TABLE OF CONTENTS

Exeter Township Junior High School Staff Listing ........................................ Page 2
Principal's Message .................................................................................. Page 3
Course Offerings .................................................................................... Page 4

COURSE DESCRIPTIONS:

Language Arts ...................................................................................... Page 5
Social Studies ....................................................................................... Page 7
Mathematics ......................................................................................... Page 8
Science .................................................................................................. Page 10
World Language ................................................................................... Page 11
Practical Arts/Humanities ..................................................................... Page 13
Music ..................................................................................................... Page 15
Physical Education/Health .................................................................... Page 16
After School Activities ......................................................................... Page 17
Athletic Eligibility ................................................................................ Page 18
EXETER TOWNSHIP JUNIOR HIGH SCHOOL
151 East 39th Street
Reading Pennsylvania 19606
(610) 779-3320 - Main Office

ADMINISTRATION
Eric Flamm, Principal
John Arty, Assistant Principal
Cynthia Fox, Secretary
Nancy Barrasso, Secretary

GUIDANCE DEPARTMENT
Sierra Calaman, Counselor
Kim Shaw, Counselor
Shannon Buser, Secretary

SPECIAL SERVICES
Bryan Sandritter, In-School Suspension Coordinator
Sherri Magazzu, Nurse

TEACHER LISTING

<table>
<thead>
<tr>
<th>ART</th>
<th>COMPUTER APPS</th>
<th>ENGLISH/READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Bloom</td>
<td>Kevin Adams</td>
<td>Hillary Arndt</td>
</tr>
<tr>
<td>Kimberly Lopez</td>
<td></td>
<td>Sophie Cannon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mike Deibert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Megan Heller</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amanda Higgins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heather Kelly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cheryl Larson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nina Reynolds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stephanie Walters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY &amp; CONSUMER SCIENCE</th>
<th>HEALTH/PHYS. ED.</th>
<th>LIBRARY/MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Bloom</td>
<td>Eric McGuiney</td>
<td>Kate Sowers</td>
</tr>
<tr>
<td></td>
<td>Shannon Schmidt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corey Winson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE</th>
<th>MUSIC</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Deibert</td>
<td>Melisa Crotty</td>
<td>Gretchen Hess</td>
</tr>
<tr>
<td>Nichole Mandel</td>
<td>Dawn Keebler</td>
<td>Nicole Keen</td>
</tr>
<tr>
<td>Nina Reynolds</td>
<td>Kyle Luckenbill</td>
<td>Michelle Obst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracy Powell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>David Rudderow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Darryl Schucker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>SPECIAL EDUCATION</th>
<th>TECHNICAL ED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dena Burkhart</td>
<td>Lorraine Blanski</td>
<td>Alexandra Dunkelberger</td>
</tr>
<tr>
<td>Brad Galuska</td>
<td>Valerie Bolick</td>
<td>Zachary Schools</td>
</tr>
<tr>
<td>Cynthia Jurasinski-Boyer</td>
<td>Pat Fite</td>
<td>Michelle Raccuglia</td>
</tr>
<tr>
<td>Michael Noecker</td>
<td>Tina Greth</td>
<td>Alex Schaeffer</td>
</tr>
<tr>
<td>Janine Lucas</td>
<td>Stephanie Isselmann</td>
<td>Susan Ummarino</td>
</tr>
<tr>
<td></td>
<td>Michelle Keen</td>
<td>Jason Zalno</td>
</tr>
</tbody>
</table>
PRINCIPAL'S MESSAGE

The Junior High School Soaring Eagle is provided for the purpose of developing the most effective academic scheduling plan for every student. Our students will be facing the challenges of an ever-changing global economy in the future. An increasing number of vocations require post-secondary education and training. This makes the course selection process even more important than in the past. The Exeter Township School District faces a constant challenge to keep pace with the new demands and expectations of the world of work during the 21st Century. The Pennsylvania standards have become the framework of our academic curricula, and these standards focus on the skills necessary for our students to become productive and caring citizens and workers in the future.

The menu of course offerings is designed to support our philosophy of developing students both cognitively and affectively. Students need to plan carefully and explore a variety of vocational interests, and they should recognize the importance of the course selection process. Please take time to review the course descriptions and any recommendations that have been made on course selection cards, discuss these with your son or daughter, and contact the junior high school administration or guidance counselors with any questions or concerns. We want to maintain a strong partnership between the home and school during this very important process.

