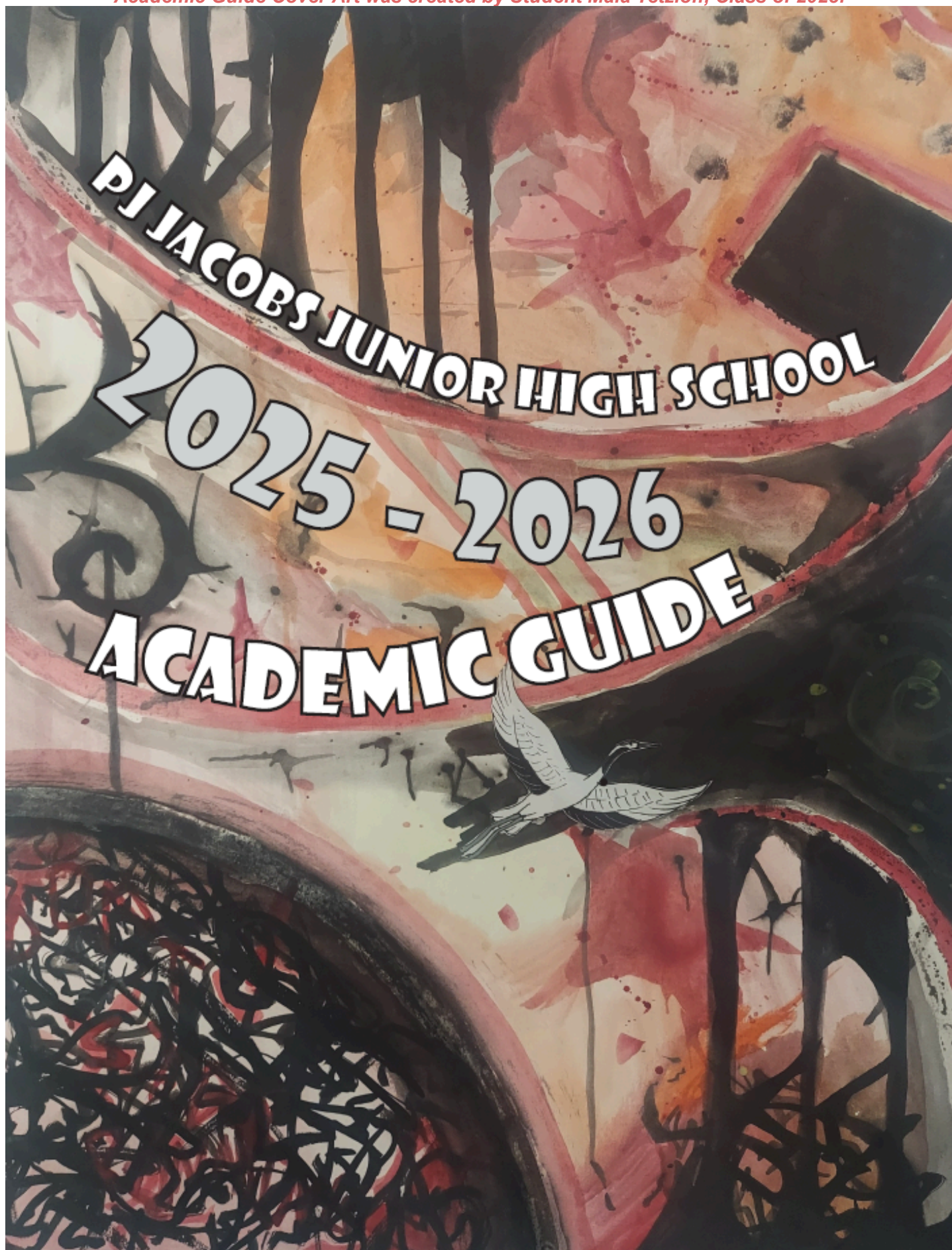


Academic Guide Cover Art was created by Student Maia Tetzloff, Class of 2028!



PJ JACOBS JUNIOR HIGH SCHOOL
2025 - 2026
ACADEMIC GUIDE

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WELCOME TO P.J. JACOBS JUNIOR HIGH SCHOOL

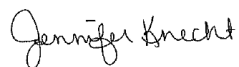
Dear Parents:

Welcome to the registration process for the 2025-26 school year. We are very excited to have your child enrolled at P. J. Jacobs Junior High School. The following pages will serve as a guide to assist you in selecting your child's classes for the next school year. Please take time to read the guide carefully and review it with your child. Our school counselors have already met or will soon meet with students to explain the registration and scheduling process. There are several opportunities within each subject area for students at our school.

Please note we will make staffing decisions based on student enrollment in each class. As you read through the Academic Guide and discuss the courses available, please encourage your child to choose carefully, as these will be the courses for which they will be scheduled for the entire school year.

Please remember some courses require an additional fee for class supplies that will be provided. The anticipated fee amount is listed under the course name in this guidebook. These fees are updated yearly and are subject to change. If you have any questions regarding a course fee, please do not hesitate to call us, and we will gladly answer any questions you may have.

The P.J. Jacobs staff is here to serve you. If you have a question about course assignment and placement, please contact your child's current teacher in that content area and/or our Student Services office. We hope that this Academic Guide provides you with the necessary initial information to register for the upcoming school year.



Jennifer Knecht
Principal
P.J. Jacobs Junior High School

IMPORTANT FEE NOTICE

Please remember some courses require an additional fee for class supplies that will be provided. These fees are updated yearly and are subject to change. If you have any questions regarding a course fee, please do not hesitate to call us, and we will gladly answer any questions you may have.

EQUAL ACCESS NOTICE

If a program or service is scheduled or available only in a location which is inaccessible due to a disability, reasonable steps will be taken to relocate the program or service to an accessible location to afford a qualified individual with a disability an equal opportunity to participate in and enjoy the benefits of the programs and services provided by the District. The person(s) making the request to relocate the program, service or activity must provide advance notification of the inaccessibility and advance request for reasonable steps to be taken must be made. Primary consideration will be given to the request of a qualified individual with a disability unless another equally effective accommodation is available, or relocation would result in a fundamental alteration of the program, service or activity, or an undue financial or administrative burden. Notification of inaccessibility and requests for the relocation of programs or services should be directed to: Christian Budzinski, Buildings and Grounds Manager, (715)345-5433 or cbudzins@pointschools.net

NON DISCRIMINATION POLICY

The Stevens Point Area Public School District does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation or disability. The Director of Pupil Services is the district Compliance Officer. If you have concerns, please call (715)345-5454.

P.J. JACOBS JUNIOR HIGH SCHOOL PROFILE

Administration:

Jennifer Knecht, Principal
Miranda Moody, Assistant Principal
Jaime Granger, School Psychologist
Dan Fink, Athletic Director

Student Services:

Julia Her-Khang, School Counselor
Lora Schultz, School Counselor
Tracie Ourada, School Social Worker

Profile

The Stevens Point Area School District is located in Central Wisconsin. The cities of Stevens Point, Plover, Park Ridge, Junction City and Whiting are located within its boundaries. Its population is a diverse group of individuals who are engaged in various economic activities including: light industry, farming, retail businesses, government, higher education and the insurance industry. Our school district is considered a leader in education in the state of Wisconsin.

P. J. Jacobs Junior High School, which is named for a former insurance executive, is located in the city of Stevens Point on the corner of Michigan Avenue and Main Street. Originally built as a high school during the Great Depression by WPA (Work Progress Administration), the building has served generations of students in this community. During the 1970's, the school was converted to a junior high school when SPASH, the current high school, was built. Currently, it is one of two junior high schools which enrolls 7th, 8th and 9th grade students in the northern half of our geographical area. Within its boundaries, the school receives students from five "feeder" elementary schools: Bannach, Jefferson, Kennedy, Madison, and Washington. The current enrollment is 716 students in grades 7-9.

P. J. Jacobs maintains a strong core curriculum with a rich and diverse elective program which "prepares our students to be successful" in high school, post-secondary programs and other chosen fields of the future. Our staff is dedicated to student achievement and is proud of their students. For these reasons, we consider it the flagship school of this community.

Location

The school mailing address is 2400 Main Street, Stevens Point, WI 54481. It is located at the intersection of Michigan Avenue and Main Street. The school parking lot can be accessed off Michigan Avenue on the north side of the school.

