

KARNS CITY JUNIOR HIGH CURRICULUM GUIDE

2025-2026



1446 Kittanning Pike
Karns City, PA 16041
724-756-2030 <https://www.kcasdk12.org>

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INTRODUCTION

The Karns City Area School District is committed to excellence and providing students with academically challenging courses and a wide variety of extra-curricular activities to prepare them for the twenty-first century. A dedicated faculty, administration, and staff strive to maintain high standards. With that in mind, this guide is designed to provide parents and their student with an overview of the programs, curriculum, assessments, and guidelines for graduation at Karns City High School.

Karns City Junior-Senior High School updates our high school curriculum, using the Pennsylvania Core Standards as a framework for course offerings, to meet the needs of the students in the Karns City School District.

If students schedule challenging courses, develop good study habits, and attend school on a consistent basis they should have no difficulty performing at the proficient level or above on the PSSA or any other standardized assessment administered at Karns City. Please keep these factors in mind as you review and select the courses offered this school year.

The course selection and scheduling process needs to be the shared responsibility of the students, parents, teachers, and counselor. It is vital that these significant adults work together to plan an effective educational program for the student. Since the choice of educational programs has implications for post-high school education and eventual career choices, careful planning is required.

The **School Counselor** is available to assist the student, parents, and teachers in developing an appropriate educational program to meet the needs of the student. **Parents** should support the student in the course selection process by discussing alternatives with the student and by helping the student analyze individual interests, needs, and goals. **Teachers** are available to discuss course offerings with the student in an effort to provide an understanding of the many options that are available. The **student** is encouraged to seek teacher recommendations before enrolling in some courses to ensure that prerequisites are met and that placement in the course is appropriate for the individual student. On the following pages, information and general descriptions are provided about the courses that are available for scheduling. A student should choose courses that provide the knowledge and skills necessary for moving forward on his or her path toward current educational and career plan choices.

After scheduling, keep this curriculum guide available for future reference.

DIRECTORY

Administrative Personnel

Superintendent: Dr. Eric Ritzert	Telephone: 724-756-0521 Ext. 1021
Principal (7-9): Mrs. Brenda Knoll	Telephone: 724-756-2030 Ext. 1019
Principal (10-12): Dr. Michael Stimac	Telephone: 724-756-2030 Ext. 1023

Guidance Department

School Counselor (10-12): Mr. John Bowser	Telephone: 724-756-7510 Ext. 1018
School Counselor (7-9): Ms. Allyson Riley	Telephone: 724-756-7510 Ext. 1017
Guidance Secretary: Mrs. Robin Stuchell	Telephone: 724-756-7510 Ext. 1025

Special Education Department

Director of Special Education: Mrs. Jennifer Jamison	Telephone: 724-756-2030 Ext. 1022
School Psychologist: Mrs. April Christy	Telephone: 724-756-2030 Ext. 1044

Other District Personnel

Athletic Director: Dr. Joshua Williams	Telephone: 724-756-2030 Ext. 1034
Director of IT: Mr. Sean Edwards	Telephone: 724-756-2030 Ext. 1028
Software Engineer: Mr. Michael Cichra	Telephone: 724-756-2030 Ext. 1035
Systems Engineer: Mr. Derrick Norris	Telephone: 724-756-2030 Ext. 1048

NON-DISCRIMINATION

The Karns City Area School District does not discriminate on the basis of age, race, color, national or ethnic origin, sex or handicap in employment or in the administration of any of its educational programs and activities in accordance with applicable federal statutes and regulations. Inquiries should be directed to the Board Secretary, who can be reached at Karns City Area School District Administration Office, 1446 Kittanning Pike, Karns City, PA 16041. Phone: 724-756-0521.

SCHEDULING

A junior high student's schedule consists of eight periods plus lunch, each meeting daily, for a total of forty class periods per week. This should be kept in mind when making course selections. Any class period totals under forty will be completed with study halls.

Study Halls: Only a student with special permission may have more than five scheduled study halls per week. A student should utilize study hall time to complete homework assignments, to study for tests, to complete make-up work, to receive extra help, or to visit the library.

Library: Students at the high school use the library for both class related assignments and recreational reading. For class related work, students either come in with the teacher as a group or on a research pass during study hall. Students may also come from study hall for recreational reading. Procedures for this and other library rules and regulations are explained during 7th grade library orientation at the beginning of the school year.

