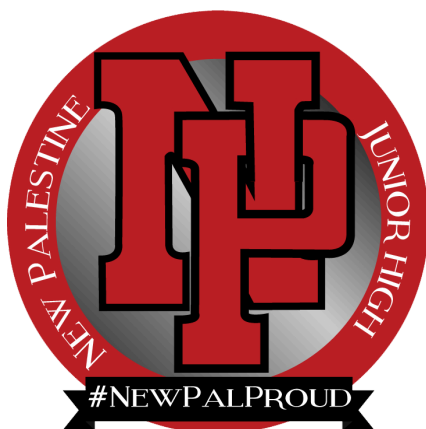


# NEW PALESTINE JUNIOR HIGH

## 2024-2025 CURRICULUM GUIDE

*All Students Matter - All Students Succeed*

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New Palestine Junior High is proud to offer this 2024 – 2025 course description guide to parents and students. These curriculum offerings are aimed at preparing students for entry into high school. Furthermore, the offerings outlined in this guide will allow students to experience a well-rounded, rigorous, and engaging education. Some courses in this guide, particularly the elective courses offered for 2024 – 2025, are presented as tentative offerings and may not be available at the time of scheduling or at the start of the school year. Students and parents are encouraged to plan course selections in cooperation with the School Counseling Department.

Sincerely,

*Jessica Neill*  
Principal  
New Palestine Junior High

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# **New Palestine Junior High Administration and School Counselors**

**Administration:**

Principal .....Mrs. Jessica Neill  
Assistant Principal .....Mr. Jon Amones  
Athletic Director/Dean ..... Mr. Chris Yount

**School Counseling Office:**

School Counselor.....Mrs. Melissa Hurst  
Student Support Specialist .....Mrs. Melissa Hedden

**Schedule requests should be made through contacting Mrs. Hurst at  
mhurst@newpal.k12.in.us or 317-861-4487 x3015**

## **GRADING SCALE**

A	93-100%	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	0-59%

## **GRADE CARDS/REPORT CARDS**

Nine week, midterm and semester grade reports are not mailed home. Grades are up-to-date for parents and students at all times via PowerSchool. Parents who wish to have a grade card mailed should contact the School Counseling Office.

## **SCHEDULE CHANGES**

Schedule changes should be made during registration prior to the start of the school year. During the first week of each semester, schedule changes will be made (1) if the student has already taken the course; (2) if the student has an incomplete schedule. Any other schedule changes will require a meeting with the parent, student, and the school counselor. New Palestine Junior High does not allow teacher requests from parents or students.

After the first week of each semester, students are not permitted to join a new class.

## **EQUAL OPPORTUNITY**

The Southern Hancock School Corporation does not discriminate on the basis of religion, race, color, national origin, gender, disability or age on its programs, activities, or employment. Further, it is the policy of this Corporation to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the Corporation, or social or economical background, to learn through the curriculum offered in the Corporation. Any person who believes that he/she has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the Corporation's Compliance Coordinators.

The Rehabilitation Act of 1973 is a federal nondiscrimination statute. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under the Act's Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity (such as self-care, breathing, walking, seeing, hearing, speaking, learning, reading, concentrating, thinking, communicating, working and performing manual tasks) or a major bodily function (such functions include immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions).

District Section 504 Coordinator:

Mrs. Katy Eastes  
Director of Student Services  
4711 South 500 West  
PO BOX 508  
New Palestine, IN 46163  
(317) 861-4463

Corporation Compliance Officer:

Dr. Lisa Lantrip, Superintendent, CSCSHC  
4711 South 500 West  
PO BOX 508  
New Palestine, IN 46163  
(317) 861-4463

Title IX Coordinator:

Mrs. Katy Eastes  
Director of Student Services  
4711 South 500 West  
PO Box 508  
New Palestine, IN 46163  
(317) 861-4463

## **ELECTIVE COURSES**

### **ART**

7th and 8th Grade Art (*1 semester each*) These courses offer an introduction to authentic art making processes with personalized instruction utilizing the elements and principles of design. Students conceptualize, develop and refine artistic ideas in two-dimensional and three-dimensional works of art. Students also examine art history to make connections to significant historical and contemporary works of art.

