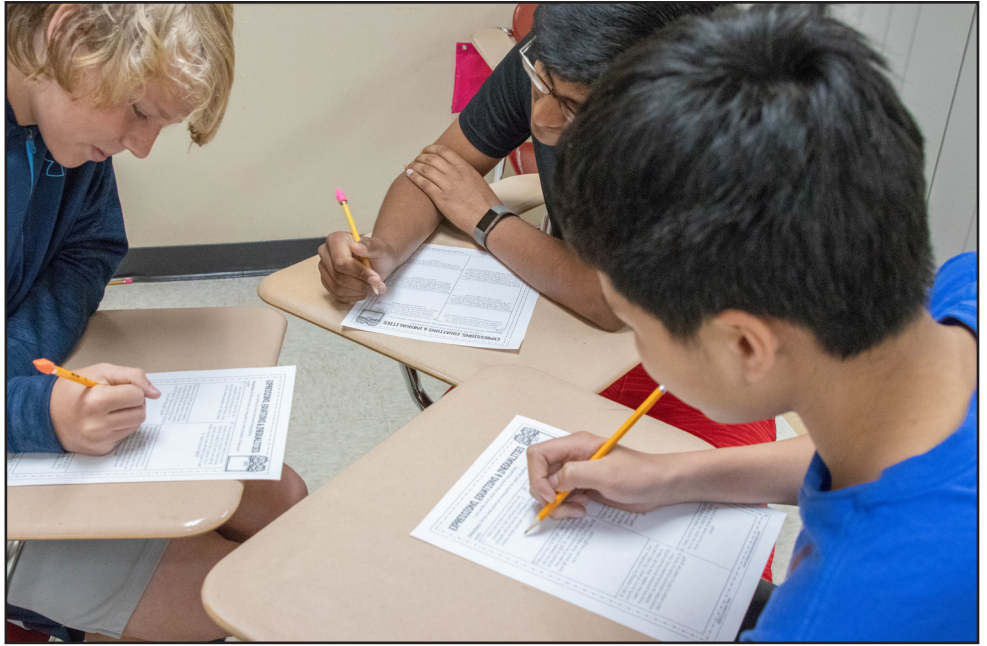
## SIXTH GRADE

Sixth-grade mathematics explores the mathematical concepts and skills of ratios and proportions, the number system, expressions and equations, geometry, and statistics and probability. Students will be introduced to the study of ratios and proportions by using multiplication and division to solve ratio and rate problems in a real-world context. The number system will continue to focus on the four operations when working with whole numbers, fractions, and decimals. Number systems standards will continue number operations with rational numbers, including negative rational numbers with a particular focus on negative integers. The curriculum will introduce students to the absolute value of rational numbers. Geometry standards will extend on previous grade levels' understanding of area, surface area, and volume. Students will find the area of different shapes and connect this to finding the surface area of rectangular prisms and pyramids. The study will also include expressions and equations, including the use of variables and the properties of operations. Students will develop their ability to think statistically when working with data by determining the mean, median, mode, and shape of the distribution.



## SEVENTH GRADE

At the seventh-grade level, students study number operations with rational numbers, ratio and proportional relationships, expressions, equations, inequalities, geometry concepts, statistics and probability as outlined in the Tennessee Academic Standards for seventh-grade math. The goal is for students to exhibit the foundational skills needed to be successful in eighth-grade math or Algebra 1 when leaving the seventh-grade classrooms.



## PRE-ALGEBRA

This class is for seventh-grade students who have demonstrated an extensive understanding in mathematics and are considering Algebra I in eighth grade. Following the same Tennessee Academic Standards for seventh-grade math, this course includes all the seventh-grade math standards embedded with eighth-grade math standards. The goal is to challenge the student, accelerate learning, and prepare students for Algebra 1 in the 8th grade. The proper placement is critical for students to continue to build strong foundational skills.

## EIGHTH GRADE

The eighth-grade math class studies the real number system, scientific notation, rules of exponents, slope, linear equations, and linear systems. The class also delves deeper into units of study on proportionality, geometry, statistics, geometry, and probability as outlined in the Tennessee Academic Standards for eighth-grade math. Students will proceed from eighth-grade math to Algebra 1 in high school.

## ALGEBRA 1

Eighth-grade students who have demonstrated an extensive understanding in mathematics will be provided the opportunity to take Algebra 1 in the eighth grade. Beginning in April each year, 7th-grade students will be screened for eligibility.

Algebra 1 students begin on essential topics that include solving, graphing, and writing linear equations, inequalities, and linear systems. Other important topics include solving and graphing absolute value equations and functions. The class emphasizes solving, graphing, and writing quadratic equations and introduces students to polynomial and exponential functions with domains in the integers. General statistics will also be a topic of interest. Throughout the class, students explore and interpret the structures of functions and other mathematical models. Students build upon previous knowledge to reason, solve, and represent real-world situations.

The class will replace their eighth-grade math class. The students will take the Tennessee Algebra 1 End-Of-Course exam instead of the TCAP 8th-grade math exam. Students do not earn high school credit for Algebra I at the middle school level.