SCHEDULING PROCEDURE REQUIREMENTS

1. Each student will participate in a large group guidance scheduling presentation.
2. Each student must prepare a class selection sheet with appropriate signatures:
 - a. Special Education students must have their scheduling sheet signed by their roster teacher
 - b. All students must have appropriate signatures for math and science
3. Each student must meet course prerequisites before enrolling in a class.
4. Each student must register for a minimum of seven full periods.
5. A student's registration for required and elective courses is a commitment to remain in that class for the entire term.
6. Each student will request their courses via the computer lab during the school day.

**Once the course request process is complete,
course requests can be viewed on the Infinite Campusparent/student portal.**

ELIGIBILITY TO ENTER COURSES

Each student is evaluated for placement in courses. The evaluation includes school grades, attendance, results of standardized testing, and teacher recommendations.

REQUIREMENTS FOR PROMOTION

A student in either of the following categories may not be promoted:

1. A student who fails any subject will repeat the failed subject the following school year.
2. A student who fails three (3) or more academic subjects (Language Arts, Math, Social Studies and Science) may be considered for retention in all subjects for the following school year.

HONOR ROLL/HIGH HONOR ROLL

At the end of each grading period, a High Honor Roll list and an Honor Roll list are published. To attain High Honor Roll requires that a student earn all 'A's for the current grading period. To achieve Honor Roll status a student may not receive a grade less than a 'B' during the current grading period. **If a student receives an 'X' or an 'I' he/she is not eligible for the Honor Roll or the High Honor Roll.**

HIGH SCHOOL GRADING POLICY

A	= 100 - 90%
B	= 89 - 80%
C	= 79 - 70%
D	= 69 - 60%
F	= 59 and below

Percentages will be reported each marking period. Final grades will be determined by an average of the percentage earned for each marking period plus the final exam. A cumulative percentage will appear on the student's final report card. The student's permanent record will only reflect a final letter grade.

INCOMPLETE GRADES

An incomplete grade must be made up within 10 school days after the completion of a marking period. Otherwise, it will become a failure grade for the stated period. It is the student's responsibility to see the instructor for all make-up work and for meeting the requirements

A REQUIREMENT FOR ALL COURSES IS REGULAR ATTENDANCE IN ACCORDANCE WITH THE DISTRICT ATTENDANCE POLICY.

COURSE SELECTIONS

GRADE 7 REQUIRED COURSES

CORE SUBJECTS

English 7 OR
Academic English 7* OR
Honors English 7*
Integrated Language Arts 7
Math 7A, OR
Pre-Algebra 7* OR Honors Algebra 7*
World Geography
Science 7

PRACTICAL ARTS

Physical Education
Family & Consumer Science 7
STEAM 7
Art 7

ELECTIVES (Select one)

Intro to Band
Band 7
Chorus

GRADE 8 REQUIRED COURSES

CORE SUBJECTS

English 8 OR
Academic English 8* OR
Honors English 8*
Integrated Language Arts 8
Math 8 OR Pre-Algebra 8* OR
Honors Algebra 8* OR Geometry 8
U.S. History 8
Science 8

PRACTICAL ARTS

Physical Education
Family Consumer Science 8
Health 8
Programming 8

ELECTIVES (Select one)

Intro to Band
Band 8
Chorus

*See course description for prerequisites

ALL SEVENTH GRADE MATH PLACEMENTS ARE DECIDED ON THE BASIS OF TEACHER RECOMMENDATION
AND DATA COLLECTION, SUCH AS ORLEANS-HANNA, PSSA SCORES, AND CURRENT MATH GRADE.

COURSE DESCRIPTIONS

COURSES FROM THE ENGLISH DEPARTMENT

ENGLISH 7 Full Year

Grade 7

Students will **develop** reading, writing, speaking, listening, and viewing skills aligned to the PA Common Core Standards. This course will prepare students for the ELA PSSA Exam by incorporating reading strategies and skill remediation for literature and informational texts, reviewing basic grammar and writing concepts, and using tools to increase vocabulary and define unknown words.

ACADEMIC ENGLISH 7 Full Year

Grade 7

PREREQUISITE- A final grade of at least 75% or higher in the 6th grade English course and a minimum score of proficient on the ELA PSSA Exam. Teacher recommendation can be used in lieu of prerequisites. If prerequisites are not met and teacher recommendation is not obtained, a parental waiver must be completed in order for the student to schedule Academic English 7.