### **ENGINEERING & TECHNOLOGY EDUCATION**

Introduction to Engineering (*1 semester*) This course will offer hands-on activities and real world experiences related to the skills in the fields of automation and robotics, engineering, computer science, and manufacturing. During the course students will be introduced to activities related to a variety of engineering and technology careers. Students will learn to develop a growth mindset and will design and develop a number of different products related to these careers. The students will have the opportunity to be introduced to fields of Architecture and Design, Computer Science, Automation and Robotics, Manufacturing and 3D printing.

PLTW Green Architecture and Computer Science (*1 semester*)

**Green Architecture:** Students learn the basics of the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Google Sketchup 3D architectural design software, and apps to create Digital Blueprints, and to decorate and furnish the interior of their created home.

**Computer Science:** The students will use the MIT app developer program and will also expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development. The students will convey the positive impact of the application of computer science to other disciplines and to society.

### **HEALTH AND PHYSICAL EDUCATION**

Health (*1 semester*) 7th Grade Requirement. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

7th and 8th Physical Education (*1 semester each*) This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in the following: team and individual sports as well as health and skill-related fitness concepts. Students experience a variety of both cognitive and performance-based assessments based on the INSHAPE standards. In addition to reinforcing learning in other subject areas, including STEM exploration, the PE program at NPJH provides opportunities for exposure to a wide range of activities, skill development, self-discipline, strong peer relationships, goal setting, and increased self-confidence to attempt activities outside of class. There is a focus on assisting individuals in assuming responsibility for their own health and well-being through an active lifestyle for total wellness.

## MUSIC

7th Grade Band (Year-long course) This course is designed to introduce the playing of wind and percussion instruments specific to the Concert Band idiom. During the course of 7th Grade Band, students will learn the basics of rhythm, musical structure, melody, harmony, music theory concepts, part responsibilities, and overall musicianship. The class is open to any 7th grader with permission of the course instructor. In addition to attending regular, daily classes; attendance and performance at all after-school practices and concerts is required. Typically there is one after-school rehearsal and one evening concert each nine-week grading period. Students meet in like-instrument classes as often as scheduling allows.

8th Grade Band (Year-long course) This course is designed to be a more in-depth experience of playing wind and percussion instruments specific to the Concert Band idiom. During the course of 8th Grade Band, students will review the basics of rhythm, musical structure, melody, harmony, music theory concepts, part responsibilities, and overall musicianship but will gain further knowledge of the aforementioned musical categories. The class is open to any 8th grader with permission of the course instructor, but prior experience is recommended. In addition to attending regular, daily classes; attendance and performance at all after-school practices and concerts is required. Typically there is one after-school rehearsal and one evening concert each nine-week grading period. Students meet in like-instrument classes as often as scheduling allows.

Choir (Year-long course) Choir is open to all students. Performances will be held throughout the school year. Emphasis is on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understandings and attitudes, and the responsibility of individuals to the group. A variety of choral literature will be studied. Students must comply with the performance dress code. Students will be expected to actively participate in scheduled rehearsals and are required to attend a limited number of performances outside the school day.

Advanced Choir (Year-long course) Advanced Choir is a course that students audition to be part of. Performances will be held throughout the school year. Students will be expected to actively participate in scheduled rehearsals and are required to attend a limited number of performances outside the school day.

Exploring Music (1 semester) In this course, students will perform a variety of music through singing and other methods. Students will identify uses of music in everyday life and identify distinguishing characteristics of musical works. This course will incorporate ipads and other technology to enhance the musical experience.

## LANGUAGE ARTS

7th Grade Language Arts This course is based on Indiana's Academic Standards for English/Language Arts for the grade level. It emphasizes reading, writing, speaking, and listening in interest-and age-appropriate content. Students continue to advance skills and strategies in reading. They read and respond to a variety of fiction selections, dramas, and nonfiction selections, using technology resources as appropriate. Students also self-select books of interest and read independently.