P.J. JACOBS FACTS

School Name	The school is named after former Sentry Insurance executive, Mr. P.J. Jacobs
Nickname	Patriots
School Colors	Scarlet, Royal Blue, White
Mascot	Revolutionary Soldier
Year Built	1936
Year it became a Junior High School	1971
Remodeled	1995-1996, 2020-2021
Grades	7th, 8th and 9th
Current Enrollment	Total: 716 7th Grade: 241 8th Grade: 249 9th Grade: 226



STUDENT SCHOOL DAY

Period	Time	Total # of Minutes
1	7:40 - 8:28 am	48
2	8:32 - 9:20 am	48
3	9:24 - 10:14 am (Announcements)	50
4	10:18 - 11:06 am	48
5	11:10 am - 11:58 am	48
5B	11:37 am -12:25 pm	48
6	12:02 - 12:50 pm	48
6B	12:29 - 1:17 pm	48
7	1:21 - 2:09 pm	48
<i>Patriot Learning Center</i>	2:13 - 2:55 pm	42

Lunch Periods

5A	11:10 - 11:33 am	23
6A	12:02 - 12:25 pm	23
6C	12:54 - 1:17 pm	23



DISTRICT / SCHOOL CONTACTS

Board of Education:

Jennifer Bushman, President
jbushman@pointschools.net
Meg Erler
merler@pointschools.net
Ted Kowalski
tkowalski@pointschools.net
James Lepak
jlepak@pointschools.net
Gee Pope
gpope@pointschools.net
Barb Portzen
bportzen@pointschools.net
Dennis Raabe
draabe@pointschools.net
Will Scheder
wscheder@pointschools.net
Alex Sommers
wsommers@pointschools.net

District Administrators:

Cory Hirsbrunner 715-345-5544 Superintendent,
Director of Elementary Education
E-mail: chirsbru@pointschools.net

Jennie McMahon 715-345-5454 Director of Student
Services
E-mail: jmcMahon@pointschools.net

Jeff Mlsna 715-345-5445 Director of Secondary Education
E-mail: jmlsna@pointschools.net

Christopher Nyman 715-345-5466 Assistant
Superintendent, Director of Elementary Education
E-mail: cnyman@pointschools.net

Beth Bakunowicz 715-345-5512 Director of Human
Resources
E-mail: bbakunow@pointschools.net

Tom Owens 715-345-5432 Director of Business Services
E-mail: towens@pointschools.net

Brian Casey 715-345-5511 Director of Technology
E-mail: bcasey@pointschools.net

P. J. Jacobs:

Jennifer Knecht 715-345-5422, Principal
E-mail: jknecht@pointschools.net

Miranda Moody 715-345-5422, Assistant Principal
E-mail: mmoody@pointschools.net

Jaime Granger 715-345-5661 School Psychologist
E-mail: jgranger@pointschools.net

Ivannia Mimier 715-345-5422 Head Secretary
E-mail: imimier@pointschools.net

Brookelynn Barnett 715-345-5422
Attendance Secretary
E-mail: bbarnett@pointschools.net

Melinda Krebsbach 715-345-5423
Student Services Secretary
E-mail: mkrebsba@pointschools.net

Julia Her-Khang 715-345-5422, x70598 School Counselor
E-mail: jherkhan@pointschools.net
Case load: students whose last name starts with M-Z

Lora Schultz 715-345-5422, x70412 School Counselor
E-mail: lschultz@pointschools.net
Case load: students whose last name starts with A-L

Tracie Ourada 715-345-5422 x32114
E-mail: tourada@pointschools.net

Chi Yang 715-345-5657 Police Liaison
E-mail: cyang@pointschools.net

Mike DeMarco 715-345-5422 Head Custodian
E-mail: mdemarco@pointschools.net

Dan Fink 715-345-5422, x70209 Athletic Director
E-mail: dfink@pointschools.net

WHO DO I CONTACT FOR...

Main Office: (715)345-5422

- Attendance
- General information questions
- Emergency situations or a need to contact someone immediately at the school • Emergency messages to students
- Delivery of items to students during the school day
- Payment of school fees
 - Student fees
 - Fee refunds
 - Fee waivers
- Skyward Family Access passwords and related issues
- Curriculum questions and concerns (Administration)
- Discipline (Administration)
- Facility usage
- Personnel questions

Student Services Office: (715)345-5423

- Academic questions and concerns
- Social/emotional concerns (School Counselors, School Psychologist, and School Social Worker)
- Career education
- Scheduling
- Moving out of district
- Forms for withdrawal from school
- Free and reduced lunch forms (pick up and drop off)
- Medication drop off and medication administration permission forms
- Immunization forms (School Nurse)
- In-District Transfers
- Changes in demographic information
- Material including court documents for a student's cumulative file
- Health management plans (School Nurse)
- Special education (School Psychologist)
- 504 plans (School Psychologist)

Athletic Director: (715)345-5422

- Athletic information

Teachers: (715)345-5422

- Grades
- Instruction and curriculum
- Classroom behavior

GENERAL INFORMATION

- School opens at 7:00 AM. The first bell rings at 7:10 a.m. dismissing students to their holding areas, the gym, or to the cafeteria. The LMC is open for any student to study from 7:10 to 7:40 AM and the cafeteria serves breakfast to students who request it from 7:10 to 7:35 AM.
- A second bell rings at 7:36 AM, and students are free to leave their holding areas and report to their first hour class.
- If a student arrives late, they should report to the main office to obtain a pass to class.

Closed Campus:

- P. J. Jacobs maintains a closed campus. Once students arrive at school, they are not to leave without written/signed permission from a parent/guardian or a person designated on their emergency contacts listed in Skyward.

After School:

- School ends at 2:55 PM, and all students should prepare to depart from school unless they are in a school-sponsored activity or supervised by a staff member.
- At 3:05 PM, all students not in a supervised activity should have departed.

Office Hours:

- The Main Office is open from 7:00 AM until 3:30 PM.
- The Student Services Office is open from 7:00 AM until 3:30 PM.

2025-2026 REGISTRATION TIMELINE

Date	Sixth to Seventh Grade: <i>Elementary to Junior High</i>	Seventh to Eighth Grade	Eighth to Ninth Grade <i>Starting High School</i>
November			<ul style="list-style-type: none"> • Eighth grade conferencing starts: counselors, parents/guardians and students meet to discuss academic, career, and social/emotional development; the high school component of Academic & Career Planning (ACP) is introduced to parents/guardians
December	<ul style="list-style-type: none"> • Registration preparations and communication to 6th grade teachers, students, and parents/guardians 	<ul style="list-style-type: none"> • Communication with teachers, students, and parents/guardians about registration process 	<ul style="list-style-type: none"> • Communication with teachers, students, and parents/guardians about registration and academic planning • Eighth grade conferencing continues
January	<ul style="list-style-type: none"> • Classroom visits to elementary schools with distribution of registration materials • Students complete 7th grade course registration selection form • Parent orientation 	<ul style="list-style-type: none"> • Distribution of 8th grade registration materials in Social Studies classes • Students complete 8th grade course registration selection form • Parent orientation 	<ul style="list-style-type: none"> • Presentation in 8th grade Social Studies classes on 9th grade registration form, SPASH Academic Guide, and graduation requirements. <ul style="list-style-type: none"> • Standard requirements • Electives and graduation requirements • Student Academic & Career Planning (ACP) • Students complete 9th grade course registration selection form • Parent orientation • Eighth grade conferencing continues
February	<ul style="list-style-type: none"> • 7th grade course selections inputted into Skyward 	<ul style="list-style-type: none"> • 8th grade course selections into inputted Skyward 	<ul style="list-style-type: none"> • 9th grade course selections inputted into Skyward • Eighth grade conferencing continues

2025-2026 REGISTRATION TIMELINE

(continued...)

Date	Sixth to Seventh Grade: <i>Elementary to Junior High</i>	Seventh to Eighth Grade	Eighth to Ninth Grade <i>Starting High School</i>
May	<ul style="list-style-type: none"> • Transition meetings with sixth grade teachers • Sixth grade students tour P. J. Jacobs • Seventh grade course verification forms mailed to parents/guardians 	<ul style="list-style-type: none"> • Eighth grade course verification forms mailed to parents/guardians 	<ul style="list-style-type: none"> • Ninth grade course verification forms mailed to parents/guardians
June/July	<ul style="list-style-type: none"> • 2025-2026 PJ master schedule created 	<ul style="list-style-type: none"> • 2025-2026 PJ master schedule created 	<ul style="list-style-type: none"> • 2025-2026 PJ master schedule created
August	<ul style="list-style-type: none"> • Seventh grade schedule creation in Skyward based on course requests • Schedules released in late August • Open House/Back to School Night to walk schedule, practice opening locker, and pay fees 	<ul style="list-style-type: none"> • Eighth grade schedule creation in Skyward based on course requests • Schedules released in late August • Open House/Back to School Night to walk schedule, practice opening locker, and pay fees 	<ul style="list-style-type: none"> • Ninth grade schedule creation in Skyward based on course requests • Schedules released in late August • Open House/Back to School Night to walk schedule, practice opening locker, and pay fees

SEVENTH GRADE ORIENTATION

The first day of school is for seventh grade students only. Students will have extended time in their homerooms/Patriot Learning Centers and will run through a modified schedule of their classes. Students will practice opening their lockers and will tour the school.

Orientation date for the 2025/26 SY is Friday August 29th, 2025.