Respectfully,

Eric P. Flamm
Principal

It is the policy of the Exeter Township School District not to discriminate on the basis of sex, handicap, race, color or national origin in its educational and vocational program, activities or employment as required by Title IX, Section 504 and Title VI.

Inquiries regarding your rights and grievance procedures should be directed to the District Compliance Officer, Exeter Township School District, 200 Elm Street, Reading, PA 19606. Telephone (610) 779-0700.
COURSE OFFERINGS

Grade 7 Curriculum
English/Language Arts (Accelerated)  
English/Language Arts  
English/Language Arts (Learning Support)  
Our Human Heritage (Accelerated)  
Our Human Heritage  
Science (Accelerated)  
Science  
Honors Algebra I (CCA)  
Honors 7th Grade Math (CC2/CC3)  
7th Grade Math (CC2)  
Math (Learning Support)  
Exploratory Spanish, German, French

Reading 7

Physical Education

Design and Modeling (PLTW)  
Health  
Art 7  
Computer Applications

Grade 8 Curriculum
English/Language Arts (Accelerated)  
English/Language Arts  
English/Language Arts (Learning Support)  
Early American Cultures (Accelerated)  
Early American Cultures  
Science (Accelerated)  
Science  
Honors Geometry  
Honors Algebra I (CCA)  
Algebra I (AC)  
8th Grade Math (CC3)  
Math (Learning Support)  
Intro. to Spanish or German or French

Reading 8

Physical Education

Automation and Robotics (PLTW)  
FACS (Food/Nutrition)  
Medical Detectives (PLTW)  
Art 8 (ELECTIVE)  
Exploring Technology (ELECTIVE)  
Introduction to Computer Science (ELECTIVE)

Musical Offerings
Band (Grades 7 and 8)  
Orchestra (Grades 7 and 8)  
Chorus (Grades 7 and 8)  
General Music (Grade 7) (non-performing)  
Music Explorations (Grade 8) (ELECTIVE)  
Music Technology (Grade 8) (ELECTIVE)

Academic Support
Learning Support Math Strategies  
Learning Support ELA Strategies  
Learning Support Resource Room

After-school Activities (both grades)
Audio and Video Production  
Chess Club  
Envirothon  
Girls Who Code  

MathCounts  
Newspaper  
Reading Olympics  
Science Olympiad  
Ski Club  
Student Council  
Stage Crew  
Yearbook
## LANGUAGE ARTS

### MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Language Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>English/Language Arts Grade 7 (Accelerated)</td>
<td>Year</td>
</tr>
<tr>
<td>711</td>
<td>English/Language Arts Grade 7</td>
<td>Year</td>
</tr>
<tr>
<td>7169/8169</td>
<td>English/Language Arts (Learning Support)</td>
<td>Year</td>
</tr>
<tr>
<td>810</td>
<td>English/Language Arts Grade 8 (Accelerated)</td>
<td>Year</td>
</tr>
<tr>
<td>812</td>
<td>English/Language Arts Grade 8</td>
<td>Year</td>
</tr>
<tr>
<td>714</td>
<td>Computer Applications Grade 7</td>
<td>E.O.D. Yr</td>
</tr>
<tr>
<td>7157/8158</td>
<td>Reading (Grades 7 &amp; 8)</td>
<td>E.O.D. Yr</td>
</tr>
<tr>
<td>7107/8108</td>
<td>English/Language Arts Strategies</td>
<td>E.O.D. Yr</td>
</tr>
</tbody>
</table>

**English/Language Arts – Grade 7 (Accelerated)**

This course is offered for students who have displayed talent in the subject area as evidenced by the student’s performance in his or her previous English course and on standardized assessments. In addition, the student must obtain the recommendation of his or her previous Language Arts teacher. Though similar to that of the traditional class, curriculum for the accelerated class will be compacted (condensed) and/or delivered at a faster pace to avoid repeating already mastered material and to provide increased opportunities for acceleration and enrichment activities.