Students continue to develop skills and strategies in language and grammar usage. They write and share several short and long pieces of writing throughout the year, and they support their writing by citing sources.

8th Grade Language Arts Language Arts in the 8th grade is based on Indiana's Academic Standards for English/Language Arts. It emphasizes reading, writing, speaking, and listening in interest-and age-appropriate content. Throughout the year integrated instruction emphasizes reading, writing, speaking and listening in interest-and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to literary selections. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. They not only write or deliver research reports but also conduct their own research. They use and develop personal writing techniques of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations on a variety of key topics.

High Ability Language Arts - 8th Grade Students in eighth grade high ability language arts classes at New Palestine Junior High School, identified as High Ability, English/Language Arts by the district, focus on the current Indiana Academic Standards through a variety of strategies intended to develop the skill sets of high ability students. As in all language arts classes, essential skills are mastered by reading and interacting with several different types of nonfiction and fictional texts. Students are expected to derive meaning from and be able to learn from material written at/above grade level. Many literary classics will be referenced and read during the year with emphasis on mastery of skills used in the analysis of literary elements. A continuing study of vocabulary based on Greek, Roman, and Latin roots is included to support language growth in conjunction with an in depth study of parts of speech and grammar intended to enhance language use across the academic curriculum. Students will also be expected to maintain an ongoing study of literature through self-directed personal sustained silent reading. During the eighth grade year, we will also further develop skills in written college preparatory English language conventions: sentence structure, grammar, punctuation, capitalization, and spelling, as well as continuing the development of writing expository, descriptive, and argumentative, compositions of varying lengths.

High Ability Language Arts - 7th Grade Students in the seventh grade high ability language arts classes at New Palestine Junior High School, as identified as High Ability in English/Language Arts by the district, focus on the current Indiana Academic Standards through a variety of strategies intended to develop the skill sets of high ability students. As in all language arts classes, essential skills are mastered by reading and interacting with several different types of nonfiction and fictional texts. Students are expected to derive meaning from and be able to learn from and show mastery of material written at/above grade level. A study of vocabulary based on Greek, Roman, and Latin roots is included to support language growth to enhance language use across the academic curriculum. Students will also be expected to maintain an ongoing study of literature through self-directed personal sustained silent reading.

During the seventh grade year students will also be focusing on the following written English language conventions: sentence structure, grammar, punctuation, capitalization, and spelling, as well as continuing the development of writing expository, descriptive, and argumentative, compositions of varying lengths.



## MATHEMATICS

Math 7 This course is based upon the 7th grade Indiana Academic Standards to prepare students for future algebra based understandings. The course begins with basic algebraic reasoning and rational numbers through solving equations and inequalities. Students will explore proportional relationships, graphing and analyzing data, percents, geometric figures, measurement, and probability. Students in this course typically move to Math 8.

High Ability Math 7 Students in the seventh grade high ability math classes at New Palestine Junior High School, as identified as High Ability in Math by the district, focus on the current Indiana Academic Standards through a variety of strategies intended to develop the skill sets of high ability students. This course is based upon the 7th grade Indiana Academic Standards with a heavy emphasis on Pre-Algebra skills to prepare students for future algebra-based understanding. The course begins with basic algebraic reasoning and rational numbers through solving equations and inequalities. Students will explore proportional relationships, graphing and analyzing data, percents, geometric figures, measurement, and probability. Students will move through the material at an accelerated pace, requiring higher level thinking skills and problem solving. Students will be held to a higher expectation at all levels.

Math 8 Students will be continuing number reasoning skills, building into irrational numbers and exponential expressions. Algebraic concepts will build into using the Pythagorean Theorem, solving linear equations and systems of equations, and graphing functions. Geometry will cover transformations, formulas for space figures and cross sections. Data analysis work includes scatter plots and two-way tables.