SCHOOL COUNSELING PROGRAM

The P.J. Jacobs Junior High School Counseling Program, provides a framework to service ALL students in the social/emotional, academic, and career domains. This program is driven by four key components:

- **Counseling Curriculum:** content delivered to all students through classroom activities, interdisciplinary curriculum development, group activities, parent/student workshops
- **Individual Planning:** assist students in educational and career planning, decision making, and goal setting
- **Responsive Services:** prevention and intervention, consultation, individual and small group counseling, crisis counseling, referrals
- **System Support:** program delivery and support, professional development, consultation, collaboration, and teaming School Counseling Program

The school counseling program also includes:

- A “By ALL for ALL” Philosophy, meaning school counselors create partnerships with all stakeholders in order to deliver services to every student
- Preparation of students for challenges of 21st Century through academic, career, and enhanced social/emotional development with direct services to all students
- Counseling based on American School Counselor Association Standards for School Counseling and aligned with the Wisconsin Counseling State Standards and Benchmarks
- Strong emphasis on student & parent educational/career conferencing, including Academic & Career Planning
- Student development focus
- Delivery to “Give Purpose to Learning”
- Relating educational programs to future success and answering the student question, “Why do I have to learn this stuff?”
- A system for student long-range planning and learning
- Assistance to parents in accessing school and community resources
- A program which has structure-specific content for an interdisciplinary team effort
- Delivery to “Prepare Each Student to be Successful”, integrating school counseling with the academic mission of the school district
- Providing increased opportunity for collaboration among counselors, parents, and the community
- Facilitation by DPI-Licensed School Counselors

Any questions may be directed to the following:

Ms. Julia Her-Khang

School Counselor

Phone: 715-345-5422, x70598

E-mail: jherkhan@pointschools.net

Caseload: Students with last names starting with M-Z

Ms. Lora Schultz

School Counselor

Phone: 715-345-5422, x70412

E-mail: lschultz@pointschools.net

Caseload: Students with last names starting with A-L

Student Assessment Matrix



Formative Assessments	Screeners	Summative Assessments
<ul style="list-style-type: none"> Quickly inform instruction. Provide specific and immediate feedback. Include daily, ongoing instructional strategies that are student- and classroom-centered. Help educators answer "what comes next for student learning?" 	<ul style="list-style-type: none"> Serve as one measure that demonstrates student starting points and growth throughout the year. Provide an instructional starting point that matches students' needs. Are designed to be easy and repeatable. Help with student grouping. 	<ul style="list-style-type: none"> Evaluate learning by providing cumulative snapshots. Include standardized assessments. Gauge how well students are doing in relation to the Wisconsin Academic Standards. Show what students should know and be able to do in order to be college and career ready.
K - 12 Classroom Examples	4 Year Old Kindergarten	Wisconsin Student Assessment System
<ul style="list-style-type: none"> Aimswweb Progress Monitoring Anecdotal Records / Observations Attitude Surveys Class / Individual Profile Class Records / Charts Classroom Discussion Constructed Response Double Entry Journals Graphic Organizers Informal Reading Assessments Journals / Response Logs Literature Circles Mind Maps Performance Assessment Portfolio (working) Questionnaires Reading / Learning Logs Rubrics Running Records Selected Response Student Self-Assessment Unit Tests Writing Across the Curriculum 	<ul style="list-style-type: none"> 4K Literacy Screener B.E.S.T. Screener (2x) 	Semester I <ul style="list-style-type: none"> aimswwebPlus Literacy Screener ACCESS for ELLS: Limited English Proficient (LEP) Semester II <ul style="list-style-type: none"> aimswwebPlus Literacy Screener Wisconsin Forward Exam <i>or</i> Dynamic Learning Maps <ul style="list-style-type: none"> English and Math: Grades 3-8 Science: Grades 4 & 8 Social Studies: Grades 4, 8, & 10 Wisconsin Civics Exam <ul style="list-style-type: none"> 9th Grade ACT Suite <ul style="list-style-type: none"> Pre-ACT Secure 9th and 10th Grades ACT Plus Writing 11th Grade ACT WorkKeys 11th Grade
	Kindergarten	
	<ul style="list-style-type: none"> aimswwebPlus Literacy & Math Screener (3x) Bridges Number Corner Assessment (3x) B.E.S.T. Screener (2x) 	
	1st- 2nd Grades	
	<ul style="list-style-type: none"> aimswwebPlus Literacy & Math Screener (3x) Bridges Number Corner Assessment (3x) B.E.S.T. Screener (2x) 	
	3rd-6th Grades	
	<ul style="list-style-type: none"> District Writing Assessment (6th Gr.) aimswwebPlus Literacy & Math Screener (3x) B.E.S.T. Screener (2x) 	
	7th- 9th Grades	7th- 12th Grades
	<ul style="list-style-type: none"> FastBridge Testing in Reading (2x) District Writing Assessment (2x) Qualitative Reading Inventory for selected students mySAEBRS Screener (Fall only) 	<ul style="list-style-type: none"> Content Area Common Assessments (i.e. final exams, projects, essays, labs, etc.)
	10th-12th Grades	10th - 12th Grades Optional Exams
	<ul style="list-style-type: none"> District Writing Assessment (2x) FastBridge Testing in Reading and Math for selected students (2x) Qualitative Reading Inventory for selected students mySAEBRS Screener (Fall only) 	<ul style="list-style-type: none"> Advanced Placement Testing Armed Services Vocational Aptitude Battery (ASVAB) National Merit Scholarship Qualification Test (NMQST) Pre-Scholastic Aptitude Test (PSAT)

Footnote: ¹ = Norm Referenced ² = Criterion Referenced

updated November 2024

ADVANCED CLASSES

What is the purpose of an advanced class in the core subject areas in junior high?

An advanced class consists of the same scope and sequence as the general class but in much greater depth and rigor. The rigor of the subject matter requires students to achieve at a higher level of understanding and at a faster pace. Therefore, a student who registers for an advanced class must be willing to go beyond the standard expectations of academic achievement in order to be successful in an advanced curriculum.

In Math, we use an accelerated approach. Students who are in need of increased rigor are accelerated one or more years. For example, a student may take Algebra 1 in 7th grade, Geometry in 8th grade, and Algebra 2 in 9th grade. Decisions about acceleration should be made in consultation with your student's math teacher.

What valuable student traits, test score information, and recommendations should a parent consider before enrolling a student in an advanced class?

- Self-motivation
- Emotionally ready to handle the rigor, depth, and acceleration of the curriculum
- Advanced proficiency in writing, reading, speaking, and listening
- Strong critical thinking skills
- Standardized test scores should reflect advanced achievement
- A recommendation from the student's previous core area teacher which indicates he/she can excel given the rigorous academic expectation of the class

How does a student enroll in an advanced class?

There are no enrollment prerequisites for an advanced class at a student's grade level, but proper placement is important to the academic success of your child. Please be aware of the following information and guidelines at P. J. Jacobs Junior High School concerning your choices:

- Math placement can be a difficult choice; therefore, we will provide you with two important resources to assist you in making the proper decision. Our math instructional leader attends parent orientation registration meetings to assist parents and students in making the correct choice or placement. In April, our school administers a universal screener (placement test) at our elementary feeder schools. This accurate form of analysis provides us with a raw score to compare to the student's math placement. If the data from this math placement test and other resources (e.g., Wisconsin Forward Exam, district screeners, and teacher recommendations) indicates a discrepancy in the class selection, you will be contacted by our school.
- Course selections in other advanced courses in English, social studies, and science will be signed off by the student's current elementary school teachers/PJ CORE teachers during the registration process. After reviewing these selections, if the data (e.g., Wisconsin Forward Exam, district screeners, and teacher recommendations) indicates a discrepancy in the class selection, you will be contacted by our school.
- If there is a conflict between the school placement and the student/parent selection, the final placement will be made by the principal.

Can my student drop an advanced course?

Yes. However, the ability to change is limited by class offerings, class sizes, and electives chosen. In addition, the parent and child should be aware of the school's schedule change policy found in the Academic Guide and Student Planner.

ADVANCED CLASSES

If I have a question(s) about placement in an advanced class, who can I contact?

- A junior high school counselor or administrator
- The teacher of the advanced core class at the junior high
- The current teacher of the student in the core subject area

Is a grade issued in an advanced course weighted?

No. The grade received in an advanced class is equal in value to all other classes at the junior high level.

Is an advanced class at the junior high level a prerequisite for Advanced Placement (AP) classes?

There are no enrollment prerequisites for Advanced Placement (AP) classes except for math and world languages.

Does my child need to take advanced courses to be admitted to college?

No. Seventh and eighth grade courses do not appear on a high school transcript with the exception of world languages and high school level algebra classes and beyond.

Does my child receive high school credits for Advanced courses?

On June 12, 2023, the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit in high school courses, specifically in the areas of Math and World Languages. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. If you elect to have your student earn high school credit, your student will receive high school credit for the 2024-2025 school year and the course grade will count toward their high school GPA. Students will not be granted adjustments at any point after the third Friday.

WORLD LANGUAGES FAQ

Does my child need to take a World Language to be admitted to a college?

Some colleges require that a student take a minimum of two years of a single World Language for admission. Parents will need to check with the colleges their child is interested in attending to be sure. Many colleges recommend a student take a World Language.

How many years should a student take?

This will vary by college. Be aware of terms such as “required” or “recommend”. For example, a college may “require” two years of a World Language but may also “recommend” more to be a competitive applicant.

When should a student start World Language?

World Language is offered beginning in seventh grade. If a student is only planning to complete two years of a language, he/she may want to consider waiting to begin the language. Some colleges may want those two years to be taken during the high school years. Again, parents will need to check with the colleges their child is interested in attending.

Will World Language classes taken in grades seven and eight be reflected on my student’s High School transcript?

The course(s) will be listed along with the grade received for each semester. On June 12, 2023 the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit for high school courses. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. Please note that students can earn a maximum of four high school credits from classes taken in 7th and/or 8th grade.

