
BARSTOW JUNIOR HIGH SCHOOL
HAWKS COURSE INFORMATION COURSE
CATALOG

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~~*"A HAWK TO ACHIEVE POSITIVE RESULTS HAVE A
POSITIVE ATTITUDE HONORABLE, AMBITIOUS WILLING*~~

~~*KIND"*~~

~~*2013-2014*~~~~*2015-2016*~~







Barstow Junior High School



Dear Students and Parents:

Welcome to Barstow Junior High School (BJHS)! We hope that you will take an active part in maintaining and improving our fine school. This can be accomplished through regular attendance, appropriate and positive behavior and making the most of all your efforts in your course work.

The Junior High School program is designed to prepare you for High School. You will have six or seven different teachers, and classrooms, and many new classmates. You will have a variety of opportunities for learning and growth in your classes and through extra-curricular activities.

All junior high students are required to take the following year-long classes:

1. Language Arts
(Strategic/Benchmark)
2. Language Arts/Reading
(Str/Bench)
3. World History 7 or US History 8
4. 7th Grade Math or Pre-Algebra 7^{er}

8th Grade Math or Algebra Algebra I (Str/Bench)

5. General Math, Pre-Algebra

Or Integrated Math classes Pre-Algebra 7 or Algebra I Support class

6. Life Science or Physical Science

7. Physical Education

8. Electives or Music Program

GENERAL INFORMATION

TEXTBOOKS: All books, including textbooks, are issued to you through the school library. You are responsible for the books issued to you, and you will be charged for lost or damaged books. Should you have outstanding charges with the library, you will be prohibited from participating in extra-curricular events, such as dances. Report cards are held until these charges have been paid.

MATERIALS: All students are expected to be prepared for all classes. You must carry a notebook with an ample supply of lined paper, pencils, and pens. BJHS does not have hall lockers, therefore, it would be helpful to have a book bag or backpack.

LIBRARY: You are encouraged to take advantage of our school library to increase knowledge and interests.

The library is open before, during, and after school for you to use.

SCHOOL RULES AND REGULATIONS:

In order to provide a safe, orderly, and productive learning environment, Barstow Junior High School has established certain rules and regulations. These rules, along with many other important aspects of school life at BJHS, will be explained to you at the beginning of the school year. You will receive a Student Handbook to read and discuss with your teachers and parents. You and your parents will sign a letter indicating that you read and understood the student handbook information. Barstow

Junior High School strictly interprets and enforces the District dress code.

STUDENT ID CARDS: Students will be provided with a lanyard and Barstow Junior High School I.D. Each student is required to wear their lanyard and I.D. card at all times. Students participating in on-campus activities will not be able to participate in various events without a visible I.D. card. Students wearing a lanyard with an attached I.D. will be awarded in a variety of ways: 1. Students will be served first in cafeteria and food cart lines 2. Students will be giving priority registration when signing up for activities where there is limited space 3. Students will be able to attend field trips 4. Students will be able to participate in sporting events/extra-curricular activities 35.

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Students will be required to have I.D. card and lanyard when boarding any bus leaving BJHS.

If your I.D. card is lost or damaged, a new one can be purchased from the principal's office for \$5.00.

Ability Grouping Levels:

SAI: Specialized Academic Instruction
Strategic
Benchmark

Class Information

MATH

MATHEMATICS 7: In Grade 7 Mathematics instruction focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

PRE-ALGEBRA: Pre-Requisite: Coded-Based Placement Tests;

teacher and/or counselor recommendation. Pre-Algebra is a required 7th grade course designed to meet the California State Standards. Topics to be covered include manipulating numbers and equations to understand general algebraic principles and evaluating, simplifying and solving equations. Students will cover the concepts of measurement, proportions, ratios, interest, fractions, decimals, and percents. In addition, students will work with the Pythagorean Theorem in order to understand right triangles, solving for an unknown side. Also covered will be the concepts of surface area and volume of basic three-dimensional objects. Lastly, students will acquire an appreciation for graphing linear equations.

Strategic & Benchmark levels (Year).

ALGEBRA READINESS/MATHEMATICS 8-8: Introduction to Algebra is full-year course aimed at preparing 8th-grade students for algebra. By the end of the course, students will have studied all the topics identified for an Algebra Readiness Program in the California Mathematics Framework; and they will be better prepared for the General Mathematics California Standards Test (General Math CST), the California High School Exit Exam (CAHSEE), and algebra. In Grade 8 Math, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Students are placed by ability grouping model (Year).