Students will **build on** reading, writing, speaking, listening, and viewing skills aligned to the PA Common Core Standards. This course will prepare students for the ELA PSSA Exam with the study and analysis of literature and informational texts, grammar, writing, and vocabulary.

HONORS ENGLISH 7 Full Year

Grade 7

PREREQUISITE- A final grade of at least 80% or higher in the 6th grade English course and a score of proficient or higher on the ELA PSSA Exam. Teacher recommendation can be used in lieu of prerequisites. If prerequisites are not met and teacher recommendation is not obtained, a parental waiver must be completed in order for the student to schedule Honors English 7.

Students will **deepen** their language skills as aligned to the PA Common Core Standards. This course will prepare students for the ELA PSSA Exam, while offering the chance to move at a more rapid pace. Students will have an in-depth study and analysis of literary and informational texts, grammar, essay writing, and vocabulary, and should be prepared to complete reading and other assignments outside of class time.

INTEGRATED LANGUAGE ARTS 7 Full Year

Grade 7

Using an integrated approach, students will apply language skills across the curriculum, developing competency in content-area reading, creative writing, research, and public speaking. This crosscurricular learning will be an extension of students' coursework and standards in English, math, geography, and science. The goal is to show students the connectivity of learning and how to build upon that content.

ENGLISH 8 *Full Year***Grade 8**

Students will develop reading, writing, speaking, listening, and viewing skills aligned to the PA Common Core Standards. This course will incorporate reading strategies and skill remediation for literature and informational texts, reviewing basic grammar and writing concepts, and using tools to increase vocabulary and define unknown words. This course will prepare students for the ELA PSSA Exam.

ACADEMIC ENGLISH 8 *Full Year***Grade 8**

PREREQUISITE- A final grade of at least 80% or higher in the 7th grade English course and a score of proficient or higher on the ELA PSSA Exam. Teacher recommendation can be used in lieu of prerequisites. If prerequisites are not met and teacher recommendation is not obtained, a parental waiver must be completed in order for the student to schedule Academic English 8.

Instruction in this literature and composition course includes grammar and its usage, speaking, listening, vocabulary, and literary analysis. Students will practice writing skills through various genres of composition. Students will also be expected to read literary genres such as novels, short stories, poetry, film, and drama. A final project based on skills learned throughout the year will round out this course. This course will prepare students for the ELA PSSA Exam.

HONORS ENGLISH 8 *Full Year***Grade 8**

PREREQUISITE- A final grade of at least 80% or higher in Honors English 7 or a final grade of 90% or higher in Academic English 8 (if moving up) and a score of proficient or higher on the ELA PSSA Exam. Teacher recommendation can be used in lieu of prerequisites. If prerequisites are not met and teacher recommendation is not obtained, a parental waiver must be completed in order for the student to schedule Honors English 8.

Students will have an intensive experience in literature while studying advanced-level vocabulary and developing a strong background in grammar and writing. The culmination of this course will be a research paper based on skills learned throughout the year (research, taking notes, outlining, and writing, demonstrating new learning). This course will prepare students for the ELA PSSA Exam.

INTEGRATED LANGUAGE ARTS 8 *Full Year***Grade 8**

Using a cross-curricular approach, students will learn and apply language arts skills in the areas of content-area reading, media analysis, research, and public speaking. Students will extend their learning from their science, math, and history courses by reading related fiction and nonfiction texts and conducting short-term research projects. A primary goal for the course is for students to learn where and how to seek out, consume, and properly reference high-quality information to answer questions of inquiry.

COURSES FROM THE MATH DEPARTMENT

All seventh grade math placements are decided on the basis of teacher recommendation and data collection, such as Orleans-Hanna, PSSA scores, and student's current math grade.

MATH 7A Full Year

Grade 7

PREREQUISITE - Instructor Recommendation AND data collection

Instruction is designed to prepare students for Pre-Algebra 8. Topics will include the Number System, Ratios, Proportions and Percentages, Algebraic Concepts, Geometry, and Statistics and Probability. In addition, students will be introduced to classifying numbers, properties of exponents, and scientific notation. This course is designed to prepare students for the 7th grade PSSA.