## SCIENCE

The Tennessee Academic Standards for Middle School Science integrate three dimensions: science and engineering practices, crosscutting concepts, and disciplinary core ideas. These standards establish the content knowledge and scientific practices for Tennessee students necessary to prepare them for the rigorous levels of higher education and future careers. “Middle school science has a standards shift that more appropriately reflects content with crosscutting concepts as opposed to concentrating on topics as discrete notions in isolation. This is accomplished both within and through the grade levels by scaffolding core ideas with fluidity, relevance, and relatedness” (TDOE, 2016).

## SIXTH GRADE

### SCIENTIFIC CONCEPTS INCLUDE:

Physical Science: types of energy and their properties, energy transformations, the relationship between energy, mass, and speed.

Life Science: environmental impacts on populations, interdependent relationships, transfer of energy, biomes, effects of invasive species, auditory and visual methods of communication among species, biodiversity and its impact on the stability of ecosystems, solutions for maintaining biodiversity

Earth & Space Science: convection patterns, effects of atmospheric flow, geography, and ocean currents on climate, weather predictions, effects of air masses, pressure systems, and frontal boundaries on weather, impact of humans of the hydrologic cycle, availability and sustainability of natural resources, technologies utilizing renewable and alternative energy resources, impact of humans on the biosphere

Engineering, Technology, and Applications of Science: design and testing engineering solutions with constraints

## SEVENTH GRADE

### SCIENTIFIC CONCEPTS INCLUDE:

Physical Science: atomic structure, comparisons of elements, compounds, and mixtures, Law of Conservation of Mass, use the periodic table of elements to determine properties of matter, effects of temperature and pressure on states of matter

Life Science: structure and function of major cellular organelles, cellular processes, taxonomic classification, hierarchical organization of multicellular organisms, body systems’ maintenance of equilibrium, effect of behavioral and structural adaptations on survival, advantages and disadvantages of reproduction types, mitosis and meiosis, cycling of matter through the processes of photosynthesis, cellular respiration, and anaerobic respiration, carbon cycle, genetic transmission and probability, mutations

Earth & Space Science: Earth’s atmospheric makeup, effects of human activities on climate

Engineering, Technology, and Applications of Science: biotechnology, design solutions to problems in the medical field

## EIGHTH GRADE SCIENTIFIC CONCEPTS INCLUDE:

Physical Science: relationship between magnetism and electricity, non-contact forces, motion maps, Newton’s Laws of Motion, related technologies, properties of mechanical and electromagnetic waves, wave transmission and behavior, the role of waves in different communication systems.

Life Science: patterns in the fossil record documenting the existence, diversity, extinction, and changes in organisms over time, similarities and differences in anatomical structures and genetic information between extinct and extant organisms, evidence from geology, paleontology, and comparative anatomy to predict the survival of a species, natural selection, artificial selection.

Earth & Space Science: size and composition of stars, motion of galaxies, role of gravity in forming our solar system and motion of celestial objects and Earth's ocean tides, geologic changes and their effects on populations, seismography, the rock cycle, earth's structure and processes, plate tectonics and the geologic effects, distribution of earth's resources as a result of geologic processes, patterns in the locations of geologic features (i.e., volcanoes, earthquakes, tectonic plate boundaries, interactions, and hotspots)

Engineering, Technology, and Applications of Science: design models of electromagnets, generators and motors, research how different technologies reveal information about our solar system and universe.

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## **SOCIAL STUDIES**

### **SIXTH GRADE EARLY CIVILIZATIONS**

Sixth grade students study the beginnings of early civilizations through the fall of the Western Roman Empire. Civilizations we will explore include Mesopotamia, Egypt, Israel, India, China, Greece and Rome. For each civilization, we analyze the cultural, economic, geographical, historical, and political foundations. We will examine the historical context of major world religions as to not promote any religion.

### **SEVENTH GRADE WORLD HISTORY AND GEOGRAPHY**

Social Studies focuses on World History and Geography from the 400-1500s CE throughout the regions of East Asia, the Byzantine Empire, Southwest Asia, North Africa, West Africa, and the Middle Ages in Western Europe. The class moves into early modern Europe to the indigenous civilization of the Americas and the Age of Exploration from 1400-1700s CE. Students will collect data from a variety of primary and secondary sources, critically examine these sources, synthesize data from multiple sources, and construct and communicate arguments citing this evidence as support. Students will develop historical and geographical awareness of the cultural structures of China and Japan, Byzantine Empire, Ottoman Empire, West African trade centers, Middle Ages Europe, Renaissance, Protestant Reformation, Scientific Revolution, and shift to the Mayan, Aztec and Incan civilizations of North America and the impact of exploration by Europeans. The class is based on the academic learning standards established by the State of Tennessee Department of Education.

### **EIGHTH GRADE AMERICAN HISTORY**

The class focuses on United States history and geography from the colonization of North America up through Reconstruction (1607-1877). Students will collect data from a variety of primary and secondary sources, critically examine these sources, synthesize data from multiple sources, and construct and communicate arguments citing this evidence as support. Students will develop historical and geographical awareness of colonization, the American Revolution, the development and growth of the United States as a young nation including the growth of sectionalism and reform movements, the Jacksonian Era, the expansion and division of the nation up through the Civil War and reconstruction. The class is based on the academic learning standards established by the State of Tennessee Department of Education.



