



# Program of Studies

## Lake George Junior High School

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**2021-2022**

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# ENGLISH

In January 2011, the NYS Board of Regents adopted the New York State P-12 Common Core Learning Standards (CCLS), which include the Common Core State Standards (CCSS). The New York State P-12 CCLS were implemented in New York State schools at the beginning of the 2012-2013 school year. The purpose of this initiative is to ensure that students are prepared for the rigors of college and/or the workforce at the conclusion of their high school career. These enhanced standards are research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. To learn more about the CCSS, please visit the Engage NY website at <http://engageny.org>.

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## ENGLISH 7

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Seventh-graders immerse themselves in a wide variety of reading, writing, speaking, and listening activities that are aligned with the New York State Common Core Learning Standards (CCLS) in order to enhance students' performances on the state's ELA examination.

### Types of Writing:

- ❖ Personal narratives, which recount an "actual" event the writer has personally experienced.
- ❖ Research reports, which combine the English, science, and social studies disciplines with experience in the library as well as multi-media technologies.
- ❖ Essays, which vary in length (one to four paragraphs) as well as the purpose (informational and persuasive). These essays are suitable for multi-curricular assignments.
- ❖ Poetry, which encourages creativity and introspection within a poetic format.

NOTE: Each of these written pieces usually will be produced within the framework of a writing workshop and the writing process. A portfolio focusing on strengths and areas for improvement will be maintained during the year. In all of these, technology will be utilized.

### Types of Reading:

- ❖ Several novels
- ❖ An assortment of non-fiction, ranging from newspaper articles and essays to biographies and autobiographies
- ❖ Various short stories
- ❖ Poetry
- ❖ Reference materials
- ❖ Primary and secondary sources
- ❖ Journals

## **Speaking and Listening:**

Speaking and listening activities are interspersed throughout the curriculum while being connected to writing and reading assignments. Embedded in the curriculum are learning opportunities designed to further enhance students' 7th-grade experiences.

## **Language Standards:**

By the end of seventh grade, students will be able to:

- ❖ Demonstrate command of the conventions of standard grammar and usage when writing and speaking.
- ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ❖ Use knowledge of the language and its conventions when writing, reading, speaking, and listening.

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## **ENGLISH 8**

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The grade eight English curriculum strives to make connections across the curriculum, particularly with social studies where literary parallels are so apparent. Readings are selected to enhance and enrich the language experience, to serve as exemplars of the genre they represent, and to allow the student to find relevance and value in fine literature.

Students will explore and practice reading, writing, speaking, and listening as mandated by the curriculum and will prepare for the state's English Language Arts Exam to be given to all eighth-graders in April.

The course grade is based on homework, writing assignments, quizzes and tests, oral presentations, projects, and class participation. Certain assignments may be weighted more heavily than others, particularly if they represent a lengthy unit of study. Students are always advised in advance if such a weighting is to occur.

In addition, the following skills are emphasized at this grade level and are considered vital to overall success: organization of time and materials, responsibility, accountability, discipline, and respect for self and others.

## **Reading:**

Support services in reading are provided in small classes in the Reading Center. Eligible students meet two to four periods per week and concentrate on reading comprehension, vocabulary, and study skills.

# SOCIAL STUDIES

- ❖ Guided reading and notes.
- ❖ Discussions and activities (map-making, charts, etc.).
- ❖ Test or quiz every week.
- ❖ Mark is based on test scores, quality of work – including homework – effort.
- ❖ Interdisciplinary activities involving English, science, and math.
- ❖ Skills – Analyzing documents, understanding the perspective, and identifying and analyzing enduring issues.

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## SOCIAL STUDIES 7

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Material covered: United States and New York State History

- Native Americans
- Colonial Developments
- American Independence
- Historical Development of the Constitution
- The Constitution in Practice
- Westward Expansion
- Reform Movements
- A Nation Divided