PRE-ALGEBRA 7 Full Year

Grade 7

PREREQUISITE - Instructor Recommendation AND data collection

Instruction is designed to provide a transition from the skills of arithmetic to the basic concepts of Algebra. Topics will include the Number System, Ratios, Proportions and Percentages, Algebraic Concepts, Geometry, and Statistics and Probability. In addition, students will be introduced to Relationships Between Quantities and Reasoning with Equations. This course is designed to prepare students for the 7th grade PSSA.

HONORS ALGEBRA 7 Full Year – 1 credit

Grade 7

PREREQUISITE - Instructor Recommendation AND data collection

Emphasis is placed on using algebra as a problem-solving tool. Topics covered include the number system, solving, graphing, and writing linear equations and inequalities, linear systems, exponents, radical expressions, rational expressions, quadratics, polynomials, probability, and data analysis. As a part of this course, all students are required to take the Algebra 1 section of the Keystone Exam. In addition, students will be introduced to Ratios, Proportions and Percentages, Geometry, and Statistics and Probability. These topics will prepare students for the 7th grade PSSA.

PRE-ALGEBRA 8 Full Year**Grade 8*****PREREQUISITE - 'C' average in Math 7A***

Instruction is designed to provide a transition from the skills of arithmetic to the basic concepts of Algebra. Topics will include the Number System, Similarity and Congruence, Linear Equations and Systems of Linear Equations, Functions from Geometry, Linear Functions, and Relationships Between Quantities and Reasoning with Equations. These topics will prepare students for the 8th grade PSSA.

HONORS ALGEBRA 8 Full Year – 1 credit**Grade 8*****PREREQUISITE - Instructor Recommendation AND "C" average in Pre-Algebra 7***

Emphasis is placed on using Algebra as a problem-solving tool. Topics covered include the number system, solving, graphing, and writing linear equations and inequalities, linear systems, exponents, radical expressions, rational expressions, quadratics, polynomials, probability, and data analysis. In addition, students will be introduced to Transformational Geometry and Functions from Geometry. These topics will prepare students for the 8th grade PSSA. As a part of this course, all students are required to take the Algebra 1 section of the Keystone Exam.

MATH 8 Full Year**Grade 8**

Students will review the skills and concepts studied in Math 7. Additional time and emphasis will be placed on the number system, expressions and equations, functions, geometry, statistics, and probability. This course is designed to prepare students for the 8th grade PSSA.

GEOMETRY 8 Full Year – 1 credit**Grade 8*****PREREQUISITE - "B" average in Honors Algebra 7***

This course is designed to develop a student's reasoning ability using both inductive and deductive logic. ~~Honors~~ Geometry does not require that a student has already taken Algebra 2. In addition to reviewing important algebra concepts, this course will also contain theorems, definitions, postulates, and assumptions and how they are applied to formal proof and numerical problems which are studied in detail as they relate to geometric figures. Note that Honors Geometry 8 students will still take the PSSA exams.

COURSES FROM THE HISTORY DEPARTMENT

WORLD GEOGRAPHY *Full Year*

Required: Grade 7

World Geography is a course that introduces students to basic geographical concepts and helps them become geographically literate. Emphasis is placed on physical, cultural, and regional geography. The themes of place, location, and spatial relationships are enhanced by the use of maps and globes to develop critical thinking throughout the year. Based on Pennsylvania Youth Survey results, a Life Skills unit is implemented during the first six weeks to increase self-esteem, make healthy decisions, problem-solve, and resist peer pressure.

UNITED STATES HISTORY TO 1865 *Full Year*

Required: Grade 8

This course begins with a study of North America's earliest inhabitants and concludes with the Civil War. By linking history to culture and geography through chronological and thematic approaches, students gain an understanding of this time period. Special emphasis is placed upon the development of basic study skills, social participation skills, critical thinking skills and computer technology skills.

COURSES FROM THE SCIENCE DEPARTMENT

SCIENCE 7 *Full Year*

Required: Grade 7

Students will learn about the following branches of science: Biology, Physics, Chemistry, and Meteorology. In Biology, students will study topics including the classification of the animal kingdom, photosynthesis and the life cycle. In the area of Physics, students will study the 3 laws of motion, how force and motion are interrelated, inertia and velocity and acceleration. Students will also be exposed to several chemistry topics including the structure of an atom, subatomic particles and fission versus fusion. Meteorology will also be touched upon as students learn about misconceptions and legends involving weather, the water cycle, the 5 layers of the atmosphere, convection, conduction and radiation.