## **THE ARTS**

### **ART**

The focus of this class is to understand and apply the elements of art and principles of design through a variety of art projects. Art class provides many opportunities for students to express themselves creatively while improving their artistic skills. Students will explore a variety of art media, techniques, and processes which include drawing, printmaking, painting, watercolor, and digital art. Students will learn art concepts, practice techniques, create artworks, and discuss their own work and the work of peers. This course puts an emphasis on students communicating and collaborating productively with others. Art is studied as it relates to the world around us by incorporating life skills, history and culture, and other area disciplines. Students will gain a foundational knowledge of art, which will prepare them for visual art at the high school level.

### **BAND**

#### **SIXTH GRADE BAND**

A beginner level course and is designed to teach students who have little to no experience on wind or percussion instruments. This course establishes a musical foundation which, in addition to instrument assembly, playing position, and pitch production, also includes the instruction of musical notation, vocabulary, rhythm, and musical expression. Once basic music-making skills have been mastered, the students will begin performing full-ensemble literature. This challenges further the students to understand their individual roles in the success of the overall ensemble. Students meet daily during a year-long elective course and will also participate in some after-school rehearsals. Sixth grade band performs in two evening concerts a year.

#### **SEVENTH GRADE BAND**

An ensemble which provides students with learning and performance opportunities on wind and percussion instruments and is designed to be a continuation of the development of musical skills and knowledge which were introduced in 6th grade band. The curriculum and pacing of this course is created to meet the needs of musicians who have previous band experience and can demonstrate proficiency on a wind or percussion instrument. In addition to the continued study of technique and musical expression, the focus of this year-long class is to further develop and expand individual skills by exposing students to a larger amount of challenging and varied musical literature. Along with full ensemble instruction, individual achievement is encouraged through participation in activities such as solo and ensemble performances, honor bands, and private lessons. The seventh grade band meets every day, has some after-school rehearsals, and performs at least two concerts a year. The 7th grade band may be asked to combine with the 8th grade band for certain performances such as pep rallies and/or ball games.

#### **EIGHTH GRADE BAND**

An advanced-level ensemble which is designed to further develop strong musical skills through the practice and performance of higher level and more challenging literature. Members of this ensemble should be able to demonstrate a high degree of instrument proficiency as well as mastery of musical knowledge and application. Along with large ensemble instruction and performances, individual growth and achievement is encouraged through participation in solo and ensemble performances, honor bands, and private lessons. The eighth grade band meets every day, has several after-school rehearsals, performs for school pep rallies, plays during a high school football game with the high school marching band, performs at least two concerts a year, and typically competes in a spring band contest/trip.

### **PERCUSSIONISTS**

In addition to learning and performing with the 6th, 7th, and 8th grade concert bands, all percussionists will be placed into a percussion ensemble. These groups develop skills and techniques which are specific to the needs of a developing percussionist. The percussion ensembles rehearse during class throughout the spring and perform in the “Night of Percussion” concert.

## CHORUS

### SIXTH GRADE CHORUS

An elective yearlong course with an emphasis on performance. Students on this level have multiple public performance opportunities. Students also expand on their knowledge from 5th grade in reading music and performing. Instruction in this class offers a wider study of composers and challenging music.

### SEVENTH GRADE CHORUS

Students work daily on learning proper singing techniques. There is a focus on learning how the physiology works as we create sound, in an effort to make that sound more efficient and to improve its quality. Students also spend time learning the fundamentals of music and putting those fundamentals into action. Learning to read music through sight-singing and learning musical terms and symbols are vital parts of the process we undergo to become better musicians, better singers, and better students

### EIGHTH GRADE CHORUS

Students focus on reading music and applying concepts at an advanced level. Instruction focuses on advanced technical and expressive skills needed in a chamber choir. This practice helps students in chorus prepare for a future in the choral program at Science Hill, where they work diligently to build upon the lessons learned here.

## ORCHESTRA

### SIXTH GRADE SINFONIA ORCHESTRA

For students with no experience. The students will be learning basic music reading, instrument assembly and maintenance, correct playing position and sound tone production.

### SEVENTH GRADE CONCERT ORCHESTRA

An intermediate performing orchestra groups in our school. Concert orchestra is composed of students on all of the major string instruments and has had at least one year of experience playing their instrument. Instruction concentrates on intermediate technical and expressive skills in an ensemble-focused setting.

### EIGHTH GRADE CHAMBER ORCHESTRA

An advanced ensemble comprised of experienced student players with at least two years of experience playing their instrument. Based on the chamber orchestra concept and the literature written for this medium, the Chamber Orchestra is the top performing orchestra in the school. Instruction concentrates on advanced technical and expressive skills in chamber orchestra ensemble.





### **FIDDLE CLUB**

Open to all orchestra students grades 6th – 8th. Fiddle Club will meet on Tuesdays from 2:51 until 3:30 pm. This group works on a variety of traditional fiddle tunes and will perform in the orchestra concerts.