**English/Language Arts - Grade 7**

Using the common core standards as a guide, the course will instruct students in the areas of reading, writing, speaking, and listening. The course will include instruction and norm-referenced assessments of independent reading, an introduction to the analysis of the elements of literature, enhancement of comprehension skills through the use of reading strategies, and integration of reading, writing, speaking and listening activities. The central objectives of the seventh grade English curriculum are to increase students’ analysis and comprehension of literature and to help students write with fluency and clarity. Students will write in response to literature as well as argumentative, informative/explanatory, and narrative prompts.

**English/Language Arts (Learning Support)**

This course is designed for 7th and 8th grade students who are reading below grade-level and who have an Individual Education Plan (IEP). Read 180 or another research-validated reading program is used to help students develop reading fluency and comprehension. Project Read is used to help students learn outlining skills when interacting with non-fiction text. Additional emphasis is placed on helping students to develop grammar, vocabulary, writing, and keyboarding skills.
**English/Language Arts – Grade 8 (Accelerated)**

This course is offered for students who have displayed talent in the subject area as evidenced by the student’s performance in his or her previous English course and on standardized assessments. In addition, the student must obtain the recommendation of his or her previous Language Arts teacher. Though similar to that of the traditional class, curriculum for the accelerated class will be compacted (condensed) and/or delivered at a faster pace to avoid repeating already mastered material and to provide increased opportunities for acceleration and enrichment activities.

**English/Language Arts - Grade 8**

Using the common core standards as a guide, the course will instruct students in the areas of reading, writing, speaking, and listening. The course will include instruction and norm-referenced assessments of independent reading, an introduction to the analysis of the elements of literature, enhancement of comprehension skills through the use of reading strategies, and integration of reading, writing, speaking and listening activities. The central objectives of the eighth grade English curriculum are to increase students’ analysis and comprehension of literature and to help students write with fluency and clarity. Students will write in response to literature as well as argumentative, informative/explanatory, and narrative prompts.

**Computer Applications**

This course introduces students to the Google Apps for Education ecosystem. Using applications such as Google Documents, Sheets, Slides, and Drawings, students will practice skills which will be applied to other subject areas and future courses. The internet portion of the class focuses on proper search techniques as well as online safety and ethics. This course also concentrates on improving and maintaining students’ keyboarding accuracy and speed.

**Reading Grades 7 and 8**

This course is designed for students who are reading below grade level and/or have scored Below Basic on the state reading assessment. Areas of concentration will include reading strategies, reading comprehension, interpreting and applying information, vocabulary, and test taking strategies. Students will select independent reading books through the Accelerated Reader program. They will apply strategies and skills learned in class to their independent reading books.

**ELA Strategies**

This course is designed to provide additional support for students who are assigned to ELA 7 or ELA 8 and who have an Individual Education Plan (IEP). A variety of materials are used to help students to develop understanding and mastery of English/Language Arts skills.
SOCIAL STUDIES

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Social Studies</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7210</td>
<td>Our Human Heritage– Grade 7 (Accelerated)</td>
<td></td>
</tr>
<tr>
<td>7217</td>
<td>Our Human Heritage - Grade 7</td>
<td></td>
</tr>
<tr>
<td>8210</td>
<td>Early American Cultures – Grade 8 (Accelerated)</td>
<td></td>
</tr>
<tr>
<td>8218</td>
<td>Early American Cultures – Grade 8</td>
<td></td>
</tr>
</tbody>
</table>

**Our Human Heritage – Grade 7 (Accelerated)**

This course is offered for students who have displayed talent in the subject area as evidenced by the student’s performance in his or her previous Social Studies course and on standardized assessments. In addition, the student must obtain the recommendation of his or her previous Social Studies teacher. Though similar to that of the traditional class, curriculum for this class will be compacted; thereby, allowing for acceleration and enrichment opportunities.

**Our Human Heritage – Grade 7**

This overview course in world history is designed to investigate various ancient civilizations and their cultures. The course helps students develop a foundational understanding about how these civilizations and cultures impact our world today. Travels through history trace the development of human civilization from the early River Valley Communities, including Mesopotamia and Egypt, to the beginning of Modern Times with the study of the Renaissance, the Reformation, and the Age of Discovery.

