

Section III: Curriculum

Curriculum

The junior high school provides a comprehensive curriculum for students. It emphasizes instruction in essential skills and knowledge, as well as an opportunity for exploratory experiences that meet the varied needs and interests of early adolescents.

Grade 7	Grade 8
Language Arts - 36 Weeks	Language Arts - 36 Weeks
Science - 36 Weeks	Science - 36 Weeks
Math - 36 Weeks	Math - 36 Weeks
Social Studies - 36 Weeks	Social Studies - 36 Weeks
Art - 9 Weeks	FACS - 9 Weeks
Art 3D - 9 Weeks	Gateway - 9 Weeks
Health - 9 Weeks	Physical Education – 18 Weeks
Computer Science - 9 Weeks	Preparing for College and Career - 18 Weeks
Physical Education – 18 Weeks	Foreign Language – 36 Weeks (elective)
Performing Arts or RA Rotation - 36 weeks	Performing Arts or RA Rotation - 36 weeks
RA Rotation = Physical Education, Art, Art 3D, Computer Science, and Health - 36 week combination	RA Rotation = Preparing for College and Career, Gateway, FACS & PCC - 36 week combination

Specific Classroom Expectations:

Academic achievement is important. To help ensure that each student is able to achieve academically students and staff are held to the following expectations:

- Students should understand that homework is expected.
- Students are to do independent work.
- Students are to participate in class activities and discussion.
- Students are to take care of school equipment.
- Teachers are to communicate their specific classroom expectations.
- Class disruptions will be addressed and not allowed.

Special Education

In addition to the regular curriculum, the junior high school provides a program for students with special educational needs.

Every child has the right to a free, appropriate public education – even a child with the most severe disability. This right was established in the Individuals with Disabilities Education Improvement Act (IDEA). In Indiana, Article 7 governs and implements IDEA. Children with special educational needs in our school corporation are served by Greater Lafayette Area Special Services (GLASS). GLASS is a cooperative program with the Lafayette School Corporation, Tippecanoe School Corporation, and West Lafayette School Corporation.

GLASS serves students with disabilities. Special education is considered “special” because specific methods, programs, and teaching techniques are developed to meet each child’s particular needs and abilities.

One of the most significant changes in public policy brought about by IDEA is involvement of parents in every step of providing services for their disabled child. A child may be referred to GLASS for evaluation by a teacher, principal, or parent. Parental permission must

be obtained before any testing specifically related to determining qualification for special services may be done. If a special education placement seems advisable based on the test results, the parents and education professionals work together in the planning of the educational program for that individual child and, subsequently, in the educational placement decision. The rights of the parents are specified in IDEA so that parents may protect the rights of their children.

If you feel that your child's educational needs are not being met in his/her current classroom setting and you would like to refer your child for evaluation or re-evaluation, please contact the building principal for the proper procedures to follow.

The school maintains the following special services for the benefit of all students:

Psychological Services personnel assist other members of the school community and parents in producing the optimal learning environment for the growth of each student in grades kindergarten through twelve. They may assist staff in planning for remediation in learning and adjustment, provide in-service training, or consult with staff in the areas of curriculum development, motivation, evaluation, assessment, group process, behavior management, and mental health.

The Special Services department may refer students with special problems to appropriate agencies located at Purdue University or in the Greater Lafayette community.

School age children who are found to be disabled are generally placed in special programs in the Lafayette School Corporation. Speech and Hearing services are available for those in need of educational professionals with such specialized training.

Excel/Challenge Program

The Lafayette School Corporation is committed to the implementation of a program for High Ability students that will develop skills and attitudes that lead to a life of learning, self-development, and service to society.

The Lafayette School Corporation High Ability Program for High Ability students is based on a consideration of the characteristics and needs of gifted youth. It addresses the concerns of students, parents, educators, and the community in its attempt to meet the needs of student's gifted in general intellectual ability, specific academic aptitude, leadership, creativity, and the visual and performing arts. The K-12 program provides for the sequential development of higher-level thinking skills, study at an appropriate pace and level, appropriate materials, opportunities for independent study and research, and appropriate activities within the school and in the community.

Individual building programs vary because of the number and needs of High Ability students. Secondary programs may include Excel and Challenge (Honors) classes, Mentorships, and Individual Challenge Plans (I.C.P.).

Eligibility for placement in the High Ability Program is determined by consideration of achievement test scores, academic records, teacher recommendations, parent referral, student self-referral, and other relevant information. Parents who feel their children have need for High Ability Program services may refer their children for consideration for placement by contacting the High Ability Coordinator, Ms. Rosenberry.

Digital Conversion

Every student will have access to a student 1-to-1 device for the purpose of enhancing the overall education experience. The digital conversion is intended to increase, improve, and enhance instructional opportunities for all students.