### **ELECTRIC ORCHESTRA**

Open to all orchestra students grades 6th – 8th. The Electric Orchestra will meet on Mondays from 2:51 until 3:30 pm. This group will be working on improvisation skills, learning a variety of popular/rock music, learning choreography and movement, and receive hands on experience with music technology

### **THEATRE**

#### **6TH GRADE THEATRE**

6th Grade Theatre encourages students to explore their personal artistic potential utilizing a variety of creative dramatic techniques to foster imagination and build their self-confidence. They will be introduced to the basic concepts of theatre arts along with the historical evolution of theatre to understand its societal influence. Through individual and small group projects, students will learn theatrical vocabulary, engage in theatre games, improvisational exercises, and performances that encourage ensemble work. Proper vocal production and creative movement instruction will allow students to

create characters.

#### **7TH GRADE THEATRE**

Utilizing assorted performance techniques, students in 7th Grade Theatre will develop their ensemble skills which they will practice and demonstrate through a variety of theatrical arts including Pantomime, Storytelling, and Scene work. Students will delve into development, motivations, and objectives when creating characters. Through observation of peer and self-work, students will cultivate their skills of analysis, evaluation, and reflection.

#### **8TH GRADE THEATRE**

Students explore a variety of introductory movie-making terminology, skills, and concepts in 8th Grade Theater. A variety of camera situations allow students the ability to demonstrate acting, movement, vocal, and editing skills. Through script analysis/writing, acting exercises, and scene study students expand their range of emotional, physical, and vocal expressiveness and prepare for on-camera auditioning, acting and editing.



## RELATED ARTS

### BROADWAY MUSIC

The Broadway Music class at Liberty Bell is a survey course intended to introduce students to the composers and musicals of Broadway and beyond. Students will create a presentation on a musical of their choice and will gain knowledge of different shows and composers of musical theatre as the nine weeks progresses. Students also have the opportunity to watch two musicals in class to give those who have not had experience in the medium an idea of what it is all about. Students will leave the Broadway Music class with a wealth of information to call upon in future music or theatre classes as they progress into fine arts classes at Science Hill.

## CAREERS

The Careers courses are available to orient 6th through 8th grade students to high school, postsecondary, and career options and to develop their employability skills. Each grade-level course may stand alone as an introduction to careers but also can fit into the sequence of grade-level courses, with the level of career exploration, career planning, and academic planning deepening each year. The Careers courses inspire students to think about all the possibilities that exist in the world of work, guide them in the recognition of their interests and strengths, and equip them to research and explore the many options available to them through early postsecondary opportunities, such as CTE pathways, Advanced Placement, Dual Enrollment, and work-based learning as well as postsecondary offerings of work, technical colleges, and two to four-year institutions. Various platforms, including Major Clarity, Defined Learning/Defined Careers, and ElevateTN, fuel the learning.

Career exploration connects academic learning to career aspirations and encourages students to better understand the “why” of and become more engaged in their current academic pursuits. Students gain a foundational knowledge of career pathways, a more in-depth exploration of particular careers, and an introduction to the steps in developing a career plan. In addition, students hone valuable employment skills, including goal development, team-building, conflict resolution, communication, and interviewing abilities. Furthermore, students begin the academic planning process, reflecting on their four-year plans for high school as well as learning more about industry certifications, work-based learning, postsecondary institutions, the application process, and financial aid and scholarships.

Aligning interests and school to careers and real-world opportunities and highlighting the relevance of current education to future goals motivates students to engage in the present with future possibilities in focus.

6th grade: Career Awareness

7th grade: Career Exploration

8th grade: Career Investigations

### CAREER AWARENESS SIXTH GRADE

Through this course, students will gain an awareness of the scope of careers that exist within the 16 Career Clusters and will become familiar with the vocabulary of CTE and various professions, programs of study, and the intertwining of STEM focus in many professions. Students will complete various assessments to identify career pathways that align with their interests and strengths, will begin establishing personal goals, and will develop their communication skills. In their culminating project, students will create a final product to highlight their chosen career, noting why the career is a good personal fit.

## **CAREER EXPLORATION SEVENTH GRADE**

Through this course, students will take a deeper look into the 16 Career Clusters, exploring career pathways in science, technology, engineering, and mathematics; business and industry; public service; arts and humanities; and multidisciplinary studies. Each student will personally delve into four career clusters, completing real-world performance tasks in each area, while also being exposed to information from all sixteen. Students will complete various assessments to identify career pathways that align with their interests and strengths, will develop personal goals, and will apply soft skills in team-building and conflict resolution scenarios. Students will begin to explore the academic planning options within Major Clarity and will consider their district pathway selection and four-year plan customizations. In their culminating project, students will create a career project, comparing characteristics of various chosen careers.

## **CAREER INVESTIGATIONS EIGHTH GRADE**

Through this course, students will sharpen their focus to investigate careers of interest which align to programs of study at Science Hill High School. Students will become familiar with the high school's 13 career cluster concentrations and the courses within each and will research the areas of most interest to them individually. Students will complete various assessments to identify career pathways that align with their interests and strengths, will expand personal goals, and will build communication and interview skills. In addition, students will discover the early postsecondary, work-based learning, and extracurricular opportunities available and will create a preliminary Academic and Career Plan (ACP) prior to the 4-year plan meetings at SHHS as well as a resume and a cover letter. Lastly, students will explore postsecondary opportunities and learn about the process of applying for college and other postsecondary institutions, scholarships and work-based learning opportunities, and employment possibilities.