Will my students have to take more World Language classes at the College level?

If a student does not take World Language before attending college, he/she may have to take it in college.

If a student takes World Language before attending college, he/she may still have to take more language classes in college. Parents will want to check with each college to learn about their requirements.

Can my child receive college credit for world language?

Students may receive retroactive credits through their college. Students may also be able to earn credits through advanced placement (AP) exams. Parents need to check with each college to learn their policy for credits.

Please see your child’s school counselor if you have any additional questions or concerns.

RESPONSE TO INTERVENTION (RTI)

The Stevens Point Area Public School District has embraced Response to Intervention, or RTI, as their educational strategy used in schools to: Provide effective and high-quality instruction, Monitor all students' progress to make sure they are progressing as expected, and Provide additional support to students who are struggling.

One part of Rtl is to collect and analyze data to establish an instructional baseline, which can be used to determine whether each student is likely to meet, exceed, or not meet benchmarks and can be constructed for both academic and behavioral purposes. A universal screener is an assessment given as one part of the process to collect data for Rtl. The universal screener utilized at the Junior High level is FastBridge. FastBridge is utilized in the Fall, Winter and Spring and assesses the areas of English Language Arts and Math. Please check our parent newsletter for more up-to-date information.

Students who continue to struggle and perform below grade level, despite differentiated instruction, will be identified for academic supports. P. J. Jacobs offers academic supports, which we explain below, in the areas of reading, writing, and math.

Students who continue to struggle and perform below grade level, despite differentiated instruction and supports, will have an intervention plan created collaboratively by a team of the parents and appropriate staff. Progress of these individual or small-group interventions are monitored weekly and reviewed by the team after a nine-week period.

ACHIEVING IN MATH (731/831)

Academic Support: Math

Required/Teacher Recommendation

Every day all year

No fee

This course is designed as a second math class for those students who need remediation and extra support in order to be successful in Transitional Math or Pre-Algebra. Students enrolled in AIM must also be enrolled in Transitional Math or Pre-Algebra. AIM is a pass/fail class. Teacher recommendation is required for enrollment in this class.

READER'S WORKSHOP (180)

Academic Support: Reading

Required/Teacher Recommendation

Every other day all year Or Daily for a Semester

No fee

Reader's Workshop is designed to aid students who experience difficulties in reading as indicated by below grade level reading scores and teacher recommendations. The program uses whole group, small group, and individualized instruction with evaluation based on pre- and post-testing and observation of student progress and effort. The classes are limited in size so each student can receive individual help in basic reading skills.

The framework for Reader's Workshop will include: 1) focused mini-lesson on a reading/comprehension strategy, 2) opportunities to practice and apply strategies using fiction and informational texts, and 3) differentiated instruction, providing reading at each student's level and assisting with individual goal setting. Skill development includes: vocabulary, comprehension, fluency and writing with a focus on texts and classwork from the student's content area courses.

GRADING

GRADING SCALE CHART

GRADE	LOW	HIGH
A	93.0	100
A-	90.0	92.99
B+	87.0	89.99
B	83.0	86.99
B-	80.0	82.99
C+	77.0	79.99
C	73.0	76.99
C-	70.0	72.99
D+	67.0	69.99
D	63.0	66.99
D-	60.0	62.99
F	0	59.99

GRADING POINT CHART

GRADE	LOW
A	4.000
A-	3.700
B+	3.300
B	3.000
B-	2.700
C+	2.300
C	2.000
C-	1.700
D+	1.300
D	1.000
D-	0.700
F	0.000
I	0.000
W	0.000

HONORS GRADE POINT AVERAGE

3.2 - 3.599 GPA: HONORS

3.6 - 4.0+ GPA: HIGH HONORS

GRADING

Since the end of the 2015-2016 school year, the Stevens Point Area Public School District (SPAPSD) adopted uniform grading percentages, used at P. J. Jacobs Junior High School, Ben Franklin Junior High School and SPASH. These percentages are listed below for our school:

Seventh and Eighth Grades: 70/30 (70% summative and 30% formative)

Ninth Grade: 80/20 (80% summative and 20% formative)

Although as a school district and school we have not developed an exact definition of summative and formative assessment, we are able to provide you with some initial guiding principles:

What is the difference between formative and summative assessment?

Formative assessment

The goal of formative assessment is to **monitor student learning** to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally “low stakes”, which means that they have low or no point value.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- daily assignments

Summative assessment

The goal of summative assessment is to **evaluate student learning** at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a unit or final exam
- a final project
- a research paper
- recitals or performances

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

At the beginning of the year, parents should check with each teacher and their syllabus to see how they define these two terms and grade students.

Late Work and Test Retake Policies:

There was extensive work completed on late work and test retake policies for each class at the two junior highs. These policies are written into each class syllabi and explained to each parent/guardian at our “Back to School Night.”

SCHOOL PROCEDURES

Schedule Changes:

All students in grades 6-8 are mailed a **COURSE VERIFICATION FORM** in the spring. Courses should be reviewed carefully by both a parent/guardian and the student. The master schedule of courses and teacher staffing are based on these forms.

Schedule changes are allowed during a 5 day period prior to the start of each semester. Students and parents/guardians must complete a paper schedule change request form. Schedule changes are granted based on academic need and class availability and require both school counselor and principal approval.

Students who drop a course on day 1-15 of the semester may receive a grade of "W" for withdrawal for their course. A student who drops a course after day 15 of the semester may receive a grade of "F" for the course. Waivers of this policy require principal approval and will be based on exceptional circumstances.

High School Courses and Credits

Students earn credits towards high school graduation beginning in ninth grade. On June 12, 2023 the SPAPSD School Board approved updates to Policy 5460 Graduation Requirements, that expand options for 7th & 8th grade students to receive High School credit for high school courses. Prior to the 2023/2024 school year, these courses were denoted on the transcript, however, credit was not attached and grades are not factored into GPA. Based on policy changes, students and parents/guardians will have the ability to opt into earning credit by the third Friday in September on any given school year. Please note that students can earn a maximum of four high school credits from classes taken in 7th and/or 8th grade.

Student Failures

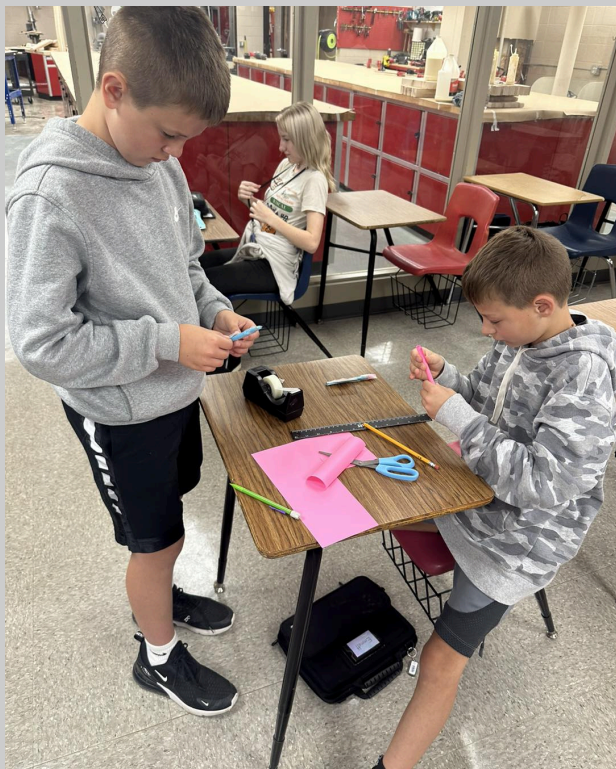
Student grades are monitored on a mid-quarter, quarter, and semester basis. Students with failing grades will be contacted by teachers, and can have the option to request a meeting with school counseling staff and administration to develop a plan on how to be successful in class. Parents have access to student progress via Skyward Family Access, parent/teacher conferences, and email/phone contact with staff.

Seventh and eighth grade students who fail a core class (English, math, science, and social studies) for an entire year may have to repeat that course during the next school year and/or attend summer school.

Policy of Retention

Student retention in the Stevens Point Area Public School District is guided in seventh and eighth grade by school board policy. Factors to be considered in retention other than academic progress are ability, age, achievement, and the emotional/physical/social maturity of the student. However, a student who makes an honest effort to pass the entire year will not be retained.

All student retentions will be determined on an individual basis. The principal makes the final decision based on school board policy.



Department & Course Offerings

AGRISCIENCE & NATURAL RESOURCES

INTRODUCTION TO CAREER & TECHNICAL EDUCATION (720/721/722/723)

Elective Grade 7
Every day for Year
Fee: \$10

Welcome to Career and Technical Education (CTE)! In this course, you'll explore various career paths and acquire essential skills and knowledge needed for success in the 21st century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decision about your future, ensuring that your career path aligns with your passions and aspirations.

INTRODUCTION TO AGRISCIENCE 1 (079AS1)

Elective
Every day for a semester
Fee: \$3

This class explores the scientific principles behind each of the nine agricultural career pathways. This elective course is designed for students who are interested in learning the basics of plants, animals, and wildlife management. Students will gain hands-on experience in the rapid paced field of agriculture. This course is a prerequisite to Introduction to Agriscience 2.