**Early American Cultures – Grade 8 (Accelerated)**

This course is offered for students who have displayed talent in the subject area as evidenced by the student’s performance in his or her previous Social Studies course and on standardized assessments. In addition, the student must obtain the recommendation of his or her previous Social Studies teacher. Though similar to that of the traditional class, curriculum for this class will be compacted; thereby, allowing for acceleration and enrichment opportunities.

**Early American Cultures – Grade 8**

This is the first year of a two-year journey through the history of the United States of America. Students will learn how the Constitution enabled America to develop one of the great democratic societies in human history. A thematic approach will be emphasized to enhance interest and comprehension. Students will develop a greater appreciation and understanding of the contributions of earlier generations. The major topics studied are Colonial America during the Revolutionary War Period, The United States Constitution, The Expansion of the United States, The Civil War, and Reconstruction and Post Civil War Period.
### MATHEMATICS

#### MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Mathematics</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7317</td>
<td>Honors 7th Grade Math</td>
<td></td>
</tr>
<tr>
<td>7327</td>
<td>7th Grade Math</td>
<td></td>
</tr>
<tr>
<td>7367/8368</td>
<td>Learning Support Math</td>
<td></td>
</tr>
<tr>
<td>324</td>
<td>Honors Geometry</td>
<td></td>
</tr>
<tr>
<td>8318</td>
<td>Honors Algebra I</td>
<td></td>
</tr>
<tr>
<td>8348</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>8328</td>
<td>8th Grade Math</td>
<td></td>
</tr>
<tr>
<td>7307/8308</td>
<td>Math Strategies</td>
<td>E.O.D Year</td>
</tr>
</tbody>
</table>

**Honors 7th Grade Math (Core Connections 2 and 3)**

*Core Connections, Courses 2 and 3* are the second and third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. This year long course condenses the material presented in Courses 2 and 3 and moves students through the lessons at an accelerated pace in preparation to take *Honors Algebra I* in 8th grade. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards. **Admittance to this course is via successful completion of Core Connections 1 and teacher recommendation.**

**7th Grade Math (Core Connections 2)**

*Core Connections, Course 2* is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards.

#### Learning Support Math Grades 7 and 8

This course is designed for students who need to develop basic mathematics and pre-algebra/algebra skills and who have an Individual Education Plan (IEP). A variety of materials are used to help students to develop conceptual understanding and mastery of basic pre-algebra/algebra skills.

**Honors Geometry**

This course includes the study of reasoning and proofs, parallel and perpendicular lines, triangles, quadrilaterals, circles, polygons, and transformations. The study of triangles will include congruency, similarity, and an introduction to right triangle trigonometry. This course is designed for students who have completed Honors Algebra I.
**Honors Algebra I (Core Connections Algebra)**

*Core Connections Algebra* aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically and verbally; and using regression techniques to analyze the fit of models to distributions of data.

*Admittance to this course is via placement exam, teacher recommendation, standardized testing and a history of success in previous mathematics courses.*

**Algebra I (Algebra Connections)**

*Algebra Connections* delivers traditionally rigorous algebraic content using a problem-based approach. It has strong threads woven throughout the course on multiple representations and the meaning of a solution. A major focus of the course is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts.

**8th Grade Math (Core Connections 3)**

*Core Connections, Course 3* is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards.

**Math Strategies**

This course is designed to provide additional support for students who are assigned to 7th Grade Math (CC2) or 8th Grade Math (CC3) and who have an Individual Education Plan (IEP). A variety of materials are used to help students to develop conceptual understanding and mastery of basic pre-algebra/algebra skills.
SCIENCE

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Science</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>7410</td>
<td>Science – Grade 7 (Accelerated)</td>
<td></td>
</tr>
<tr>
<td>7417</td>
<td>Science – Grade 7</td>
<td></td>
</tr>
<tr>
<td>8410</td>
<td>Science – Grade 8 (Accelerated)</td>
<td></td>
</tr>
<tr>
<td>8428</td>
<td>Science – Grade 8</td>
<td></td>
</tr>
</tbody>
</table>

Science – Grade 7 (Accelerated)

This course is offered for students who have displayed higher order thinking skills in science as evidenced by the student’s performance in his or her previous course and on standardized assessments. In addition, the student must obtain the recommendation of his or her previous science teacher based on a high level of motivation. Though similar to that of the traditional class, curriculum for this class will be accelerated, permitting more advanced study and enrichment opportunities.