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## SOCIAL STUDIES 8

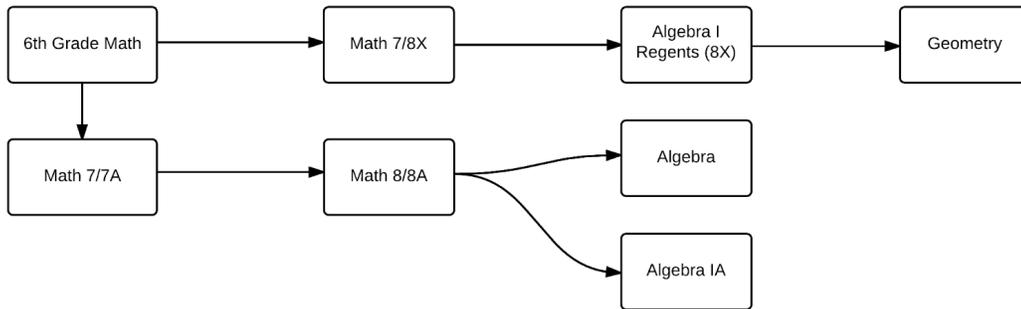
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Material covered: from the Civil War to the Modern Era 1990s

- Reconstruction
- Westward Movement
- Imperialism
- Cultural Reforms
- WWI and WWII
- Roaring Twenties
- Depression of 1930's
- The Cold War and the 50's
- Civil Rights & Social Change
- Vietnam
- The Conservative Revolution

# MATHEMATICS

The following diagram shows the implementation of the math curriculum:



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## MATHEMATICS 7/7A

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The curriculum is aligned to the Common Core standards. Topics included units on Rational Numbers, Algebra, Ratio & Proportions, Percents, Geometry, and Statistics and Probability. The course will require students to have a deep conceptual understanding of new topics combined with mathematical fluency of facts to apply the information to the real world. Students will have homework daily as well as a weekly graded homework assignment. The New York State exam will be given in the spring.

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## MATHEMATICS 7/8X - Accelerated Mathematics for 7<sup>th</sup> Graders

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Participation in class is limited to students who are selected based on a number of factors including teacher recommendation, state test scores, performance on math skills test, and math Power Test. The units covered are the same as Mathematics 7 and more advanced algebra, linear equation, radicals, non-proportional relationship, and integral exponents. The New York State exam will be given in the spring. Students are required to maintain a quarterly average of at least 90 to remain in the accelerated class.

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## MATHEMATICS 8

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This course is a continuation of the Pre-Algebra/Algebra topics learned in 7<sup>th</sup> grade. There is a New York State Mathematics 8 Assessment in May. Review and new topics include the number system, expressions and equations, functions, geometry, probability, and statistics.

***Completion of Mathematics 8 will lead to placement in either the 1-year Integrated Algebra I course or recommendation to the 2-year Algebra I course pathway.***

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## **MATHEMATICS 8A**

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This course includes most of the Mathematics 8 topics. Mathematics 8A is designed for students who have demonstrated a need for alternative learning opportunities and pacing within the Mathematics 8 curriculum.

***Completion of Mathematics 8A will lead to placement in the 2-year Algebra I course pathway.***

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## **ALGEBRA 1 REGENTS - For Advanced 8th Graders**

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This course will cover Algebra topics, including relationships between quantities, reasoning with equations, linear and exponential relationships, expressions and equations, quadratic functions and modeling, and descriptive statistics. Certain number systems, geometry, and probability topics from the 9th-grade curriculum must also be covered.

***Accelerated Mathematics 8X/Algebra I students will complete both the New York State Mathematics 8 Assessment in May and the New York State Algebra I Regents Exam in June. Completion of this course with an 85 average or better will lead to placement in Geometry.***

# SCIENCE

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## SCIENCE 7 - Life Science

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Life Science is the study of living things; plants and animals, and their interactions within the environment. Throughout the year our topics of study include:

- The Inquiry Method: How to solve problems in Science.
- Metrics: Measurements, Density, The Microscope
- The Cell: Cell Theory, Cell Structures, Cellular Processes
- Cellular Division: Mitosis, Meiosis, and Reproduction
- Genetics and Heredity: Inheritance, Punnett Squares, and Pedigree charts
- Evolution: Natural selection, Adaptation, Research Project
- Environmental Conservation: Ecology, Symbiosis, Biodiversity
- Cycles of Energy: Food Chains, Food Webs, and Energy Pyramids, Cycles of matter
- Human Body: Skeletal, Muscular, Digestive, Circulatory, Respiratory, Excretory, Nervous, and Endocrine

Throughout the year, various labs are performed which reinforce course material learned. Also, a major research project coinciding with the animal kingdom is integrated with 7th grade English.