Foundational Reasonings:

- ☐ Students must be prepared for a college and/or career
- ☐ TJHS must acknowledge and embrace the current and future needs of students
- ☐ Students and staff must do more in the time that they have
- ☐ Learning is not exclusively an 8:00 am – 3:15 pm activity

Guiding Principles

- ☐ TJHS believes that the digital conversion must increase, improve, and enhance instructional opportunities for all students
- ☐ TJHS believes that the digital conversion must support efficient means for teachers to deliver and collect formative assessment data
- ☐ TJHS believes that the device selected for digital conversion should have the capacity to be used for the entire school day

- ▣ TJHS believes that the device selected for digital conversion provides an optimal experience for students during state required testing
- ▣ TJHS believes that the touchscreen functionality of the device selected will increase student engagement in the content
- ▣ TJHS believes that the digital conversion process must cognizant of the cost to parents

Digital Conversion Expectations

Tecumseh	Student	Parent
<ul style="list-style-type: none"> • Provide digital opportunities that increase student achievement 	<ul style="list-style-type: none"> • Bring device to school every day • Bring device charged and ready to use 	<ul style="list-style-type: none"> • Establish routines at home that promote daily usage and charging of the device
<ul style="list-style-type: none"> • Provide timely and meaningful instruction by collecting formative assessments to gauge student learning 	<ul style="list-style-type: none"> • Complete assessments • Give each assessment your full attention • Use the assessment feedback to learn about yourself 	<ul style="list-style-type: none"> • Monitor the student's progress in PowerSchool • Routinely discuss assessment feedback as opportunities to grow and improve
<ul style="list-style-type: none"> • Provide opportunities that extend student learning beyond the school day 	<ul style="list-style-type: none"> • Use tutorials and digital resources to learn about the efficiencies of the device • Complete assignments • Work within the approved websites, resources, and networks 	
<ul style="list-style-type: none"> • Provide opportunities that promote college and career awareness 	<ul style="list-style-type: none"> • Establish short- and long-term goals 	

Assessment

A combination of formative and summative assessments are used to measure student progress and to inform instruction.

Schedule of Student Achievement Impact Assessments			
Category	Instrument	Gr. 7	Gr. 8
State/District Outcome	ILEARN or IAM Gr. 7 & 8	Spring	
	NWEA Math	3 Times Yearly	
	NWEA ELA		
	Common Assessments in Language Arts, Math, Science, and Social Studies	Frequency varies by content area	Frequency varies by content area

Indiana's Learning Evaluation Assessment Readiness Network

ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students in grades 3-8 and assesses:

- English/Language Arts (Grades 3-8)
- Math (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)

NWEA (MAP)

Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.

<https://www.nwea.org/assessments/map/#sthash.O3nq3cjm.dpuf>

Common Assessments

Teacher created common assessments are utilized in the four core subject areas. Internally, they are referred to as the Edulastic “chunk” assessments. They are used at varied rates to fit the curriculum. Each PLC came to consensus on the length and format of the common assessments.

Library & Media Center

An effective Library serves as foundational piece of any school-wide literacy program. Tecumseh has a well-equipped Library that contains a collection of over 34,000 books and materials. It is a quiet place where you may go to use reference books, magazines, and digital resources for your schoolwork and for recreation. The librarian and library assistants will be glad to help students find what they want. Students may access the Library from 7:45 am - 3:25 pm daily.

Before and After School

Students may come to the library before and after school hours (7:45 am - 8:00 am; 3:15 pm - 3:25 pm) without a pass.

During School Hours

During school hours, students may come to the library with a pass during a study break or enrichment period. During the lunch period, students may come to the library except when there are classes scheduled.

Check Out Procedures

Books may be kept out for a period of two weeks. Books may be renewed for one period (two weeks). Encyclopedias (except for circulating copies), reference books, and books on reserve are not checked out. Magazines (except current copies) may be checked out for overnight use. The student is responsible for each book that they check out. **Students should not check out damaged books. If a student finds a damaged book in the library, do not check it out; he or she should immediately bring it to the Media Specialist's attention.**

All books and materials taken out must be checked out at the circulation desk. All books and materials are to be returned to the charging desk. Library books that are lost and not paid for will be treated as unpaid book rental, and subject to the Lafayette School Corporation's collection policy. Each pupil will be expected to conduct him/herself in a quiet and orderly manner.

Interdisciplinary Teams

An interdisciplinary team at Tecumseh consists of five teachers from different subject areas and the group of students they commonly instruct. (Language Arts (2), Math, Science, Social Studies) Team teachers strive to provide students with common expectations and procedures. Consistent expectations across the team provide students with clarity and stability in regards to their educational experience. Classrooms and lockers for each team are located in the same area of the school which reduces transition time between classes and provides students with support from familiar staff throughout the school day. Ultimately, teams provide a collaborative and supportive work group for students and staff.