## **DIGITAL MEDIA COMMUNICATIONS**

The Digital Media Communications courses equip students to further their studies in high school through the Arts, A/V Technology, and Communications cluster. A course exists for each grade level and may stand alone or be taken in sequence, with knowledge building each year. Students will learn about the history of digital media communications, digital ethics, equipment, editing, and production. In addition, students will have the opportunity to participate in the Digital Production after-school club.

6th grade: Digital Media Communications I

7th grade: Digital Media Communications II

8th grade: Digital Media Communications III

## **DIGITAL MEDIA COMMUNICATIONS I SIXTH GRADE**

Through this course, students will learn about the history of digital media communications and will consider the complexities of digital ethics. In addition, students will explore digital media communications careers. As a culminating activity, students will create a filmstrip and storyboard.

## **DIGITAL MEDIA COMMUNICATIONS II SEVENTH GRADE**

Through this course, students will learn about the history of digital media communications and will consider the complexities of digital ethics. In addition, students will explore digital media communications careers. As a culminating activity, students will create a filmstrip and storyboard.

## **DIGITAL MEDIA COMMUNICATIONS III EIGHTH GRADE**

Through this course, students will learn about the history of still media and will be introduced to various audio-visual equipment and programs. In addition, students will explore storytelling, soundscapes, and podcasts.

## **HEALTH**

Health class addresses a wide range of topics over the course of a nine-week period. Topics include nutrition, personal hygiene, mental/emotional/social health, communicable and non-communicable diseases, and disease prevention and control. Students also study first aid, blood borne pathogens, body systems, social media safety, bullying, and substance use and abuse. For sixth grade students, the class also discusses puberty and adolescent development.

## **JOURNALISM**

Journalism class introduces students to journalistic writing. Students enrolled in Journalism are responsible for creating the middle school yearbook. They also learn photography basics, layout and web design, as well as copy editing skills. Each student's final project is to create a page that is published in our yearbook.

## **PROJECT BASED LEARNING**

Students work over the course of nine weeks on a series of mini research projects based on the American Association of School Librarians Standards Framework. The projects are designed for students to experience the processes of inquiry, critical thinking, and information gathering. Students enhance their research skills using library materials and online sources such as Tennessee Electronic Library. Students conclude each project by illustrating their learning through a variety of platforms, including OneDrive and Google Suite.

## **PUMP UP THE VOCABULARY**

Up to seventy five percent of the English language is derived from Greek and Latin roots. They are the “building blocks” of English and give an extremely powerful framework to nurture students’ vocabulary development. During this course, students will be exposed to common Greek and Latin Word parts. They will be shown how to break apart words into the sections they know and put them back together again to form meanings of larger words.

This class will incorporate the ELA vocabulary standards to support sixth, seventh, and eighth grades. Academic vocabulary, words found in students’ core classes, will be incorporated into this class whenever possible.

Course Objectives: Through research and inquiry and upon completion of this class, students will be able to:

- Demonstrate confidence in their reading and academic vocabulary across the curriculum.
- Explain the process of dissecting a word for its meaning based on word parts.
- Display knowledge of patterns found in words and how this helps determine the meaning of an unknown word.
- Work cooperatively in small groups to plan, create, and execute a group project that shows proficiency in word parts learned.

Because this course is taught at sixth, seventh, and eighth grade levels, students at each grade level will have its own set of word parts. All grade levels will have approximately 40 Greek and Latin word parts each nine weeks.

## **SERVICE LEARNING**

Service Learning class is designed for students to learn by providing a service rather than traditional textbook activities. Students serve as workers around the school campus and assist teachers and students during the day. Workers could be assigned to tasks that include the recycling team, library worker, teacher helper, peer tutor and student tech team.



## **SPANISH**

Spanish is an introductory course to language learning. Our goals are to become proficient in basic conversations and grammar functions, as well as to explore a variety of cultural topics from the Spanish-speaking world. These may include but are not limited to holidays, festivals, artists, musicians, food, literature, history, etc. Students learn vocabulary and grammar through interactive lessons and games. We often conduct research for cultural topics and learn by doing. By the end of the nine weeks, we hope to have set students up for success in future language learning courses as they begin studying at the high school level. We also hope the students gain a broader cultural perspective and appreciation of the Spanish-speaking world.

## **STEM**

Middle school coursework in STEM provides students with a foundation for success in high school CTE courses. It is divided into three grade-level courses: STEM Explorers (6th-grade), STEM Innovators (7th-grade), and STEM Designers (8th-grade).

### **STEM EXPLORERS [6TH-GRADE]**

STEM Explorers is a fundamental course for middle school students to search for answers to “What is STEM?” A student proficient in this course will understand science, technology, engineering, and mathematics (STEM) as a collection of interrelated disciplines, rather than a series of isolated fields. Students will come away from this course with a thorough understanding of how the STEM disciplines work together to investigate the world, define problems, and create optimal solutions to benefit society. In this course, students will explore the history of engineering and technology; they will be introduced to the practices of science and engineering; and they will explore various STEM fields to empower them to make an informed decision when selecting a career pathway in high school.

Aligned High School CTE Career Cluster: Manufacturing, STEM; Health Sciences; Information Technology; Architecture and Construction; Agriculture, Food and Natural Resources; and Transportation, Distribution and Logistics.