SCIENCE 8 *Full Year*

Required: Grade 8

Students will be instructed in earth science, our planet's place in the universe and the environments around and within the earth. The basic principles of astronomy, meteorology, oceanography, geology and their interrelationships with environmental problems will be emphasized. Students will be given opportunities to use scientific processes of observation, interpretation, and experimentation.

PRACTICAL ARTS COURSES

FAMILY & CONSUMER SCIENCE 7 9-week class

Required: Grade 7

Family & Consumer Science 7 will introduce the student to basic methods used in preparing foods. Areas of study include: identifying and using proper kitchen utensils and equipment, dishwashing procedures, kitchen safety rules, reading and following recipes, abbreviations and equivalents used in cooking, manners and table setting, and measuring techniques.

STEAM 7 9-week class

Required: Grade 7

This 7th grade STEAM course will provide students with a hands-on, inquiry-based learning experience that integrates science, technology, engineering, art, and mathematics to solve problems, fostering creativity, critical thinking, collaboration, and communication skills through engaging projects that connect various disciplines, allowing students to design, prototype, test, and refine solutions while incorporating artistic elements to enhance presentation and understanding. Students will get a chance to use JavaScript and Scratch to be introduced to programming along with tinkercad to learn about 3D design to create an item on the 3D printers. **Attendance, class participation, and project completion are required to be successful.**

ART 7 9-week class

Elective: Grade 7

Instruction will infuse art appreciation into project art using a variety of mediums. Students will be able to draw using perspective techniques and master linear perspective vocabulary terms. Prior knowledge of color theory learned in the K-6 art curriculum will be used to study more advanced color theory terms and techniques.

PHYSICAL EDUCATION 7 OR 8 9-week class

Required: Grade 7 and 8

Students will be provided with an opportunity to increase physical activity and knowledge through instruction on personal fitness, net and wall activities, territory games, creative movement, team building/cooperative activities and lifetime/leisure activities. A variety of activities will be presented in progressions with many opportunities to practice individual and team skills. This course will allow each individual to be successful in finding their passion in how they want to be physically active for a lifetime. *Students will be required to participate in all classes except when excused by a physician. Students will be required to make up any missed days. **If a student does not dress for class three times he/she will receive a failing grade for the course.**

Family and Consumer Science 8 (9 week class)

Required: Grade 8

FACS 8 is a class designed to introduce students to the skills they need for independent living. Topics such as basic sewing, laundry, banking, childcare, and cooking skills will be explored.

HEALTH 8 9-week class***Required: Grade 8***

Topics to be covered include: hygiene, healthy relationships/dating/bullying, reproductive system, birth, and sexually transmitted infections.

PROGRAMMING 8 9-week class***Required: Grade 8***

An 8th grade STEAM course will offer students an interactive, inquiry-driven learning experience that blends science, technology, engineering, art, and mathematics to tackle challenges. Students will develop creativity, critical thinking, teamwork, and communication skills by working on hands-on projects that connect different subjects. Throughout the course, they will design, prototype, test, and improve solutions while integrating artistic elements to make their ideas clearer and more visually engaging. By the end of the course, students will have created several games and use their knowledge to program hummingbird robotics along with creating items using laser cutting. **Attendance, class participation, and project completion are required to be successful.**

ELECTIVE COURSES**INTRO TO BAND 7/8** Full Year class***Elective: Grade 7 or 8***

This course is designed for students who have no prior experience on a band instrument. Students will be taught fundamental techniques applicable to their instrument, and will be expected to demonstrate these techniques during rehearsal and performance. Students electing this course are required to participate in evening concerts held at the high school as part of course grade.

BAND 7/8 Full Year class***Elective: Grade 7 or 8***

PREREQUISITE: Must presently play an instrument or have had private instruction on a band instrument.

Students in grade 7 or 8 will participate in activities designed to expose them to a variety of musical styles, increase music appreciation, and further their instrumental skills. Concepts taught will include extending range, new rhythms, increased dynamic ranges, new articulations and more. Students

electing this course are required to participate in evening concerts held at the high school as part of course grade.