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## SCIENCE 7/8X

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### Accelerated Science 7

Participation in the course is limited and is designed for accelerated 7th-grade science students. Students will be selected based on several measures: Performance on the Math Power and Science T.O.L.T. (test of logical thinking) tests, as well as State Test scores and teacher recommendations. Students will participate in the integrated Science 7 Life Science as well as the Physical Science 8 curricula, in preparation for entering Regents Earth Science in 8th grade with an emphasis on lab report writing skills. Students must also maintain a 90% quarterly average to remain in this course. Throughout the year our topics of study include:

- The Inquiry Method: How to solve problems in Science.
- Metrics: Measurements, Density, The Microscope
- The Cell: Cell, Theory, Cell Structures, Cellular Processes
- Cellular Division: Mitosis, Meiosis, and Reproduction
- Genetics and Heredity: Inheritance, Punnett Squares, and Pedigree charts
- Evolution: Natural selection, Adaptation, Research Project
- Atoms: Atomic Structure, Electron Configuration, Periodic Table of Elements
- Mixtures and Compounds: Physical and Chemical changes. Atomic Bonding
- Forces and Motion: Newton's Laws of Motion, Speed, Acceleration, Momentum, Gravity
- Thermal Energy: Heat, Temperature, and Heat Transfer
- Electromagnetic Spectrum: Wavelength, Frequency, Amplitude.

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## **SCIENCE 8 - Physical Science**

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Physical Science is a survey course that covers topics from both physics and chemistry. The physics component includes mechanics, energy, electrostatics, electromagnetism, and wave physics. The chemistry component includes the particle nature of matter, physical and chemical change, bonding, molecular structure, and chemical reactions. Students are graded on tests, quizzes, various activities, homework, and lab work. Students will work on lab report writing skills in order to prepare them for 9<sup>th</sup> grade Earth Science lab requirements.

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## **SCIENCE 8X - Accelerated Living Environment (Biology)**

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This course will be primarily offered to students who have entered the accelerated science program in junior high. The course curriculum will follow the Regents Biology Syllabus but will include areas in which greater detail or enhancement of processes will be discussed. The course will be more challenging than the Regents Biology class. Labs will be an integral part of this course as in Regents Biology but will be more intensive and challenging. The students will take the Biology Regents exam at the end of the year. This course will provide students with a high-level academic Biology course, thus providing a smoother transition to A.P. Biology. Students, entering the Intensive Biology course may ONLY be enrolled with prior approval, based on the criteria established by the science department. Students, who meet the course criteria, and who are enrolled, will be expected to maintain the academic standards of the class as set forth by the science department and must maintain an 85% average. If at any time, a student is not meeting the established standards, a conference with the student, parent/guardian, teacher, principal, and head of the science department, will determine whether the student shall remain enrolled in the course.

# WORLD LANGUAGES

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## FRENCH & SPANISH

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The French and Spanish 7 courses are designed to recycle and to expand upon the basic French/Spanish linguistic and cultural concepts taught in the elementary school. French and Spanish 8 delve further into the vocabulary, expressions, and structures of each language, culminating in the Checkpoint A Exam in June. Both courses emphasize the four areas of language acquisition (reading, writing, listening, and speaking) with an emphasis on real-world communication. Language instruction is centered around the three modes of communication; interpersonal, interpretive, and presentational modes as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). Wherever possible, students at both levels and in both languages, are exposed to authentic texts, cultural experiences, and to native speakers from the target cultures.

Students at both levels progress through increasing levels of proficiency in all four areas of language acquisition. Students acquire language via scaffolded paired and whole-group discussion, choral response, music, movies, TV programs, commercials, print advertisements, articles, poems, mini-novels, and other informational texts intended for the target culture. Language and culture are contextualized with the goal of comparing and contrasting students' own cultural perspectives and practices with those of the target culture.

***Students are required to pass BOTH their French/Spanish 7 AND French/Spanish 8 classes as well as the Checkpoint A Exam in order to earn the one-unit of credit required for graduation. One high school unit of credit in World Languages (Checkpoint A Proficiency) is required for graduation in NYS.***

Topics of study include:

- Personal Identification
- Family/Family Life
- School and Education
- Days/Months/Seasons
- Shopping/Numbers
- Community and Neighborhood
- Food and Meal-taking
- Physical Environment and Weather
- Travel/Leisure

### **Grading:**

Grades are based on an average of class participation, homework, quizzes, essays, tests, projects, and presentations. Homework is assigned frequently for review of vocabulary and structures presented in class.