INTRODUCTION TO AGRISCIENCE 2 (079AS2)

Elective
Every day for a semester
Fee: \$3

This class builds from knowledge and skills learned in Agriscience 1. In this course, students will continue to explore topics relating to advancements in the Agriculture and Natural Resources industries such as biotechnology and agricultural technology. Students can expect hands-on labs, activities, and learning opportunities from beyond the classroom.

INTRODUCTION TO ANIMAL SCIENCE (078)

Elective
Every day for a semester
Fee:\$6

If you have a passion for animals, this course is for you. The course will cover aspects of the livestock and companion animal industries. Students will gain knowledge and experience in the care and management of animals big and small. Students will explore careers within the fast paced, high demand area of animal science. This course will provide students with the knowledge necessary to become a responsible pet owner and consumer of food animals.

ART DEPARTMENT

All seventh and eighth grade art courses are designed to explore a variety of art media and techniques in both 2-D and 3-D processes. Emphasis areas are: design, drawing, painting, printmaking, sculpture, ceramics, jewelry and bookbinding.

ART 7A (702S1/S2)

Elective

Every day all year

Fee: \$12

This basic foundation course in the study of art is open to all seventh graders. Students are introduced to a broad range of art experiences with a variety of media. Students may experience creating through: Drawing, Painting, Printmaking, Sculpture, Ceramics, Jewelry, Collage, Bookbinding, etc.

The instructional units are based on the following essential art standards:

Essential Standard # 1: Generate and conceptualize artistic ideas and work.

Essential Standard # 2: Organize and develop artistic ideas and work.

Essential Standard # 3: Refine and complete artistic work

Essential Standard # 4: Select, analyze, and interpret artistic work for presentation.

Essential Standard # 5: Develop and refine artistic techniques and work for presentation.

Essential Standard # 6: Convey meaning through the presentation of artistic work.

Essential Standard # 7: Perceive and analyze artistic work.

Essential Standard # 8: Interpret intent and meaning in artistic work.

Essential Standard # 9: Apply criteria to evaluate artistic work.

Essential Standard # 10: Synthesize and relate knowledge and personal experiences to make art.

Essential Standard # 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

ART 7B (701)

Elective

Every day for a semester

Fee: \$9

This course is based upon the same instructional objectives as art 7A. Instructional units are selected on the basis of fewer class sessions, which provides an option for those students unable to schedule an all year course.

ART 8A (802S1/S2)

Elective

Every day all year

Fee: \$12

This basic foundation course in the study of art is open to all eighth graders. Students are introduced to a broad range of art experiences with a variety of media. Students may experience creating through: Drawing, Painting, Printmaking, Sculpture, Ceramics, Jewelry, Collage, Bookbinding, etc.

The instructional units are based on the following essential art standards:

Essential Standard # 1: Generate and conceptualize artistic ideas and work.

Essential Standard # 2: Organize and develop artistic ideas and work.

Essential Standard # 3: Refine and complete artistic work

Essential Standard # 4: Select, analyze, and interpret artistic work for presentation.

Essential Standard # 5: Develop and refine artistic techniques and work for presentation.

Essential Standard # 6: Convey meaning through the presentation of artistic work.

Essential Standard # 7: Perceive and analyze artistic work.

Essential Standard # 8: Interpret intent and meaning in artistic work.

Essential Standard # 9: Apply criteria to evaluate artistic work.

Essential Standard # 10: Synthesize and relate knowledge and personal experiences to make art.

Essential Standard # 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

ART 8B (801)

Elective
Every day for a semester
Fee: \$10

The description for this course is the same as Art 8A. Instructional units are selected on the basis of fewer class sessions. This class provides an option for those students unable to schedule an all year course.

BUSINESS INFORMATION TECHNOLOGY

INTRODUCTION TO CAREER & TECHNICAL EDUCATION (720/721/722/723)

Elective Grade 7
Every day for Year
Fee: \$10

Welcome to Career and Technical Education (CTE)! In this course, you'll explore various career paths and acquire essential skills and knowledge needed for success in the 21st century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

COLLEGE & CAREER READINESS 8 (822)

Elective
Every day for a semester
Fee: \$3

This is an elective semester course. The course is designed to help 8th-grade students prepare for high school and beyond. Students learn how to prepare for the future by developing soft skills, reinforcing critical thinking skills, examining digital information literacy, and exploring career options. Students will work on financial literacy skills, interviewing skills via mock interviews, develop portfolios, and learn to promote one's self through developing an online presence.

COMPUTER SCIENCE

FOUNDATIONS OF COMPUTER SCIENCE, GRADE 7 (740)

Elective
Every day for a semester
Fee: \$3

This class is designed to help students to be more effective when using Google and Microsoft technology. Students will learn how to manage their files in Google Drive and also how to create content using: Google Docs and Word, Google Drawings and Paint3D, Google Slides and PowerPoint, Google Sheets and Excel, Google Forms and photo/music/video editing.

INFORMATION TECHNOLOGY, GRADE 8 (840)

Elective

Every day for a semester

Fee: \$3

This class is designed to give students a better understanding of the technologies offered in computer science. Students will gain experience using software applications available including: website structure and design via Google Sites and HTML, photo editing, problem-solving, robotic programming using a micro:bit, 2D/3D modeling, social media digital footprint, and desktop publishing.

ENGLISH DEPARTMENT (ELA)

ENGLISH 7 (711S1/S2)

Required

Every day all year

No fee

Seventh grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for the class is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, and informational texts, related to themes. The unit themes are "Friendship and Family," "Identity," "Acceptance," and "Responsibility to Society & the Environment." Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, presentations, and writing narratives, arguments, informative texts and short answer responses, as well as other creative writing. This course also features an emphasis on the development of strong independent reading habits through literature circles and choice reading, so that students enter into their eighth and ninth grade years with the stamina and skills needed to keep up with an increasing academic workload. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

ADVANCED ENGLISH 7 (711AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

Advanced English 7 follows the same focus and thematic units as English 7 (see English 7 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 7 students at times read higher level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well. For more information on "ADVANCED CLASSES" on page 14.

ENGLISH 8 (811S1/S2)

Required

Every day all year

No fee

Eighth grade English focuses on improving students' language arts skills, including reading, writing, speaking and listening; the ultimate goal for this class, like English 7, is for students to learn to be effective communicators. Each quarter is organized by thematic units and students will read a variety of texts, including poetry, short stories, novels, plays, and informational texts, related to themes. The unit themes are "Storytelling", "Courage", "Coming of Age" and "Voices of Change". Students will also work to develop their academic skills by engaging in close reading, critical thinking, research, small group discussions, and writing narratives, arguments, informative texts and short answer responses, as

well as other creative writing. Students are also encouraged to continue developing independent reading habits through literature circles and choice reading. Grading rubrics and learning targets are based on the Wisconsin Standards for English Language Arts.

ADVANCED ENGLISH 8 (811AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

Advanced English 8 follows the same focus and thematic units as English 8 (see English 8 course description), with an additional emphasis on developing students' reading and writing skills at a higher level. Strong reading and writing skills are preferred. Advanced English 8 students at times read higher level and more complex texts related to the unit's theme, and they also may be expected to engage in more analysis of literature through writing. Additional lessons on grammar and mechanics may be included to help hone their writing skills as well. For more information on "ADVANCED CLASSES" on page 14.

READING DEPARTMENT

CONTENT AREA READING- GRADE 7 (717)

Elective

Every Day for a Semester

No fee

What's the one skill you use in EVERY class and area of life? READING!!

Early on in life, reading instruction focused heavily on learning how to read. Now that you're in junior high, reading instruction shifts to the strategies needed to help you learn. This course focuses on reading and writing strategies you'll need to be successful in tackling social studies articles, science texts, online material, and more. This class is directly aligned with tested state standards. Spend one semester in this highly recommended course that will help you learn to deeply comprehend what you've read and will benefit you for the rest of your life.

ENGLISH AS A SECOND LANGUAGE

ESL RESOURCE 7 & 8

Teacher Recommendation

Every day

No fee

This course is available to English Language Learners to support their success in daily coursework. This course may also be offered to deliver different content-area instruction on an as-needed basis.

ESL LANGUAGE 7 & 8

Teacher Recommendation

Every day all year

No fee

This course is available to English Language Learners to advance their overall English language skills. Students will receive direct language instruction and engage in targeted practice to further reinforce their language abilities.

ESL IMMERSION ENGLISH (410)

Teacher Recommendation
Every day all year
No fee

This year-long course will be available to English Language Learners with WIDA proficiency levels 1-3, as determined by the ACCESS for ELLS 2.0 exam or the WIDA Screener. In this course, students will further develop listening, speaking, reading, and writing skills in English. Students will build vocabulary, grammar, and reading strategies while reading through a wide variety of texts. Students will also improve their communication skills through spoken and written tasks. They will write across a wide range of topics to prepare them for college and/or the workforce where they will need the ability to collect, understand, and analyze and synthesize information. This course allows for appropriate units to be selected year-to-year so that students in the course for more than one year, that student will not be repeating assignments and readings. This class may be repeated for additional credit.