Science – Grade 7

This is an inquiry-based course designed to introduce students to the basic concepts of biology. Students will use scientific skills to investigate various topics, including the characteristics and diversity of living things, cell structures and functions, plants, and heredity. Students will also be introduced to ecology topics, including ecosystem interactions and environmental health. Practical applications of these topics are demonstrated through units on gardening and composting.

Science – Grade 8 (Accelerated)

This course is offered for students who have displayed talent in the subject area as evidenced by the student’s performance in his or her 7th grade science course. In addition, the student must obtain the recommendation of his or her science teacher. Curriculum for this class will be compacted. Advanced study of the topics will provide increased opportunities for enrichment and more complex math computations. A Science Fair project will be required by all students in this course.

Science – Grade 8

This physical science course will introduce the major concepts of chemistry and physics. It relates knowledge of scientific skills to practical applications using basic scientific principles, problem solving and critical thinking through hands-on activities. Topics explored include properties and structure of matter, uses and conservation of energy, forces, motion, and simple machines.
WORLD LANGUAGE

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Foreign Language</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7617</td>
<td>Exploratory German - Grade 7</td>
<td>30 Days</td>
</tr>
<tr>
<td>8618</td>
<td>Introduction to German - Grade 8</td>
<td>90 Days</td>
</tr>
<tr>
<td>7637</td>
<td>Exploratory Spanish - Grade 7</td>
<td>30 Days</td>
</tr>
<tr>
<td>8638</td>
<td>Introduction to Spanish - Grade 8</td>
<td>90 Days</td>
</tr>
<tr>
<td>7657</td>
<td>Exploratory French - Grade 7</td>
<td>30 Days</td>
</tr>
<tr>
<td>8658</td>
<td>Introduction to French - Grade 8</td>
<td>90 Days</td>
</tr>
</tbody>
</table>

Exploratory German - Grade 7

Exploratory German is an introductory world language course for seventh grade students, which consists of an overview of basic German phrases and selected cultural topics. Units of study include greetings and courtesy, alphabet, numbers and mathematical terms, family relationships, and weather and seasons. Course material is augmented by selected songs to reinforce both vocabulary and structure. In addition, students will gain an insight into the importance of German in the global community—in international business, science, and technology.

Introduction to German - Grade 8

The focus of this course is to provide students a foundation on which to become proficient language users in oral and written communications. Students will begin the study of the structure of the language with continued emphasis on pronunciation and conversational skills. Extensive practice opportunities in paired and large and small group activities help students to refine their newly acquired language skills in listening, speaking, reading, and writing. Technology tools such as whiteboard projectors, tablets, and laptops are used to help students develop authentic communication skills, thus preparing them for encounters with native speakers outside the classroom. Selected musical pieces and project work are used throughout the course to reinforce structural concepts, and students will be exposed to cultural topics beyond those presented in Grade 7 Exploratory German.

Exploratory Spanish - Grade 7

Exploratory Spanish is an introductory world language course for seventh grade students, which consists of an overview of basic Spanish phrases and selected cultural topics. Units of study include greetings and courtesy, alphabet, numbers, parts of the body and colors. In addition, students will gain an insight into the importance of Spanish in the global community as well as in the United States and in the workplace.

Introduction to Spanish - Grade 8

The focus of this course is to provide students a foundation on which to become proficient language users in oral and written communications. Students will begin the study of the structure of the language with continued emphasis on pronunciation and conversational skills. Extensive practice opportunities in paired and large and small group activities help students to practice and refine their newly acquired language skills in listening, speaking, reading, and writing. Technology tools such as tablets and laptops are used to help students develop authentic communication skills thus preparing them for encounters with native speakers outside the classroom.
Exploratory French - Grade 7

Exploratory French is an introductory world language course for seventh grade students which consists of an overview of basic French phrases and selected cultural topics. Units of study include greetings and courtesy, the alphabet, numbers, colors and parts of the body. In addition, students will gain an insight into the importance of French in the global community as well as in the United States.