Field Trips

The Lafayette School Corporation encourages field trips when they relate to the Indiana curriculum standards and augment and enrich classroom instruction. Field trips taken on school time are typically limited to those specifically related to classroom instruction and regularly scheduled curricular or extracurricular activities. Field trips arranged as a reward for participating in contests, for general cultural betterment, etc. are planned in a manner which prevents interference with classroom activities.

TECUMSEH HOMEWORK GUIDELINES

Introduction

The following guidelines have been developed by a committee of parents, teachers, and administrators at Tecumseh and is intended to be a general guideline that will benefit students, teachers and parents at Tecumseh.

Purpose of Homework

Homework may be assigned for the purpose of preparing students for activities that will occur in a future classroom setting; reinforcing learning that has previously been taught; extending to a higher order of thinking; or promoting creativity by having students combine concepts and skills in new and different ways.

Role of Teacher

Teachers should develop a homework policy and discuss it with students and parents at the start of the school year, be specific in making/assigning individual homework assignments, and notify parents of students who fail consistently to complete homework.

Role of Student

Students should write down all homework assignments, take home all necessary material and information needed to complete assignments, and turn in all assignments when they are due. Students should immediately request work from their teachers that they have missed due to absence. Students should check their grade through PowerSchool each week during Homeroom.

Role of Parent

Parents should provide a quiet study area and specific study time for homework to be done, check with children and on homework assignments each day, and communicate with teachers when homework difficulties arise. Parents should check their child's grades through PowerSchool on a weekly basis.

Homework Guidelines

1. Homework should be conducive to facilitating student learning and therefore used for diagnostic as well as evaluative purposes.
2. Whenever possible, students should be provided with a period of directed instruction during which they may begin their assignments and receive assistance from the teacher.
3. The amount and frequency of homework should vary based on grade level, subject matter, and ability level of each student. As a general guide, homework in each class may average between 15 and 45 minutes daily and could include supervised study in class, time spent in enrichment, and/or time spent at home.
4. When major assignments or tests overlap, students and parents should communicate with teachers. Teachers will work within their teams to review assignment calendars.
5. If a student or parent believes that these guidelines are not being followed, they should first communicate with the teacher involved. If a problem still persists, the principal should be contacted.

Homework Support

Homework support is offered in the library Monday through Thursday from 3:15 pm - 4:15 pm.

GRADES

Grading Period

Progress Reports and Report cards will each be issued four times during the 2021-2022 school year according to the following schedule:

Progress Reports

Quarter 1 Progress Report
Quarter 2 Progress Report
Quarter 3 Progress Report
Quarter 4 Progress Report

Progress Report Distribution

September 9 Email Distribution
November 18 Email Distribution
February 10 Distributed During Student-Led Conferences
April 21 Email Distribution

Nine Week Periods

Quarter 1 Report Card: August 11 – October 9

Report Card Distribution

October 14 Distributed During Student-Led Conferences

Quarter 2 Report Card: October 12 – December 22

January 6 Email Distribution

Quarter 3 Report Card: January 6 – March 12

March 17 Email Distribution

Quarter 4 Report Card: March 15 – May 25

May 26 Email Distribution

Grading System

Each teacher will evaluate student work and assign a grade of either A, B, C, D, or F on report cards. Students and Parents will be notified in writing of the evaluation system used by each teacher at the beginning of each course.

The following is the grading scale for Lafayette Tecumseh Junior High School:

A= 90-100 (4 pts.)

B = 80-89 (3 pts.)

C = 70-79 (2 pts.)

D = 60-69 (1 pts.)

F = 59 and below (0 pts.)

Grading System for Biology 1 Honors, English 9 Honors, Geometry Honors

Each teacher will evaluate student work and assign a grade of either A, B, C, D, or F on report cards. Students and Parents will be notified in writing of the evaluation system used by each teacher at the beginning of each course.

The following is the grading scale for Lafayette Tecumseh Junior High School:

A+= 90-100 (5 pts.)

A = 80-89 (4 pts.)

B = 70-79 (3 pts.)

D = 60-69 (1 pts.)

F = 59 and below (0 pts.)

Honor Roll

Students who have a GPA of 3.0 (A=4, B=3, C=2) or above AND have no Ds or Fs will be on the honor roll for the grading period.

There are three honor rolls:

Distinguished Honor Roll = GPA greater than or equal to 3.75

High Honor Roll = GPA greater than or equal to 3.5 and less than 3.75

Regular Honor Roll = GPA greater than or equal to 3.0 and less than 3.5