Algebra I Students will be focusing on solving linear equations, inequalities and systems of equations and inequalities; identifying and graphing functions; basic factoring techniques; simplifying radical and polynomial expressions; laws of exponents; data analysis, and probability. Calculators are permitted, but graphing calculators are not permitted. Students will be at an accelerated pace and working to move to Honors Geometry.

*Students in Algebra meet criteria set forth by the district. Letters will be sent home regarding eligibility for this course. This course is a high school credit. The grade and credit will be reflected on their high school transcript.*

## SCIENCE

High Ability Science - 7th Grade Students in the seventh grade high ability science classes at New Palestine Junior High School, as identified as High Ability in Science by the district, focus on the current Indiana Academic Standards through a variety of strategies. This course includes a combination of studies that students in grades 7 and 8 General Science classes receive, except higher level thinking skills will be expected throughout the course. In the life sciences students will investigate and observe cells and discover that the organelles within cells have specific jobs. From there the student will recognize that the cells work together to perform specific jobs leading to the study of the circulatory, digestive and immune systems of the body. Endeavors of the earth sciences begin with the makeup of the earth and lead to learning about plate tectonics. Studies about rocks and minerals lead to an understanding about karst topography, glaciation and the water cycle have shaped the land in Indiana. Students determine the renewable and nonrenewable energy resources that are most beneficial and efficient in Indiana. The end of the year mostly involves the area of chemistry. This specifically teaches the arrangement of elements of the periodic table. Chemistry includes the understanding of physical and chemical changes which leads to balancing chemical equations. An understanding about the types of heat transfer is also included in the areas of physical science. Throughout the year major STEM projects are provided that may include the study of hot air balloons, roller coasters, and building earthquake safe structures. Many types of technology will be used throughout the course of this extensive class.

Science - 7th Grade This course focused on the following core topics: study of the earth's layers; structure and function of cells; metric conversions; force and motion; energy; and Karst topography. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Biology - 8th Grade This is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

*Students in Biology meet criteria set forth by the district. Letters will be sent home regarding eligibility for this course. This course is a high school credit. The grade and credit will be reflected on their high school transcript.*

Science - 8th Grade The 8th Grade General Science Course covers the following topics: Scientific Method, Properties of Matter, Climate Change, DNA and Heredity, Taxonomy, and Evolution. Students' instruction will focus on development of scientific experimentation skills, engineering, and problem solving. Students will be involved in several STEM projects that are co-curricular throughout the year.

## SOCIAL STUDIES

Social Studies - 7th Grade In this course, our focus is the eastern hemisphere, including Asia, Africa, Australia, and the Southwest Pacific. We explore the unique histories, cultures, religions, and governments of the countries within these areas. Geography is also studied and considered as a major influence of culture. With each unit of study, we consider cause and effect, as well as various perspectives in history. We strive to develop an understanding and appreciation of cultures that are different from our own. An exciting new addition to our curriculum is the novel, *Refugee*, by Alan Gratz. Students experience the journeys of three different refugees from Cuba, under the rule of Castro, Nazi Germany, and modern day Syria. This novel is a compelling way to help students see the world through the eyes of children from different cultures and time periods.

Social Studies - 8th Grade This course is a survey of Early American History in conjunction with the required United States History course in High School that focuses on more current American History. The first semester focuses on Early American civilizations, exploration, and colonization of America, followed by the American Revolution and Founding of the United States with the Constitution. The second semester highlights the Early Governmental Compromises, the Industrial Revolution, and the Western Expansion of the new United States, followed by the leading causes, conflicts, and effects of the American Civil War through the Reconstruction Period. Throughout this course, elemental concepts of History, Geography, Government/Civics, and Economics are also introduced.