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## **NEW YORK STATE SEAL OF BILITERACY - Planning for the Future**

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As a junior high school World Language student, it is never too early to begin thinking about how the study of a second language can be beneficial. Junior high students may want to begin the planning to pursue the New York State Seal of Biliteracy during their high school language study years. The New York State Seal of Biliteracy is a graduation accreditation that indicates that a student has achieved the Intermediate High Level of language proficiency (aligned with the standards of the American Council of the Teachers of Foreign Languages) in both English and a second language. Upon successful completion of the NYSSB, a student will earn a seal on his/her diploma with this designation. A student in the process of earning the seal and who is applying to colleges may designate that he/she is a “Candidate for the NYSSB.” The work required for this class will be completed on students’ own time and/or during some class periods of the French 221 or Spanish 200 class. Students will work under the guidance of a mentor.

The Lake George Jr. - Sr. High School World Languages Department in conjunction with the LG NYSSB Committee is offering the NYS Seal of Biliteracy in order to:

- Promote the study of languages
- Celebrate diversity
- Acknowledge students’ proficiency in both English and another language
- Support college and career readiness initiatives
- Support 21st skills
- Recognize students from a variety of cultural backgrounds

### **Guidelines:**

Interested students should:

- Be enrolled in/plan to enroll in French 221 or Spanish 200
- Earn a grade of 85% or higher on the Checkpoint B World Languages Exam
- Complete all aspects of the application process by the designated date
- Be prepared to select a mentor for the 2-point project pathway option
- Be prepared to present their project to a panel

# PHYSICAL EDUCATION

Our Physical Education curriculum offers a variety of activities to promote lifelong physical wellness. This includes individual/team sports as well as fitness and recreational activities in a co-educational environment designed to promote cooperative learning through sport and social interaction. The emphasis for grading is based on participation and skill performance along with formative and summative assessments.

## Grades:

- Physical Education is required each year by the New York State Department of Education. High school students who receive a passing grade in Physical Education will receive .5 credits towards high school graduation. 2.0 credits are needed to fulfill NYS requirements.
- Each student receives a grade based on their ability to meet the NYS Learning Standards as specifically related to the activity that they participate in.
- Each student participates in two or more different activities each quarter/marking period. Student's grades are calculated based on the following criteria:
  - Social & behavioral responsibility/class participation (4 pts/class): 80%
  - Skill Assessments, Application, Strategy & Cognitive knowledge: 20%

## Class Requirements:

- All students are required to change their clothing for class. This includes a pair of shorts or sweats, a T-shirt (with sleeves) or sweat top, etc., and a pair of sneakers that tie. Each student shall be issued a lock and locker in which to keep his/her clothing.
- The students' social/behavioral responsibility/participation grade is based on being in attendance and prepared to participate. Each student is expected to make a satisfactory effort to accomplish the skills of the day's lesson. Each student will receive 0-4 points according to his/her level of participation. (Please refer to Participation and Social Responsibility Grading Rubric on our website.)
- Students who are absent from a class will lose participation points for that day.
- Students may come in during a free period or study hall to make up classes as long as a high school class has P.E. that period. Makeup P.E. classes will also be held every Thursday of the quarter. Students who know they will be absent on a P.E. day may 'bank' a make-up. Students who are unprepared for P.E. class will NOT be allowed to make up that class. Students are encouraged to speak with the P.E. teachers if they have questions or concerns about their absences. Students who are absent because of a band lesson or school-sponsored field trip DO NOT have to make up that class.

## Medical Excuses:

All medical notes must be first brought to the nurse. Any student who has an excuse lasting 2 weeks or longer will have an alternative program created for them. If the excuse is less than 2 weeks in length, the student will have to make up those classes for credit.

# MUSIC

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## JUNIOR BAND

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The Junior Band is an elective performing group, which is open to students in grades 7 and 8. Students will be accepted in Junior Band if they participated in elementary band or have satisfactorily completed an audition with the band director. Junior Band meets five days a week; in addition, each member is required to attend one music lesson every eight school days, which is based on a rotating schedule. Satisfactory completion of the course will require the band member to attend all concerts at which the Junior Band performs.