CHORUS 7 & 8 *Full Year class*

Elective: Grade 7 or 8

PREREQUISITE: *Minimal tonal quality*

Students will be introduced to unison, 2-part and 3-part singing. Techniques learned and utilized during singing will include phrasing, articulation, dynamics, diction and intonation. Basic theory will also be presented to facilitate sight singing. Students will be required to sing solo in class from time to time as part of course grade. Students electing this course are also required to participate in evening concerts at the high school.

STANDARDIZED TESTING PROGRAM

Standardized testing is utilized at Karns City High School as a means of providing a better understanding of each individual student's skills and abilities. A standardized test can usually be classified as either an aptitude test or an achievement test.

APTITUDE refers to an ability to learn. Aptitude tests are designed to assess knowledge, skill, and other characteristics that predict learning success.

ACHIEVEMENT refers to the level of a student's skills and knowledge in particular areas. Achievement tests are designed to measure the progress that students have made as a result of training or learning.

Tests are considered "standardized" if the same test is given in different schools throughout the state and/or country. The scores are then based upon the average performance of the students taking the test, usually referred to as the *norm*. This allows a particular student's scores to be compared to those of other students of the same grade and/or age. These comparisons help school officials identify what a student can do, and is doing, in relation to other students. Once this information is known, the necessary steps can be taken to address areas of weakness and to develop a more appropriate educational program for each student.

Testing is a valuable educational tool that helps each of the following.

- ✓ The School: to identify strengths and weaknesses in its educational program.
- ✓ The Student: to identify needs and abilities in order to be able to select an educational program to meet those needs.
- ✓ The Parents: to obtain a better understanding of their child's ability and performance in school.

It is important to remember that while tests are designed to measure certain things, they do not measure everything. Test scores by themselves do not provide a complete assessment of an individual as a student or as a person. This can only be accomplished when test results are combined with other evaluative measures and information about an individual student.

STANDARDIZED TESTS RESULTS GLOSSARY

RAW SCORE: A score based on the number of correct answers or, in some tests, the number of correct responses minus a fraction of the incorrect ones.

PERCENTILE RANK: A number indicating where the student placed in relation to others. A Percentile Rank of 75, means that the student did as well as or better than 75% of a specified group of students and not as well as 25% of the group. The comparisons can be made with others taking the same test or with others in the same age group or grade across the nation.

SCORE SCALE: The range of scores given on any test.

GRADE EQUIVALENT SCORE: A numerical designation used to describe a student's achievement level in terms of grade and month.

STANINE: A stanine is a score on a nine-unit scale from 1 to 9, where 1 is the lowest.

Test results should be used along with other evaluative measures to understand a student's individual strengths and weaknesses as related to course selection and career planning.

Results from a student's standardized testing will be used to determine placement in classes for a student's ninth grade year. Scores below the 'Proficient' level will automatically qualify a student for additional required reading and/or math instruction.

STANDARDIZED TEST DESCRIPTION AND SCHEDULE

GRADE	TEST	DESCRIPTION OF TEST
7 & 8	<i>Classroom Diagnostic Test (CDT)</i>	The <i>Pennsylvania Classroom Diagnostic Tool</i> is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths, and areas in need of improvement, by providing links to classroom resources. The diagnostic reports feature easy-to-follow links to targeted curricular resources and materials, including units and lesson plans found within the SAS.
7 & 8	<i>PA System of School Assessment (PSSA)</i>	The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment used to measure a student's attainment of the PA academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in 8th grade is assessed in reading and math.
7 & 8	<i>Keystone Algebra Exam</i>	The Keystone Algebra Exam is an end-of-course assessment designed to assess proficiency in the subject area of Algebra I.
7	<i>Otis-Lennon School Ability Test</i>	The <i>Otis-Lennon School Ability Test</i> is designed to measure abstract thinking and reasoning ability. It measures students' ability to cope with school learning tasks, to suggest their possible placement for school learning functions, and to evaluate their achievement in relation to the talents they bring to school learning situations.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

In accordance with our school district mission to equip “all students” for their futures, the Karns City School District shall provide an appropriate planned instructional program for identified students whose primary home language is not English. The purpose of the program is to increase the English Language Proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success.

CHAPTER 16 PROGRAM

Gifted Support Services are based on both state and federal regulations and complement the comprehensive curriculum the district offers. Gifted support does not replace the regular school experience, but provides special enrichment and/or acceleration.