Civic Responsibility - 8th Grade (1 Semester) This course focuses on the rights and responsibilities of being an United States citizen. Throughout the course, students will be learning about personal responsibility at the local, state and national levels, as well as, understanding how the rights of citizens are protected under our government on each of these levels. There will also be a focus on the founding documents of the United States, such as the Declaration of Independence and the U.S. Constitution, in conjunction with, how historical decisions (studied in their 8th Grade U.S. History class) and current events have affected how these documents have been interpreted and amended throughout our country's history. Students will also be expected to pass the United States Citizenship Exam during the semester.

## RESTRICTED CLASSES

### AVAILABLE ONLY TO THOSE STUDENTS WHO HAVE BEEN DESIGNATED

EPIC - Essential Skills EPIC stands for Essential People in the Community and we believe that Every Child Matters! They will be taught Indiana's Alternate Standards (Content Connectors) for ELA, Math, Science, Social Studies in the EPIC classroom or general education setting based on the student's Individual Education Plan (IEP). Alternate academic standards are designed to measure the knowledge and skills of students with significant cognitive disabilities and are assessed with an alternate assessment. Alternate standards are necessary to ensure all students have access to grade level aligned content and to achieve educational accountability for all students. The EPIC program supports the unique needs of students and provides an environment that prepares students to learn, live, work, and enjoy life beyond high school.

G.O.A.L.- Goal Oriented Achievers Learning A supported classroom environment for ELA and Math students that require this amount of support based on their Individual Education Plan (IEP).

Peer Buddy Program The vision behind the Peer Buddy Program is to increase social opportunities for students, while building self confidence and stronger communication skills. Buddies will work with students in need of increased social interaction with whom they will meet during study hall and/or lunch. The EPIC student may have special needs in regards to academics, social/emotional, and/or behavioral areas. Buddies will serve in the role of the friend and mentor. Buddies will be given special training in order to support their role in the classroom.

Instructional Lab (Year-long course) The Instructional Lab is designed to provide an environment that promotes learning, helping students with organization of materials, monitoring of grades and assignments, material review, assignment completion, planning timelines for assignment completion, test studying/taking strategies, and test accommodations.

Enrichment (quarterly reviewed) this course is designed to provide students with additional help with executive functioning, course recovery, missing assignments. This course is not an elective choice for students. It will be an option on a case by case basis.

Office Cadet this position is in the main office. Limited students may be invited to assist in the main office in replace of an elective course. Students in this position must be on their best behavior and should not have infractions or failing grades.

# NEW PALESTINE JUNIOR HIGH CLUBS, SPORTS & ACTIVITIES

## CLUBS

- Academic Clubs
  - Spell Bowl
  - STEM
  - Battle of the Books
- Archery
- Color Guard
- Haunts Club
- New Pal Life
- Power Club
- Robotics
- Student Council
- Talent Show
- Theater Production
- Yearbook Club
- Voice

## ATHLETICS

- Boys Soccer
- Girls Soccer
- Girls Cheerleading
- Boys Tennis
- Girls Volleyball
- Girls Golf
- Football
- Cross Country (coed)
- Boys Basketball
- Girls Basketball
- Swimming/Diving (coed)
- Wrestling (coed)
- Baseball
- Softball
- Boys Golf
- Girls Tennis
- Track and Field (coed)

## ATHLETIC ELIGIBILITY

1. Academic eligibility will be checked at the end of each academic quarter.
2. A student ending any quarter with (3) or more F's is not eligible to be on an athletic team the following quarter.
3. Any student who ends a quarter with (2) F's is on Athletic Probation for the following quarter. The student is eligible to be on an athletic team, however he/she may not participate in any athletic contests for the entire next quarter. In order to remain on the team, that student must have less than (2) F's during the midterm grade check. If an athletic season extends to the following quarter, the athlete may regain eligibility for contests, by ending the quarter with less than (2) F's. If a student on probation ends the quarter with (2) or more F's, he/she will be removed from the team for the remainder of the season.
4. Anyone ending the quarter with (1) or fewer F's, has full eligibility for the next quarter.
5. This does not apply going from NPI to NPJH or NPJH to NPHS. It does, however, apply going from Quarter 4 in 7th grade to Quarter 1 in 8th grade.