### **STEM INNOVATORS [7TH-GRADE]**

STEM Innovators is a fundamental course for middle school students to understand the relationship between STEM and innovation, as well as explore the possibilities of “What could be?” Upon completion of this course, proficient students will understand why innovation is important and how it benefits society. Students will learn how innovation requires creativity and leads to new discoveries and technologies that make life better for humans. In this course, students will identify past innovations and what inspired their creation. Students will continue learning the practices of science and engineering. This course will reinforce the specific practices of developing and using models; planning and carrying out investigations; and analyzing and interpreting data.

Aligned High School CTE Programs of Study: Information Technology, Manufacturing; Science, Technology, Engineering & Mathematics (STEM).

### **STEM DESIGNERS [8TH-GRADE]**

STEM Designers is a fundamental middle school course that trains students to define problems and methodically answer the question, “What is the solution?” Upon completion of this course, proficient students understand that engineering design is a process of developing solutions to problems and challenges in order to meet the needs of society. Students continue to apply the practices for science and engineering learned in STEM Explorers and STEM Innovators; however, STEM Designers places more emphasis on practices such as using mathematics and computational thinking; designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information. In addition to gaining a deep understanding of the relationship between engineering and design, students who complete this course will learn how both innovation and engineering design result in new technologies that benefit humans.

## **WELLNESS**

Wellness classes at Indian Trail Middle School and Liberty Bell Middle School are all-inclusive courses that focus on the fitness levels of all students while improving their skill development in many individual and team sports. Through different avenues, students are introduced to a variety of games and sports that are linked to state standards. The goal of each lesson is for students to make a connection between the standards being taught and real life application. Students receive quality exercise each class while also developing the necessary social skills to help them in other areas inside and outside of school. Efforts are made to accommodate all students by playing a variety of sport-related games as well as non-sport-related games. These units include but are not limited to: invasion games, cooperative games, net games, and team-building activities. All units/lesson plans promote personal and social responsibility while following all safety rules of each game as it corresponds to the Tennessee State Standards.

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## **SUPPORT SERVICES COUNSELING**

The mission of School Counselors is to provide a comprehensive, developmentally appropriate, proactive, and student-centered school counseling program that creates a positive, accepting environment where all students feel safe and supported. They strive to promote academic, emotional, social, personal, and career growth for all students through individual counseling, group counseling, and classroom guidance lessons teaching students the skills necessary to transition to high school and ultimately preparing students to be lifelong learners and productive members of society. Counselors work with students directly on personal/social skills, academic success, and career development. They prioritize being visible and engaging with their students, so rapport is established early, and students feel comfortable talking. School counselors can assist students, improve their problem-solving skills, and work through difficult times. All counselors work closely with teachers, administrators, parents, and the community to open the lines of communication and create strategies that help students to be successful.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

In English as a Second Language, students work to improve their English language skills in the areas of reading, writing, listening, and speaking. Students receive explicit academic vocabulary instruction and preview or review core content vocabulary. The English Language Learner program follows the vision for the program set by Johnson City Schools. The program supports English learners not only through their English journey in our school but also with the “social, emotional, cultural, linguistic, and academic skills necessary to excel in higher education, work, and life” (JCS, 2018). Our commitment is to serve all English Learners with the appropriate services they require. As a school and a district, we are also committed to valuing our students’ diverse non-English backgrounds and cultural identity.

## **FRONTIER HEALTH**

Frontier Health is an extension of the mental health services we provide. The behavioral health service offers treatment in mental health, behavioral therapy, vocational rehabilitation, and developmental and intellectual abilities services. Frontier health is a comprehensive network of trained professionals that work to help students successfully move forward and reach their full potential.

## **GIFTED EDUCATION**

Gifted Education students are grouped to provide enrichment opportunities to progress at a more rapid pace to help increase overall student academic achievement. Through various methods utilizing critical, higher order and creative thinking abilities, students explore, guide, and celebrate their interests and talents. Guided pathways of exploration within academic subjects, accompanied with hands-on activity choices, help Gifted Education students gain career outlook ideas.

## **LIBRARY/MEDIA CENTER**

The libraries of Indian Trail and Liberty Bell both offer a diverse collection of materials to meet the needs of middle level learners and our teachers. The library collections feature a variety of new, popular, and engaging books on a wide range of topics and levels so that all students have access to the books that are just right for them. Students are encouraged to read widely in a variety of formats. Both library programs center on the shared foundations and key commitments of the American Association of School Librarians Standards Framework: Inquire, Include, Collaborate, Curate, Explore, and Engage.

## **RESPONSE TO INTERVENTION (RTI)**

Response to Intervention classes are for students needing extra reading and/or math instruction. Students are identified using a Universal Screener and placed in instructional groups based on specific needs. Students are given progress monitoring assessments every 10 days to ensure instruction is helping students grow. If progress monitoring shows a lack of growth, the intervention is reviewed and changed. When students show enough growth, they exit RTI. RTI helps support academic progress and growth.