Introduction to French - Grade 8

The focus of this course is to provide students a foundation on which to become proficient language users in oral and written communications. Students will begin the study of the structure of the language with continued emphasis on pronunciation and conversational skills. Extensive practice opportunities in paired and large and small group activities help students to practice and refine their newly acquired language skills in listening, speaking, reading, and writing. Technology tools such as tablets and laptops are used to help students develop authentic communication skills thus preparing them for encounters with native speakers outside the classroom.
PRACTICAL ARTS/HUMANITIES

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Practical Arts</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>7727</td>
<td>Health</td>
<td>30 Days</td>
</tr>
<tr>
<td>7767</td>
<td>Art 7</td>
<td>30 Days</td>
</tr>
<tr>
<td>7747</td>
<td>Design and Modeling (STEM)</td>
<td>30 Days</td>
</tr>
<tr>
<td>8828</td>
<td>Family &amp; Consumer Science</td>
<td>30 Days</td>
</tr>
<tr>
<td>8848</td>
<td>Automation and Robotics (STEM)</td>
<td>30 Days</td>
</tr>
<tr>
<td>8898</td>
<td>Medical Detectives</td>
<td>30 Days</td>
</tr>
<tr>
<td>8858</td>
<td>Introduction to Computer Science</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>8878</td>
<td>Exploring Technology Ed.</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>8888</td>
<td>Art 8</td>
<td>90 Days (elective)</td>
</tr>
</tbody>
</table>

Health

See Phys. Ed./Health Offerings on page 18

Art 7

This course is designed to introduce students to the elements and principles of both two and three-dimensional design. Students will also develop a range of technical skills in the areas of painting, drawing, and sculpting as well as a comprehensive knowledge of art history and art criticism. They will use techniques and media in their problem-solving projects designed to foster creative thinking.

Design and Modeling (Project Lead the Way-DM)

In this Science, Technology, Engineering, Math (STEM)-based course, students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design real-world solutions, capturing research and ideas in their engineering notebooks. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

FACS - Family & Consumer Science

Students in 8th grade Family and Consumer Science will focus on nutrition and healthy lifestyle choices. They will familiarize themselves with the new food pyramid and learn to personalize it based on age, gender, and activity level. They will understand nutrition labeling, food safety issues and explore healthy breakfast and snack options.
Automation and Robotics (Project Lead the Way – AR)

In this Science, Technology, Engineering, Math (STEM)-based course, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use a robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Medical Detectives (Project Lead the Way – MD)

This course is part of the Project Lead the Way Gateway curriculum and it provides students with insight into the medical field as they play the role of real-life medical detectives. Students will analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” Students solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Introduction to Computer Science (Project Lead the Way – ICS)

In the first portion of this Science, Technology, Engineering, Math (STEM)-based computer science course, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop physical computing devices using a variety of lights, sensors and actuators. Students will develop code for microcontrollers that bring their physical designs to life. The second portion of the course will introduce students to the field of computer science and the concepts of computational thinking through the creation of mobile apps. Content will challenge students to be creative and innovative as they collaboratively design and develop mobile solutions to engaging real-world problems.

Exploring Technology Education

In this Science, Technology, Engineering, Math (STEM)-based course, students develop an understanding of the progression and scope of technology through exploratory experiences. Students participate in group and individual design activities to understand how criteria, constraints, and processes affect designs. Brainstorming, visualizing, modeling, constructing, testing, and refining designs provide firsthand opportunities for students to understand the uses and societal impacts of the seven areas of technology. Students develop skills in communicating design information and reporting results.

Art 8

This course is designed to challenge students to use more advanced techniques to develop two and three-dimensional design projects. In addition, students will be introduced to elements of graphic design. Students will develop further knowledge of art history and art criticism and will use techniques and media in their problem-solving projects designed to foster creative thinking.
MUSIC

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Music Department</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3007/3008</td>
<td>Band - Grades 7 and 8</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>4007/4008</td>
<td>Chorus - Grades 7 and 8</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>5007/5008</td>
<td>Orchestra - Grades 7 and 8</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>7757</td>
<td>General Music - Grade 7</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>8980</td>
<td>Music Explorations - Grade 8</td>
<td>90 Days (elective)</td>
</tr>
<tr>
<td>8981</td>
<td>Music Technology – Grade 8</td>
<td>90 Days (elective)</td>
</tr>
</tbody>
</table>

**Band - Grade 7 & 8**

These programs are open to all grade 7 and 8 students. Students must show a desire and commitment to develop the finest instrumental music of which they are capable. Students must provide an instrument but in some cases, the school district can help depending on instrumentation. This is a yearlong program.