FAMILY CONSUMER SCIENCE

INTRODUCTION TO CAREER & TECHNICAL EDUCATION (720/721/722/723)

Elective Grade 7
Every day for Year
Fee: \$10

Welcome to Career and Technical Education (CTE)! In this course, you'll explore various career paths and acquire essential skills and knowledge needed for success in the 21st century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

FAMILY AND CONSUMER SCIENCE: LIFE CHOICES (821A)

Elective Grade 8
Every day for a semester
Fee: \$8

Are you excited about getting to make more of your own decisions or worried about making life choices? This class is here to help you reach your potential through hands-on activities, labs, exploration and application. The course will cover the areas of: wellness, nutrition and food preparation, physical and social changes, and substance use prevention. This class will empower you!

INTRODUCTION TO SEWING (210)

Elective Grade 8 or 9
Every day for a semester
Fee: \$15

This elective course for eighth grade students meets daily for one semester. The curriculum allows students to practice important life skills through the method of sewing projects and clothing construction. Some of the skills practiced include organization, patience, following technical step-by-step directions, time management and finishing techniques. Students will be responsible for purchasing some of their own patterns, fabric, and notions to complete their projects.

EXPLORING FAMILY AND CONSUMER SCIENCE (209)

Elective Grade 8 or 9

Every day for a semester

Fee: \$8

Take Family and Consumer Sciences to the next level by learning how you can turn your interests into a fulfilling career. This class will cover topics such as first aid, parenting, child development, finances, and nutrition. Explore pathways to careers in Health Sciences, Education, Family Life and Childcare, Health & Wellness, Human Services and Finance (course pathway options at SPASH).

MATHEMATICS

TRANSITIONAL MATH (735S1/S2)

Required

Every day all year

No fee

The Transitional Math course is designed for seventh grade students to master the requirements of the Common Core State Standards for Mathematics for the seventh grade level. Students will apply their knowledge of these standards to real world problem solving situations and communicate solutions effectively.

ADVANCED TRANSITIONAL MATH (736S1/S2)

Required

Every day all year

No fee

Prerequisite: Teacher recommendation

This course is designed for accelerated seventh grade students who have above average ability in math. The goal is for students to master the requirements of the Common Core State Standards for Mathematics for the seventh grade level as well as most of the eighth grade level curriculum. This class is designed to combine the seventh and 8th grade curriculums into one year so students can bypass Pre-Algebra and move into Accelerated Algebra a year earlier than their peers in the average pathway. As an accelerated class, the curriculum is more rigorous and taught at a faster pace. Students in this class must be highly self-motivated, with strong critical thinking skills and the advanced language skills of: writing, reading, speaking and listening in the content area of math.

PRE-ALGEBRA (835S1/S2)

Required

Every day all year

No fee

Prerequisite: Successful completion of Transitional Math and/or teacher recommendation.

The Pre-Algebra course is designed for eighth grade students to master the requirements of the Common Core State Standards for Mathematics for the eighth grade level. There is a strong emphasis on algebraic principles in preparation for Algebra 1. Students will apply their knowledge of these standards to real world problem solving situations and communicate solutions effectively.

ALGEBRA 1 (237S1/S2)

Required

Every day all year

No Fee

Prerequisite: Advanced Transitional Math or Pre-Algebra

Algebra is the gateway course for all advanced mathematics. It is a necessity for study in the sciences and a prerequisite for college and technical education. The course is designed to introduce students to algebraic theory and provide practice in application.

GEOMETRY (241S1/S2)

Required

Every day all year

No Fee

Prerequisite: Algebra 1

This course deals mainly with Euclidean, or plane, geometry but is integrated with solid geometry and coordinate analytic geometry. A strong background in algebra is essential for successful work in geometry. This course is a prerequisite for entrance into most four-year colleges.

ACHIEVING IN MATH - AIM 7, 8 (731S1/S2, 831S1/S2)

Required

Every day all year

No fee

Prerequisite: Teacher recommendation

This course is designed as a second math class for those students who need remediation and extra support in order to be successful in Transitional Math or Pre-Algebra. Students enrolled in AIM must also be enrolled in Transitional Math or Pre-Algebra. AIM is a pass/fail class. Teacher recommendation is required for enrollment in this class.

MUSIC

BAND

P.J. RED AND BLUE BAND (754S1/S2)

Elective

Every day all year

Course fee: \$15

School instrument rental fee: \$35

Percussion use fee: \$15

The Red and Blue Band is a performing ensemble composed primarily of 7th grade students who play one of the following instruments: flute, oboe, bassoon, clarinet, alto saxophone, trumpet, French horn, baritone, trombone, tuba, or percussion. Students must have at least one year of playing experience on their instrument to participate in Red and Blue Band (alternative preparatory instruction may be accepted at the discretion of the band teacher).

The purpose of this ensemble is to review and continue to develop fundamental skills: Tone quality, rhythm, posture, hand position, embouchure, practice habits and rehearsal skills/ procedures. Remedial help is likely to include review of the beginning section of the Essential Elements for band book I to ensure that students are performing with correct fundamental skills. Individual lessons with the band director are required during the school day for students in the Red and Blue Band. Some students may be asked to switch to a different instrument to balance the instrumentation of the ensemble and/or add sound color to the ensemble. Participation in WSMA district solo and ensemble is encouraged but not required.

PATRIOT BAND (254S1/S2)

Elective

Every day all year

Course fee: \$15
School instrument rental fee: \$35
Percussion use fee: \$15

Patriot Band is an intermediate performing ensemble comprised primarily of 8th grade students who have at least two years of playing experience and play one of the following instruments: flute, oboe, bassoon, clarinet, bass clarinet, alto, tenor or baritone saxophone, trumpet, French horn, baritone, trombone, tuba or percussion.

The purpose of this ensemble is to further develop the skills from previous band playing experience and explore concepts such as sight reading, small ensemble/chamber music participation, etc. Participation in the WSMA District Solo & Ensemble Festival is encouraged for Patriot Band students. Individual lessons with the band director are required during the school day for students in Patriot Band. Students who are not yet in 8th grade but are more advanced may be admitted to this band by audition. Students in Patriot band are eligible to elect Jazz Band.

CONCERT BAND (253S1/S2)

Elective
Every day all year
Course fee: \$15
School instrument rental fee: \$35
Percussion use fee: \$15

The Concert Band is performing ensemble primarily made up of 9th grade students who perform at the intermediate to advanced level on one of the following instruments: flute, oboe, bassoon, clarinet, bass clarinet, alto, tenor or baritone saxophone, trumpet, French horn, baritone, trombone, tuba or percussion. Outstanding 8th grade band students may be admitted to Concert Band by audition or on recommendation by their band director to help achieve proper ensemble balance. The purpose of Concert Band is to perform high quality band literature at the junior high level. Musical skills listed above in Patriot Band and Red and Blue Band are expanded upon and developed. Individual practice outside of rehearsal is expected..

Participation in the WSMA District Solo/Ensemble Festival is strongly encouraged for members of this ensemble but not required. Individual lessons during the school day with the band director are required. . 9th grade students new to the district are admitted to this group by audition. Students in Concert Band are eligible to elect Jazz Band.

JAZZ BAND (256)

Elective
Semester 2 every day
Course fee: \$15 (only for students in Jazz Band who are not enrolled in Patriot Band or Concert Band)

Jazz Band is open to eighth and ninth grade students interested in learning about and performing music in the jazz and jazz-rock style. This group meets every day second semester. Students will further develop technique and articulation specific to a variety of jazz styles. More advanced students will explore the art of improvisation. **Jazz Band is only open to students who are members of Patriot Band or Concert Band.** Permission to participate in the Jazz Band must be obtained from the director and principal prior to scheduling for students who are homeschooled or part time students at PJ Jacobs. Rhythm section members will be placed by audition at the sole discretion of the Jazz Band Director.

ORCHESTRA

CONCERT ORCHESTRA (757S1/S2)

Elective
Every day all year
Course fee: \$15
School instrument rental fee: \$35

Concert Orchestra is an ensemble composed primarily of 7th grade violin, viola, cello and double bass students who have had at least two years of orchestra playing experience. Students in Concert Orchestra develop and review

technique, posture, tone production, intonation, rhythmic independence, practice habits and proper rehearsal procedures, and performing skills. Individual lessons with the orchestra director are required during the school day for students in Concert Orchestra. Participation in WSMA District Solo and Ensemble Festival is encouraged for all string students at PJ Jacobs.

Students in Concert Orchestra who study privately outside of school are encouraged to audition for WSMA Middle Level Honors Orchestra. Advanced string players may audition for placement in the Chamber Orchestra. Please contact the orchestra director to schedule an audition.

CHAMBER ORCHESTRA (257S1/S2)

Elective

Every day all year

Course fee: \$15.

School instrument rental fee: \$35

Chamber Orchestra is a performing ensemble primarily made up of 8th and 9th grade students who play violin, viola, cello or double bass. The primary purpose of this ensemble is to perform high quality literature at the middle level. Individual practice outside of rehearsal is expected.

Students in Chamber Orchestra are required to attend individual lessons with the orchestra director during the school day. Skills listed in the Concert Orchestra course description are expanded upon in Chamber Orchestra. Students in the Chamber Orchestra are eligible to audition for WSMA Middle Level Honors Orchestra (7th & 8th) or High School Honors (9th grade). WSMA District Solo and Ensemble participation is strongly encouraged for students in the Chamber Orchestra but not required.