## **RESPONSE TO INTERVENTION- BEHAVIOR (RTI-B)**

In order to best meet the needs of students, our middle schools provide a continuum of behavioral support through RTI-B, a programmatic approach to creating and sustaining a positive school climate and culture. Teachers, staff and school leaders employ a consistent approach through the use of a school-wide behavior plan. This plan outlines the expectations for behavior as well as communication with families, including daily notification through the alert system, phone calls and conferences. For students who struggle to maintain appropriate behavior, additional behavior support is provided through individualized intervention. Teams of teachers, counselors and school leaders meet regularly to create plans of support tailored to each child's individual needs. For students requiring the most intense intervention, an RTI-B staff member will regularly meet with the student and work to teach replacement behaviors, provide individualized reinforcement, consequences and a highly structured environment.

## **SPECIAL EDUCATION**

Special education and related services are available to all students with disabilities who qualify according to federal and state regulations. A student receives special education services if he or she is eligible and after an IEP team has determined how the student will be served. There are a variety of available programs and services that are designed to provide identified students with access to the general education curriculum with an Individual Education Plan (IEP) to meet the unique needs of the student. Instruction is provided by various combinations of the student's regular education teachers, their special education teacher, related services personnel, or other appropriate support individuals. Through this individualized education plan, the student may receive remediation support of basic skills, as well as adaptations to the general education curriculum. Students also receive supplementary services and materials appropriate to their Individualized Education Plan (IEP). In addition to the services available within the classroom and resource room, students with disabilities may receive a variety of related support services.

These services include, but are not limited to, speech therapy, occupational therapy, physical therapy, hearing resource services, and assistive technology.

## **STUDENT SUPPORT AND ENGAGEMENT**

School counselors, Frontier Health counselors, administration, and the attendance secretary meet once a week to discuss interventions for at risk students. The school counselors work with many of these students daily, and their input is of vital importance. Issues discussed include attendance, discipline, and any other pertinent information that the counselors feel they need to share with administration. This team of professionals work together to decide and implement interventions that will benefit the students. Interventions may include behavior plans, attendance incentives, and after school tutoring.

## **CLUBS AND EXTRACURRICULAR ACTIVITIES**

*Note: The following is a sampling of the various clubs and extracurricular activities offered by our middle schools. Clubs change periodically due to evolving student interests over time. Not all clubs will be offered at both schools due to potential differences in student interests. Please check with your individual school for most current information regarding club offerings.*

### **4-H CLUB**

In 4-H, students are able to show their creativity through the poster art contest, increase their self-esteem through the public speaking contest, and share information about the environment through the environmental essay contest. There are also various activities and contests throughout the year outside of school. In the spring, a Clover Bowl team is selected to compete in 4-H trivia in the areas of Agriculture, Science, Government, Tennessee History, Life Skills, and 4-H. Our schools compete against area schools for the chance to represent Washington County in the regional contest at the University of Tennessee in May.

### **ART**

Art Club welcomes any student with an elevated interest and skill in art. This organization does require a student interest application and sample of student work. Students work collaboratively to decide on art projects, create, and give and get feedback. This club is largely student-led and asks for responsible, focused, and invested individuals. Art Club will emphasize the artists' involvement with their school and community. Past school and community projects include set design for Theatre Club productions, creating a mural for the Johnson City 150th anniversary celebration, and helping the SGA with end of year dance decorations.

### **BETA CLUB**

Beta Club is the nation's largest independent, non-profit, educational youth organization. The stated purpose/mission of Junior Beta Club is to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students. Beta Club is open for application to any 7th or 8th grade student who meets the requirements for membership. The selection process is competitive and an exceptional honor.

Beta Club members are expected to maintain grades of As and/or Bs, complete a minimum of six service hours organized by the club, and attend monthly meetings. The club participates in school and community-based service projects like reading to elementary school students, visiting local nursing homes, adopting foster children for the holidays, and various other outreach projects.

### **DESTINATION IMAGINATION**

Destination Imagination's mission is to "engage participants in project-based challenges that are designed to build confidence and develop extraordinary creativity, critical thinking, communication, and teamwork." Students work in teams to solve set STEM/STEAM challenges, generate ideas, research and explore options, assess their work, and present their final project at a tournament. Students can win tournaments at the regional, state, and national level.

### **DRAMA HAWKS**

The Drama Hawks is Indian Trail's theatre arts performance team. Members are selected during auditions in August by a panel of adults who have expertise in the performing arts. This troupe rehearses weekly and performs original work written by the team's director.



## **INTRAMURALS**

Intramurals is a before-school program that allows students the opportunity to create their own sports teams and play against others in both a friendly and competitive atmosphere.

Whether watching the games from the sidelines, or playing in the sports, one of the main goals of the intramural program is to provide a place where students can interact with friends. With students coming to our middle schools from eight elementary schools, intramural sports provide the perfect way to stay connected with long-time friends, while getting the chance to meet others. Students participate in a regular season where teams are guaranteed to play several games and enjoy a more laid-back setting. Once playoffs begin, teams are placed into a single-elimination tournament. After battling their way through the playoffs, the winner of each sport is crowned champions and receives the highly coveted intramural championship t-shirt. The Intramural sports offered include soccer, volleyball, tennis, flag football, basketball, dodgeball, tchoukball, bound ball, gymnastics, baseball, and 4x100 relay race.