**Orchestra - Grade 7 & 8**

These programs are open to all grade 7 and 8 students. Students must show a desire and commitment to develop the finest instrumental music of which they are capable. Students must provide an instrument but in some cases, the school district can help depending on instrumentation. This is a yearlong program.

**Chorus - Grade 7 & 8**

These programs are open to all grade 7 and 8 students who possess a desire and commitment to develop the finest vocal music of which they are capable. Everyone is welcome. This is a yearlong program.

**General Music**

This course introduces students to the fundamentals involved in the creation of all types of music. Emphasis is on many hands-on type activities including World Music Drumming and a Music Technology project. Students will be exposed to a wide variety of music styles and the way music fits the culture of its time. Examples are provided through video presentations as well as audio presentations. This is a yearlong program.

**Music Explorations**

In this course students will explore the basics of music composition and arrangements. Students will use examples of classical and modern music and recreate the pieces using instruments such as boomwhackers and World Music Drumming Instruments. The course is open to all 8th grade students interested in exploring music.

**Music Technology**

In this course students will be introduced to how the music industry has embraced technology. Sampling, loops, and editing will be taught using Garageband (an available app on most Apple products.) Students will also learn the basics of theater in order to learn how the visual arts can be enhanced using music and sound recording technology.
PHYSICAL EDUCATION/HEALTH

MASTER COURSE LISTING

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Physical Education/Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>7817</td>
<td>Physical Education – Grade 7 Year</td>
</tr>
<tr>
<td>8818</td>
<td>Physical Education – Grade 8 Year</td>
</tr>
<tr>
<td>7727</td>
<td>Health – Grade 7 30 days</td>
</tr>
</tbody>
</table>

Physical Education – Grade 7

Physical education emphasizes the importance of teamwork, cooperation, communication, responsibility, positive attitude, effort, participation, and skill performance. Units taught in this course include team, individual, and lifetime sports, as well as a strong focus on personal fitness. This course provides the students with the opportunity to participate in a variety of experiences that contribute to a healthy lifestyle and allows the students to gain an understanding of how personal behavior impacts the ability to balance lifelong fitness.

Units include football, frisbee, soccer, tennis, basketball, floor hockey, challenge/team building games, badminton, pickleball, volleyball, lacrosse, softball, and other recreational games. In addition to these activities, fitness-specific activities include yoga, pilates, step aerobics, Dance Dance Revolution, physical fitness testing (Presidential or FitnessGram), agilities and plyometrics, stability ball exercises, Tae-Bo, walking/hiking, and dance.

Physical Education – Grade 8

Physical education consists of further development of sports, skills, and techniques. The importance of teamwork, cooperation, communication, responsibility, positive attitude, effort, participation, and skill performance are emphasized. Units taught in this course include team, individual, and lifetime sports, as well as a strong focus on personal fitness. This course provides the students with the opportunity to participate in a variety of experiences that contribute to a healthy lifestyle and allows the students to gain an understanding of how personal behavior impacts the ability to balance lifelong fitness.

Units include football, frisbee, soccer, tennis, basketball, floor hockey, challenge/team building games, badminton, pickleball, volleyball, lacrosse, softball, and other recreational games. In addition to these activities, fitness-specific activities include yoga, pilates, step aerobics, Dance Dance Revolution, physical fitness testing (Presidential or FitnessGram), agilities and plyometrics, stability ball exercises, Tae-Bo, walking/hiking, and dance.