VOCAL

CHORUS 7 (751S1/S2)

Elective (no audition)

Every day, full year

No fee

This introductory mixed-voice chorus is open to any seventh grade student who wishes to sing. The chorus will build foundational vocal technique, choral singing, and music literacy skills while learning music in a variety of styles. This group rehearses every day for the full year, has bi-weekly individual/group voice lessons, and will participate in various concert activities. Participation in the WSMA Solo and Ensemble festival is encouraged.

NOTEABLES (249S1/S2)

Elective (no audition)

Every day, full year

No fee

This intermediate treble-voiced choir offers eighth and ninth grade treble (upper range voice) students the opportunity to refine their singing skills while learning how to sing in two and three part harmony in a variety of musical styles. This treble choir rehearses every day, all year, has bi-weekly individual/group voice lessons, and participates in various concert activities. Participation in WSMA Solo and Ensemble Festival is offered as an enrichment opportunity.

CONCERT CHOIR (250S1/S2)

Elective (no audition)

Every day all year

No fee

This intermediate/advanced mixed-voice choir is open to eighth and ninth grade students who wish to learn a variety of three and four part music in various styles while continuing to develop vocal technique and music literacy skills. Concert Choir rehearses daily throughout the year and will participate often in various concert activities. Participation

in WSMA Solo and Ensemble Festival is highly encouraged.

GENERAL

GUITAR AND KEYBOARDING - GRADES 8 / 9 (252)

Elective

Every other day per semester

No fee

This is an elective course for all eighth and ninth grade students and meets every day.. Students with previous keyboard/guitar experience may test out to an advanced level or preferred instrument.

Students in the musical keyboard lab will learn to play with both hands (treble and bass clef), and will learn chording styles. Students will have their own individual keyboard with earphones to use in the lab.

Students studying guitar will play folk music of various countries and currently popular folk, country, blues, and rock songs as they progress. Guitars are provided for use in the classroom. Students will have the opportunity to create compositions and play electric guitar and ukulele.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - GRADES 7 AND 8 (875)

Required

Every day for a semester

No Fee

Physical education is a graded, co-education course with emphasis on developing individual skills and knowledge as they pertain to individual aspects of team sports, team participation, individual sports, and activities with carry-over value. Students must wear clothing appropriate for physical activity, including tennis shoes. During inclement weather, a cold weather uniform (**sweatshirt and sweatpants**) is suggested. Locks are issued to students that request a lock and then collected at the end of the semester. Fines are levied for lost locks.

Students participate in the following units:

Badminton, team handball, basketball, tennis, physical fitness activities, yoga, aerobic activities, weight room, swimming, volleyball, soccer, flag football, adventure education, speedball, floor hockey, ultimate frisbee, wiffle ball, snow shoeing, pickleball, archery, lacrosse and disc golf.

SCIENCE

SCIENCE 7 (785S1/S2)

Required

Every day all year

No Fee

This is a general science course with emphasis on basic science concepts and laboratory skills as an orientation for future science study, with emphasis on introductory physics, introductory chemistry, and environmental science.

Course objectives - Students will be able to:

1. Observe and perceive by using the senses
2. Use metric units and conversion
3. Safely and correctly use lab equipment
4. Work collaboratively and communicate scientific ideas and experimental results
5. Know concepts of molecular and atomic theory of matter, states of matter, elements, compounds, mixtures, density, chemical properties and

changes; physical properties and changes; the periodic table; principles of thermodynamics, energy, and forces; and the electromagnetic spectrum

6. Know/understand the interactions of living things; cycles in nature; Earth's Ecosystems; environmental problems and solutions; and energy resources; atmosphere; and climate

ADVANCED SCIENCE 7A (785AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

This is a faster paced, advanced general science course with emphasis on the application of science concepts and laboratory skills as a precursor for future science study. The course will cover introductory physics, introductory chemistry, and environmental science. Students will complete quarterly self-paced learning projects. Strong computer skills, advanced organizational skills, and the ability to work independently are prerequisites for the student to be successful in this classroom environment. Students who accept the challenge of this course will be expected to successfully complete comprehension and vocabulary identification activities independently with little direct teacher support. The focus of classroom time will emphasize higher-level discussion and the application of concepts related to the concepts and vocabulary students have identified independently.

Note: As part of this course students will use the following websites/software programs: Schoology, Google Docs/Sheets/Slides, video-editing software such as WeVideo, podcast-creation software, and others. Though it is not a requirement that students are familiar with all of these, it is vital for them to understand that these will be used regularly and they need to be comfortable completing schoolwork on a computer in an online environment independently.

Course objectives – Students will be able to:

1. Observe and perceive by using the senses
2. Use metric units and conversion
3. Safely and correctly use lab equipment with minimal teacher supervision
4. Work collaboratively and communicate scientific ideas and experimental results
5. Know concepts of molecular and atomic theory of matter; states of matter; elements; density, chemical properties and changes; physical properties and changes; the periodic table; principles of thermodynamics, energy, and forces; and the electromagnetic spectrum
6. Know/understand the interactions of living things; cycles in nature; earth's ecosystems; environmental problems and solutions; energy resources; atmosphere; and climate
7. Utilize a wide variety of online tools and software applications independently with minimal teacher supervision.

SCIENCE 8 (885S1/S2)

Required

Every day all year

No fee

Eighth grade science is a general science course containing deeper exploration of astronomy, weather, earth science, and life science.

EARTH SCIENCE:

Course objectives - Students will be able to:

1. Know concepts within astronomy history, stars, galaxies, solar system, moon, comets, and meteors
2. Know earth science, including: structure of the earth, rocks and minerals, rock cycle, Earth processes and cycles; and energy in the earth system

LIFE SCIENCE:

Course objectives - Students will be able to:

1. Differentiate between single-celled and multiple-celled organisms

2. Understand the structure and function of cells, organs, tissues, organ systems and whole organisms
 3. Show how organisms have adapted structures to match their function
 4. Investigate and explain that heredity is comprised of the characteristic traits found in genes within the cells of an organism
 5. Identify and describe major changes that have evolved and occurred over time in conceptual models and explanations in life science and identify the people, cultures, and conditions that led to these developments
-

ADVANCED SCIENCE 8A (885AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

This is a fast paced, advanced Earth and Life science course with emphasis on the application of science concepts and laboratory skills for future science study. See the general outline and objectives of the course listed above. A major focus of this class will be on higher-level discussion and the application of concepts and vocabulary students have identified independently. For students that are self-motivated and meet the district's advanced requirements.

SOCIAL STUDIES

SOCIAL STUDIES 7 (761S1/S2)

Required

Every day all year

No Fee

During the seventh grade social studies courses, the student will learn about eastern civilization which includes the following regions: Northern Eurasia, the Middle East, South Asia, East Asia, Southeast Asia, Africa, and Australia/Oceania. The study of eastern civilization will include a region's geography and may include a combination of the following: anthropology, economics, political science and history.

ADVANCED SOCIAL STUDIES 7A (761AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

(Student placement in this course is based on district and school requirements for advanced classes.)

During the seventh grade social studies advanced-differentiated course, the student will learn about eastern civilization which includes the following regions: Northern Eurasia, the Middle East, South Asia, East Asia, Southeast Asia, Africa and Australia/Oceania. The study of eastern civilization will include a region's geography and may include a combination of the following: anthropology, economics, political science, and history. An emphasis is placed on discussion, class participation, and critical thinking skills. Additional reading, research and writing will also be emphasized.

(Students in this course are expected to excel in the areas of effort and achievement.)

SOCIAL STUDIES 8 (861S1/S2)

Required

Every day all year

No Fee

The eighth grade social studies course is designed to provide eighth grade students with a broad, general background in European events from Ancient Greece to the present day. Included is an emphasis on map skills. The course is taught through 12 chronological units.

ADVANCED SOCIAL STUDIES 8A (861AS1/S2)

Required

Every day all year

No fee

Teacher recommendation required

Student selection for this course is based on performance, participation and level of interest shown during seventh grade social studies.

Subject matter covered is the same as in the regular eighth grade social studies sections, except that a greater emphasis is placed on discussion, information is covered in greater depth, students will be asked to do more reading, and writing skills will be emphasized.

SPECIAL EDUCATION

Special education services and/or related services are available to students who have a special education need as defined by either Chapter 115, Wisconsin Statutes or the Individuals With Disabilities Act. The district assures delivery of a free appropriate public education in the least restrictive environment to all students who meet the established criteria. All special education classes and/or support services are only available through the recommendation(s) of the district's individual education plan (IEP) team. A special education evaluation may result in a student meeting criteria for one or more of the following impairments : specific learning disability; speech or language impairment; emotional/behavioral disability; autism; cognitive disability; visual impairment; orthopedically impaired; other health impairment; hearing impairment; traumatic brain injury. If a student has an identified impairment and is in need of special education services to assist in addressing or meeting the student's need then an individual education plan (IEP) is developed.

READING

IEP Team Recommendation

Students in this class will be enrolled for a full class period.

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Students in this class will be enrolled for a full class period.