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## JUNIOR CHORUS

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The Junior Chorus is an elective performing group, which prepares for and performs three concerts a year. It is open to all students. For all three concerts, there is ample opportunity for solo and small ensemble work. High-interest students are invited to participate in Vocal All-County (a chorus made up of the top choral students from 11 area schools) as well as NYSSMA (adjudicated solo work). The students may participate in various authentic musical experiences including an annual trip to New York City to see a Broadway musical. Students may take junior chorus daily (9<sup>th</sup> period) or they may take both band and chorus every other day.

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## GENERAL MUSIC 7

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Meets every other day for one semester.

Through extensive use of computers and synthesizers, Garage Band, iTunes, and YouTube, students explore musical concepts. They analyze the group STOMP and create their own percussion piece, they create a time capsule that focuses on one artist/band to relate contemporary music to world events, and they compose original pieces. They also learn to evaluate and critique current music, engaging in increasingly higher thinking processes. For 7<sup>th</sup> grade students only.

# **FAMILY AND CONSUMER SCIENCES**

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## **HOME & CAREERS 7**

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20-week course, every other day.

This course is designed to help adolescents live in a society of constant change and to improve their quality of life by preparing them to meet present and future responsibilities as family members, consumers, and home managers.

These skills will be applied to all areas of daily living using a variety of learning activities that will also integrate academic concepts of Math, Art, Reading, and Science. Concepts learned in this unit will integrate personal development, self-awareness, getting along with others, resource, and personal management, and organization.

In this course, practical learning skills will be applied in the textile production of simple sewing projects, learning of basic hand sewing techniques, sewing terms, and operation of a sewing machine. Hands-on skills will be applied during the duration of this course and evaluation is assessed through homework, small sewing tasks, quizzes, a simple sewing project, and community service. A comprehensive, objective final exam on information learned and practiced in the course will be calculated into the final average.

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## **HOME & CAREERS 8**

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10-week course, every day.

Subject matter in this class serves as a continuation of the application of the process and management skills learned in 7th grade with the focus on basic, home-made foods production labs, learning of kitchen tools and terms, basic measuring equivalents, and safety in the kitchen. Students will practice the principles of time management, safety, and decision-making by preparing several food labs. Practical learning skills will be applied during the duration of this course and evaluation is assessed through self-evaluation, food lab plans, quizzes, and community service. A comprehensive, objective final exam on information learned and practiced in the course will be calculated into the final average.

# JUNIOR HIGH ART

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## **ART 7**

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20-week course, every other day.

Students will experience a wide range of art experiences that are project and journal based. Art journals are created and weekly journal assignments are given as a way to enhance and expand upon what is learned in the classroom. The course is designed to build upon elementary based knowledge and further investigate technique, concept, style, and use of art materials. Student projects meet NYS Visual Art Standards and are assessed using objective-based rubrics.

At least one artwork from each student will be showcased at the annual Lake George Middle School Art Show, which is held every May at a location within our community.

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## **ART 8**

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20-week course, every other day.

This course is designed to further expand upon the knowledge learned in 7<sup>th</sup> Grade Art. Weekly art journal assignments are continued as part of the curriculum. Graphic design, ceramics, and exposure to more formal techniques in art are incorporated into the semester projects, which makes this course unique! The course is also designed to prepare students for the curriculum fundamentals of the ninth-grade course offering Studio in Art. Student projects meet NYS Visual Arts Standards and are assessed using objective-based rubrics.

At least one artwork from each student will be showcased at the annual Lake George Middle School Art Show, which is held every May at a location within our community.

# COMPUTER APPLICATIONS & KEYBOARDING

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## INTRO TO COMPUTER APPLICATIONS & KEYBOARDING 8

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10 weeks, every day.

A required course for all eighth-grade students, which serves as an introduction to various computer applications (word processing, presentation graphics, and spreadsheet programs) and keyboarding. Students will learn local as well as cloud-based file and folder management skills. Students will also learn how to upload/download files and understand various file types and conversion of files. Students will learn the proper touch-typing technique for keyboarding and apply this knowledge to their learning of the alphabetic keyboard. Students will also learn basic formatting skills for various business and academic-related documents including reports, business letters, flyers, etc. Students will also learn and practice effective proofreading and editing skills and apply these skills in their document preparation and finalization. Students will learn about the importance of safety when using technology and will research a safety topic and present their knowledge to the class through a presentation medium. Students will also gain introductory spreadsheet knowledge and learn basic formula writing and chart creation.

# HEALTH

Students in New York State are required to complete 20 weeks of Health Education by the time they complete junior high. To satisfy this mandate, Lake George students complete 10 weeks (1/2 semester) of Health Education in each of their 7th and 8th grade years.