Health – Grade 7 (30 days)

This course addresses health and wellness as it relates to the “Health Triangle”. Students will discuss issues dealing with mental health such as anxiety, fears, and stress as well as social problems dealing with family and peers including abuse, harassment, bullying, and cyberbullying. Students will study the systems of the body with a focus on problems and prevention of diseases. Students also will study the reproductive system with an emphasis on puberty and body changes. Alcohol, tobacco products, marijuana, OTC and prescription drugs will be discussed along with refusal strategies.
AFTER SCHOOL ACTIVITIES

After-school activities provide enriching opportunities for any student who desires to extend and enrich his or her learning. The following after-school opportunities are in place for the 2014-2015 school year:

Audio and Video Production          *MathCounts              Ski Club
Chess Club       Newspaper               Student Council
*Envirothon               *Reading Olympics             Stage Crew
Girls Who Code     *Science Olympiad             Yearbook

* Each of these offerings involves competition at locations outside the school district. Students may select choices from both lists.

Mathcounts is a challenging math program for 7th and 8th grade students. The Mathcounts team meets after school for one-hour practice sessions. Students sharpen their higher order thinking skills by solving mathematical problems. Practice begins in October to prepare students for the county competition in February.

Envirothon is a program for junior high students designed to cultivate a desire to learn more about their natural environment through a competitive event. At Envirothon competition, students test their knowledge of wildlife, aquatic life, forestry, soils, and current environmental topics affecting their environment. Prior to competing, the students spend research time with their advisor studying and preparing for competition. Participating in this event is fun for both student teams and their advisors as the activities help the students to become environmentally aware, action-oriented young adults. The Berks County Envirothon is sponsored by the PA Game Commission, the PA Fish and Boat Commission, the Department of Forestry, and the U.S. Department of Agriculture. The competition is held in May at Nolde Forest Environmental Center.

Science Olympiad is a program designed to showcase students’ talents in various fields of science. The team is open to any student interested in biology, chemistry, physics, earth sciences, ecology or engineering. The focus is on science problem-solving skills, thinking skills, and applying basic scientific principles to solve everyday problems. Meetings are held after school to prepare for the district competition in March at Moravian College. Individual event competitions may be held to select the final 15 participating members.

Reading Olympics is an academic group for avid readers. Each year the team reads and studies between 40-45 predetermined books to prepare for a county wide quiz bowl style competition.

ALTERNATIVE EDUCATION

The Exeter Township School District offers to its at-risk student population a program that allows selected students the opportunity to pursue their education outside the traditional academic classroom. Program participation is limited to specific students identified by building administration and support staff.

SCHEDULE CHANGES

Academic planning for the coming school year begins in February. This process usually continues until June. Parents will receive a finalized copy of the academic requests prior to the close of the school year.

During the school year, the administration recognizes that conditions and/or circumstances may necessitate a change in a student's class enrollment. Any adjustment to the schedule needs to be preceded by a course change request form. A teacher, student, counselor, parent, or administrator may initiate this form; the course adjustment is noted on the form. Teachers, parents, and counselors will note their recommendations. The final decision to alter the schedule is administrative.
Any student who fails two or more core subjects (English, Math, Reading, Science, Social Studies) may complete these courses through Educere independently. The summer school fee is $195.00 per course (subject to change), is non-refundable, and must be paid by credit card online. Summer school is self-paced and courses run from late June through early August. To register, parents must contact Educere at www.educere.net. Ambler Plaza 12 East Butler Avenue, Suite 100, Ambler, PA 19002. Toll free telephone 1-866-433-8237.

ATHLETIC ELIGIBILITY

Academic Status
A student must maintain a full-time curriculum. The student must maintain the following academic status to be eligible for participation in interscholastic athletics. Exeter Township School District academic eligibility requirements exceed those of the PIAA.

During a Marking Period
Academic standing is monitored on a weekly basis during the course of a marking period. Each student-athlete that is failing two (2) or more credits (59% or lower) during the course of a week will be ineligible. If a student is ineligible, he/she will be ineligible to practice and ineligible to participate in athletic contests for the following week, a period of 7 days, beginning Sunday and ending Saturday. In addition, a student who is ineligible may not attend away competitions.

End of Marking Period
Academic standing is also monitored at the end of a Marking Period. Each student-athlete must have attained an overall grade average of 72% or higher for the marking period. Eligibility for the 1st Marking Period of the new school year is based on the previous school year’s final GPA (72% or higher). If the student-athlete does not meet this requirement, he/she will be ineligible to practice and ineligible to participate in athletic contests until after the 15th school day of the next grading period beginning on the first day that report cards are issued. In addition, a student who is ineligible may not attend away competitions.