READING INTERVENTIONS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

READING BASICS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Comprehension strategies are explicitly taught along with systematic instruction in decoding, word recognition, fluency, spelling and vocabulary acquisition for students who read below grade level. Students will have several opportunities to practice and apply comprehension strategies reading text. Building independent and motivated life-long readers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

RESOURCE (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or Amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual goals and needs. The focus of instruction is on executive functioning strategies (prioritization, time management, study skills, organization and self-monitoring attention along with support for academic classes.

STUDY LABS (GRADES 7 & 8)

IEP Team Recommendation

Every day all year or Amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual goals and needs. It focuses on the academic skills of reading, writing, math, study skills, organization and test-taking strategies to help students succeed in their classes.

SOCIAL SKILLS (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or Amount of time scheduled varies according to each student's IEP

No fee

This course is designed as a structured study hall for students with special education needs that require support for regular education classes. In resource students learn memory techniques, study skills, organization skills and test taking strategies.

GOALS (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual goals and needs. GOALS is an acronym that stands for Getting Organized And Learning Self-regulation. focus on each student's Self Determination Skills, and IEP goal(s) through the study of the 3 Core Competency areas of Social and Emotional Learning. In addition it will address various Executive Functioning Skills which will support goal achievement, school success, and college/ career readiness. Emphasis will be on the importance of daily effort and practice to remedy or prevent difficult situations and remove barriers to success. The class will utilize IEPs, lectures, media, reading, human resources, individual and small group discussions that consider how new learning will help further each student's progress in school.

CORE CLASSES (GRADES 7 & 8)

IEP Team Recommendation

Every day all year/every other day all year or amount of time scheduled varies according to each student's IEP

No fee

The content of this course is specially designed for each student based on their individual needs. CORE classes are focused and students receive direct time to complete work in English, Math, Social Studies, and Science curriculum in the special education setting. The curriculum is specific and tailored to student specific needs directly from their Individualized Education Plan (IEP).

ADAPTIVE PHYSICAL EDUCATION

IEP Team Recommendation

Every other day all year

No fee

This course is designed to meet the specific individual physical education needs of students who cannot successfully participate in the physical education program because of identified special needs. Activities are frequently implemented in small groups and include individualized instruction.

MATH (GRADES 7 & 8)

IEP Team Recommendation

Every day all year

No fee

This course emphasizes basic math skills. Skills covered can include basic computation, money, checking and savings account management, graphing, fractions, decimals, percentages and probability. Life applications of math processes are incorporated in the activities.

ENGLISH (GRADES 7 & 8)

IEP Team Recommendation

Every day all year

No fee

This course integrates both reading and written language. Skills taught include reading strategies, reading comprehension, vocabulary, spelling, grammar, mechanics, punctuation, sentence construction, paragraph development and essay writing.

WRITING INTERVENTIONS

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Writing strategies are explicitly taught along with systematic instruction in sentence construction, paragraph writing, word choice, vocabulary strategies, mechanics and punctuation for students who write below grade level. Students will have several opportunities to practice and apply writing strategies taught. Building independent and motivated life-long writers is the emphasis. Intervention times are determined by the IEP team and vary based on student need.

SPEECH/LANGUAGE

IEP Team Recommendation

Amount of time scheduled varies according to each student's IEP

No fee

Services are provided to students who demonstrate a variety of communication needs (i.e. delays in articulation, general language, voice, fluency, social language, etc.). A primary goal is to individually assist students to "functionally" communicate their thoughts without frustration whether they are at school, home, or in the community. Students are also assisted in understanding the vocabulary, directions, and language used within their courses of study as well as within their social circles.

VOCATIONAL/COMMUNITY LIVING

IEP Team Recommendation

Every day all year

No fee

This hands-on class teaches skills needed in a variety of vocational settings. Students complete tasks that improve fine and gross motor skills as well as other work skills; all tasks directly relate to possible job opportunities. Jobs and tasks are all within the school building. Examples of some jobs include dusting the library and cleaning in the fitness center, assembling small items such as nuts and bolts, or folding towels.

LIFE SKILLS ENGLISH

IEP Team Recommendation

Every day all year

No fee

This course emphasizes reading and writing skills. Units/Areas of Study may include the following: Novels (reading novels, writing about novels, and completing projects related to novels). Possible novels include Holes, Hoot, Wonder, The Outsiders, Choice Novels. Reading Skills: Literary and Informational Paragraph writing, including the following types of writing: descriptive, personal narrative, explanatory, opinion (text-based informational), explanatory letters, creative narrative, opinion (response to literature), informational (science focus) Writing Stamina/Grammar/Editing/Using Spell Check/Using Voice Typing Activities are individualized in accordance with IEP goals.

LIFE SKILLS SCIENCE

IEP Team Recommendation

Every day all year

No fee

This class is designed to give students a general understanding of a variety of science topics including: science skills, scientific method and investigations, living things, their needs, habitats and adaptations, animal groups and characteristics, food chains, life cycles, classification, basic genetics, human body systems, plants, astronomy, weather. Activities are individualized in accordance with IEP goals

TECHNOLOGY & ENGINEERING

INTRODUCTION TO CAREER & TECHNICAL EDUCATION (720/721/722/723)

Elective Grade 7

Every day for Year

Fee: \$10

Welcome to Career and Technical Education (CTE)! In this course, you'll explore various career paths and acquire essential skills and knowledge needed for success in the 21st century workforce. This Introduction to Career and Technical Education class is designed to help you discover your interests, develop vital life skills and lay the groundwork for your future career choices.

Throughout the year, you'll rotate through Agriscience & Natural Resources, Business, Family & Consumer Sciences, and Technology & Engineering, dedicating one quarter to each subject area. By the end of the course, you'll be better equipped to make informed decisions about your future, ensuring that your career path aligns with your passions and aspirations.

EXPLORING TECHNOLOGY & ENGINEERING I - GRADE 8 (825)

Elective Grade 8

Every day for a semester

Fee: \$6

This course harnesses the enthusiasm and energy of junior high school students. The focus of the course is showing, not telling, students how to use engineering skills to solve everyday problems. Students won't ask, "Will I ever use this in real life?" because they will be applying their skills as they learn them. The primary focus is on stronger math, science and technology inquiry skills. This includes the integration of the Gateway to Technology/GTT and Project Lead The Way/PLTW curriculum. Some of the areas covered will be: design and modeling, automation and robotics, magic of the electron and science of technology.

EXPLORING TECHNOLOGY & ENGINEERING II - GRADE 8 (826)

Elective

Every day for a semester

Fee: \$6

Exploring Technology & Engineering II is the next step in preparing students for the future, with a curriculum that involves problem solving, rigor, and relevance to jobs of the future. Students will use Inventor, an engineering design program, to create part and assembly drawings and then manufacture what has been designed.

Students will design and build a truss bridge, then use destructive testing as a means to evaluate their designs and determine how and why they fail. Students will learn about mechanisms, automation and robotics then apply what has been learned to build interactive machines controlled by RoboPro, a true CNC processing program. Course activities will also include researching and discovering how energy use and our environment are intertwined, complicated and highly controversial topics that need to be addressed, along with alternative energy source development.

WORLD LANGUAGES

FOREIGN LANGUAGE EXPLORATION (745/746)

Elective Grade

Every day for a Semester

Fee: \$5

This exploratory course is designed to pique seventh grade students' interest in world language and to help them determine if further world language study is a path they wish to explore. Students will be exposed to basic French and Spanish language skills in this semester-long course. Each language will be explored over the course of a quarter (9 weeks) on a daily basis. Topics include basic greetings, descriptions, expressing likes/dislikes, and cultural vocabulary.

FRENCH 1 (188S1/S2)

Elective

Every day all year

No Fee

Parlez-vous français? The main emphasis this year is on essential conversation and vocabulary combined with practice in reading, writing and comprehension. The course also includes numerous readings about our French-Speaking world. The basic text is D'Accord. Students will have some large projects. Oral quizzes are given and on-line computer assignments are required. French is used for routine activities, students hear directions in French and are expected to use French in class.

FRENCH 2 (189S1/S2)

Elective

Prerequisite: French 1

Every day all year

Fee:\$5

Continuons! Students expand their study of the cultural linguistic concepts covered in French 1, differences and similarities through readings, films, skits, and conversations. There is continued emphasis on speaking and comprehension, along with an equal balance of reading and writing in the target language. The basic text is D'Accord, short stories, cultural realia, and online sources. Students will complete large projects in addition to other smaller assignments. Oral quizzes and presentations are given. Directions are given in French and the majority of class is conducted in French.

SPANISH 1 (200S1/S2)

Elective

Every day all year

No Fee

Spanish 1 is a fast-paced beginning language course emphasizing communication and basic proficiency in the target language. Through this course students will develop listening, speaking, reading and writing skills in Spanish. Students will be actively involved in learning vocabulary, grammar and culture through themes, stories, music and other forms of comprehensible input.

SPANISH 2 (201S1/S2)

Elective

Prerequisite: Spanish 1

Every day all year

No Fee

Spanish 2 is a continuation of Spanish 1. Students will further develop communication skills and build proficiency in the target language. Throughout this course students will improve and refine their listening, speaking, reading and writing skills in Spanish. Students will be actively involved in learning vocabulary, grammar and culture through themes, stories, music and other forms of comprehensible input.