## **MATHLETES**

The Mathletes team continues to grow in strength and reputation as one of our district's leading examples of providing high quality enrichment to students excelling in mathematics and higher level problem solving. Students who wish to be considered for this team should have a genuine enthusiasm for mathematics and problem solving. The Mathletes teams at each middle school are comprised of 10-12 members based upon teacher recommendation and a qualifying test given during the second nine weeks. The team participates in the Math Counts competition in Kingsport in February. As a result of this contest, some students qualify to go to the state Math Counts contest in Nashville in March. They also participate in the Mu Alpha Theta contest at Science Hill and Math Olympiad at ETSU in the spring.

## **PATRIOT PLAYERS**

Patriot Players provides an outlet for student expression and creativity. Students interested in learning about theatre performance, design, technical support, backstage crafts, lighting, sound, or publicity in depth are encouraged to interview or audition. Whether you like to be on the stage or use your creativity behind the scenes, you will have an opportunity to show your talents in this class.

## **ROBOTICS TEAM**

Students on the robotics team use the engineering design process to build a robot, create a plan of action for the arena, and represent our school at several regional tournaments throughout the year. The end goal is to qualify for the Vex Robotics World Championship held in the spring. Participation in this club helps students gain leadership skills, learn professionalism and how to work as a team, and practice problem solving and persevering through complex tasks.

## **STEAM ACADEMY**

STEAM Academy is an after-school enrichment opportunity to extend learning for excelling students in academics and behavior. Students are challenged in all areas of STEAM (science, technology, engineering, art, and math) with the goal of augmenting standard curriculum to enhance and deepen understanding of academic concepts.

## **STUDENT AMBASSADORS**

The student ambassador program was designed with two objectives in mind. The first goal is to give students, who have demonstrated leadership skills, a platform with which to lead and serve. The second is to provide the general student body role models/mentors they can look up to for strong student skills and examples of good leadership. Students are nominated for this program based on the potential for leadership, positive classroom behavior, a genuine interest in the welfare of others, and the consistent portrayal of responsibility, empathy, integrity and perseverance. The students serve our school community in a variety of ways. Some of these responsibilities are welcoming new students on the first day of school, morning announcements, giving school tours to new students and developing service projects to help the students in our school, such as Teddy's Pantry or Anna's Closet.

## STUDENT GOVERNMENT ASSOCIATION

The purpose of our Student Government Association SGA is to encourage student participation, promote school spirit, and foster school pride. Each year the organization completes a minimum of two school service projects and two community service projects. SGA additionally sponsors two spirit weeks, collaborates on Fall and Winter Homecoming, and also plans

and coordinates a major fundraiser, the Spring Prom. Students must meet three requirements for membership: good citizenship, dependability, and acceptable grades. Members volunteer to serve on the council and must regularly attend meetings and remain in good conduct and academic standing to remain SGA member.

## THEATRE CLUB

Theatre Club requires a student interest application and audition. Theatre Club produces a straight play or musical depending on the year. Theatre Club members practice foundational acting concepts, team work, music, and stagecraft as they work toward a production.

Students can expect to learn lines, songs, choreography, set design, prop creation, and offstage technology. Past shows include Willy Wonka and the Chocolate Factory, Beauty and the Beast, High School Musical Jr., 10 Ways to Survive the Zombie Apocalypse, Once upon a Mattress, and Annie Jr.

## ATHLETICS

Both Indian Trail Middle School and Liberty Bell Middle School will offer a variety of athletic opportunities for students. While participating in athletics at the middle school level, student athletes learn the value of teamwork, respect, commitment, dedication, and integrity. The coaches promote an active lifestyle that emphasizes lifelong habits of physical activity. Athletics is an extension of the learning environment and requires discipline and hard work in both sports and academics.

Our middle schools are members of the TMSAA and compete in numerous TMSAA sanctioned sports. All sports compete for Conference Championships each year with many teams competing for TMSAA Area, Sectional, and State Championships.

Students in Grade 6 thru 8 are allowed to participate in sports at the middle school level. To be an athlete at Indian Trail or Liberty Bell middle school, students are required to maintain a passing grade point average and display conduct that positively represents Johnson City Schools. Sportsmanship is to be displayed by each athlete and parent before, during, and after a game.

## ATHLETIC OPPORTUNITIES

Baseball  
Basketball - Boys  
Basketball - Girls  
Cheer  
Cross Country - Boys  
Cross Country - Girls  
Dance  
Football

Golf  
Soccer - Boys  
Soccer - Girls  
Softball  
Swimming  
Track & Field  
Volleyball  
Wrestling



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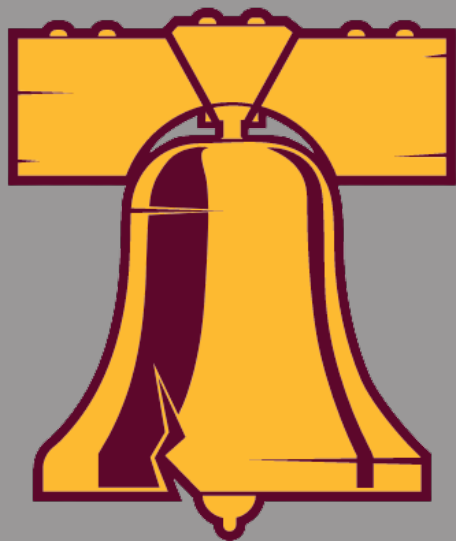
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