Each student’s schedule is individualized with regards to honors and advanced placement courses offered by the district. Students also have the opportunity to participate in academic competitions, field trips, and meet with a gifted support teacher in order to work on individual goals set in the Gifted Individualized Education Plan (GIEP).

SPECIAL EDUCATION PROGRAMS

State law governs placement for special education programs.

Learning Support: State law recognizes Learning Support as a service for students whose primary identified need is academic learning. The Learning Support Services include classes for students with an identified disability.

Identified students receive learning support services as needed to aid them in the regular curriculum. This is accomplished through additional instruction, individual help on assignments and oral testing. This program also offers credit in regular classes and adapts regular curriculum courses to meet the appropriate needs of the students. Instruction is individualized according to their Individualized Education Plan (IEP).

Emotional Support: State law recognizes Emotional Support as services for students whose primary need is emotional and behavioral support. According to the Special Education Standard 342.1 and IDEA, a Serious Emotional Disturbance is:

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree the condition adversely affects educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.

5. A tendency to develop symptoms or fears associated with personal or school problems.

Determination of serious emotional disturbances shall include a full assessment and comprehensive report by a certified public school psychologist and may include the diagnosis of a licensed psychiatrist.

The Emotional Support emphasizes the general education curriculum and a behavior management program. Modifications are made on an individual basis as outlined in their IEP.

Speech and Language Support: Students receiving this service are exhibiting impairments of language, voice, fluency or articulation that are not due to sensory impairment or developmental delay, but which are present to such a degree that academic achievement is affected. Students are screened by a certified speech clinician who specifies the nature and degree of the impairment. Therapy programs are designed to develop students' communication skills to their fullest potential. The work in therapy sessions is either individualized or done in small groups. Therapy is structured for each student's own need and impairment.

Additional supports and services: Additional supports and services are determined through the evaluation or reevaluation process with recommendations provided by the multidisciplinary team. These supports can be provided by the Intermediate Unit and/or highly qualified staff. These supports include, but are not limited to: life skills, Autistic support, CBVT, Visual Support, Hearing Support, Occupational Therapy, Physical Therapy, Dysphagia, Orientation/Mobility, and Assistive Technology.

CHAPTER 15 PROGRAM

According to Chapter 15, a school district shall provide each protected handicapped student enrolled in the District, without cost to the student or family, those related aids, services or accommodations which are needed to benefit the school program and extra-curricular activities without discrimination and to the maximum extent appropriate to the student's abilities.

The term "**protected handicapped student**" is central to Chapter 15 and distinguishes it from Chapter 14. In order to qualify as a protected handicapped student under Chapter 15, a student must:

- ✓ be of an age which public education is offered in that school district
- ✓ have a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the student's school program
- ✓ not be eligible as defined by Chapter 14 or be eligible but raise a claim of discrimination under §15.10

EXTRACURRICULAR ACTIVITIES

In accordance with district policy and state guidelines the following activities, clubs and sports are offered to students in seventh and eighth grade.

All students are encouraged to participate in activities beyond the school day. Transportation is the responsibility of the individual student.

CLUBS AND ACTIVITIES

All School Musical	Jr. High Student Council
BIC (Believers in Christ)	Marching Band
Chess Club	Marching Band Color Guard
Debate Team <i>beginning spring of 8th grade</i>	PA Junior Academy of Science
Drama Club	Percussion Ensemble
Gremlinettes	Stand Tall
Inspiring Gremlins	Weightlifting Club
Jr. High National Honor Society <i>*by nomination and application</i>	Winterguard
	Variety Show

SPORTS

Basketball	Soccer
Volleyball	Football
Cross Country	Cheerleading

POLICY FOR KARNIS CITY AREA SCHOOL DISTRICT EXTRACURRICULAR ELIGIBILITY

To be eligible to participate in any athletic program, co-curricular, or extra-curricular activity, students will be required to pass all subjects. Passing for any class will be in accordance with the high school grading policy (60%). Eligibility, reviewed weekly, will be based on a students' cumulative work from the beginning of the first nine weeks grading period and continue to the end of the specific class. If, by any Friday, a student does not meet the standards, he/she shall be ineligible from the immediate following Sunday through Saturday. At the end of the school year, the student's final grade in his/her subjects shall be used to determine his/her eligibility for the first 15 days of the following school year. At the beginning of the school year, eligibility will not be reported to the principal's office until the end of the third week of school.