Using the NYS Learning Standards as guidelines, students will integrate the knowledge of the basic body systems with an understanding of the changes that accompany the life cycle, particularly adolescence. They will also be looking at their own behaviors physically, mentally, and socially, and that of others for positive and negative ways of dealing with important issues.

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## HEALTH 7

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10 weeks, every other day.

The following units of study are covered.

### MENTAL AND EMOTIONAL HEALTH

- What is health
- How to make responsible decisions
- Developing good character
- NYSED Mental Health Literacy in Schools

### FAMILY AND SOCIAL HEALTH

- Becoming a responsible family member
- Resolving conflict
- Developing healthful relationships
- Abstinence

### GROWTH AND DEVELOPMENT

- Puberty
- How to take care of your body

### NUTRITION

- Dietary guidelines
- Eating habits
- Foodborne illnesses
- Eating disorders

### PERSONAL AND PHYSICAL HEALTH

- Regular examinations
- Be well-groomed
- Physical activity

### ALCOHOL TOBACCO & OTHER DRUGS

- Drugs- prescription, OTC, illegal
- Drug use, misuse, and abuse
- Resisting pressure to use drugs

### COMMUNICABLE AND CHRONIC DISEASES

- Reducing the risk of communicable diseases
- HIV
- Chronic diseases

### ENVIRONMENTAL

- Conserving resources
- Preventing pollution

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## HEALTH 8

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10 weeks, every other day.

The following units of study are covered:

### **MENTAL AND EMOTIONAL HEALTH**

- Developmental fitness
- Manage stress and be resilient
- NYSED Mental Health Literacy in Schools

### **FAMILY AND SOCIAL HEALTH**

- Abstinence
- Marriage and parenthood

### **GROWTH AND DEVELOPMENT**

- Puberty
- Pregnancy and childbirth
- Age in a healthful way
- Expressing grief

### **NUTRITION**

- Maintaining a desirable weight
- Eating disorders

### **PERSONAL AND PHYSICAL HEALTH**

- Injuries during physical activity

- Developing fitness

### **ALCOHOL TOBACCO AND OTHER DRUGS**

- Drugs- prescription, OTC, illegal
- Drug use, misuse, and abuse
- Resisting pressure to use drugs

### **COMMUNICABLE AND CHRONIC DISEASES**

- Reducing the risk of communicable diseases
- STDs
- HIV
- Cardiovascular disease and cancer

### **FIRST AID AND CPR**

- First Aid, Heart Association Certification
- CPR, Heart Association Certification

# TECHNOLOGY

Students in New York State are required to complete 40 weeks of Technology Education by the time they complete junior high school. To satisfy this mandate, Lake George students complete 20 weeks (1 semester) of Technology Education in each of their 7th and 8th-grade years. In addition, 8th-grade students must also pass the NYS Intermediate Technology Education Assessment with a minimum proficiency. In junior high, students are introduced to the engineering process (IDEAL System) to assess and solve problems.

- I = Identify specific problems
- D = Describe possible solutions (brainstorm)
- E = Evaluate solutions and make decisions
- A = Act by constructing and testing models
- L = Learn by studying test data and optimizing

Major concepts (themes) included in each junior high study include problem-solving, critical thinking, communication and presentation skills, group dynamics, career exploration, machine and tool application, and product development.

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## INTRO TO TECHNOLOGY 7

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20 weeks, every day.

Students will form problem-solving (engineering) teams to complete the following unit studies:

- What is Technology (Science vs Technology)
- The History of Technology (Exponential Growth)
- Measurement (Standard and Metric)
- Introduction to Design (Orthographic Projection)
- Magnetic Levitation (Future Transportation)
- Computer Programming (GUI Programming-Logo Robots)
- Future City Design (Computer Simulation)
- Structural Systems (Balsa Models)

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## INTRO TO TECHNOLOGY 8

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20 weeks, every day.

Students will review the IDEAL Problem-Solving system before completing the following unit studies.

- Manufacturing & Automation (Robotic Arm)
- Introduction to Computer-Aided Design (CAD Floor Plan Design)
- Open and Closed-Loop Systems (Lego Systems)
- Introduction to Electricity (Catch the Bug)
- Alternate Energy Infomercial (Moviemaker)
- What is New in Nanotechnology (Group Presentation)