ALGEBRA I: Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor recommendation. Algebra I is a required 8th grade course designed to meet many of the California State Standards. Students will learn to identify and use arithmetic properties of integers (1.0), understand and use basic arithmetic operations (2.0), solve equations and inequalities, including absolute value (3.0), simplify expressions, solve multi-step problems, and graph linear equations (4.0, 5.0, and 6.0), and subtract, multiply, and divide polynomials (10.0) and apply basic factoring techniques (11.0).

Completion of Algebra I Standards, verified by the Junior High School staff, reduces the high school mathematics requirement school mathematics requirement will be 20 units at Barstow High School. Students must completed the year course with a "C" or higher grade. [BP 6146.1 (a)] (Year).



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LANGUAGE ARTS

LANGUAGE ARTS 7 STRATEGIC

Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor recommendation.

Students who are functioning at one to two years below grade level in reading, based on the placement procedure, will be placed in a Strategic Reading/Language Arts program. This program uses the core Holt Literature and Language Arts curriculum, but provides a differentiated delivery that supports students in achieving grade level standards in vocabulary, reading comprehension, literary skills, language conventions, writing, listening, and speaking. Students in this program will be regularly assessed to determine their progress towards mastery of standards, and may exit the program when they demonstrate proficiency by scoring 75% or higher on district benchmarks and progress-monitoring tests (Year).

LANGUAGE ARTS 7

/BENCHMARK: Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor recommendation.

Students who are functioning at or above grade level in reading, based on the placement procedure, will be placed in a Benchmark Reading/Language Arts program. This program uses the core Holt Literature and Language Arts curriculum, and provides a comprehensive delivery of instruction in vocabulary, reading comprehension, literary skills, language conventions, writing, listening, and speaking. Students must maintain an average of 75% or higher on district benchmark exams and progress monitoring tests to

remain in the Benchmark program (Year).

LANGUAGE ARTS 8 STRATEGIC:

Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor recommendation.

Strategic Classes are designed for those students who on past tests have demonstrated abilities in reading, writing, and grammar that are below the expectations for eighth grade. The strategic classes have the intention of preparing students for and providing them the ability to be successful in the benchmark classes. Therefore, the curriculum both topic and expectation will remain consistent with the Benchmark classes. However, students may be given in situations deemed beneficial to a student's development of key skills a reduced workload or a slower pace as deemed necessary. Ultimately, the goal is to increase the student's ability to perform consistently at a level commensurate with the Benchmark level. Student's successfully demonstrating key skills on tasks and tests will be evaluated for the benefits of being placed back into grade level Benchmark classes (Year).

Students who are functioning at one to two years below grade level in reading, based on the placement procedure, will be placed in a Strategic Reading/Language Arts program. This program uses the core Holt Literature and Language Arts curriculum, but provides a differentiated delivery that supports students in achieving grade level standards in vocabulary, reading comprehension, literary skills, language conventions, writing, listening, and speaking. Students in this program will be regularly assessed to determine their

progress towards mastery of standards, and may exit the program when they demonstrate proficiency by scoring 75% or higher on district benchmarks and progress-monitoring tests (Year).

LANGUAGE ARTS 8

/BENCHMARK: Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor Pre-Requisite: Coded-Based Placement Tests; teacher and/or counselor recommendation. The Benchmark curriculum is a robust and systematic approach to the mastery of the College and Career Readiness Strands of the Common Core State Standards. The class is intended to challenge students performing at grade level to further their understanding and mastery of the necessary skills for success in high school and beyond. Students will be exposed to and expected to apply the skills learned while performing real-life or simulated real-life tasks throughout the year. The application of skills such as organization, structure, research, citation analysis, evaluation, and decision making will be assessed through rubric-scored tasks often times dealing with real world issues relative to students or their futures. Some topics to be covered or activities to be completed throughout the year will include: researching and presenting about freedom in the U.S. and around the world, analyzing and arguing the pros and cons of technological advancements, learning interviewing techniques and conducting community interviews of students, and a student community service project and presentation. Students will also receive a comprehensive review and extensive new instruction in both grammar and vocabulary development skills needed for success in high school. (Year).

Students who are functioning at or above grade level in reading, based on the placement procedure, will be placed in a Benchmark Reading/Language Arts program.

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This program uses the core Holt Literature and Language Arts curriculum, and provides a comprehensive delivery of instruction in vocabulary, reading comprehension, literary skills, language conventions, writing, listening, and speaking. Students must maintain an average of 75% or higher on district benchmark exams and progress monitoring tests to remain in the Benchmark program. Language Arts 8 provides the foundation for all high school English courses (Year).

HISTORY

WORLD HISTORY: World History 7 is a continuation of the World History curriculum started in sixth grade. The middle era of history is emphasized from the fall of the Roman Empire to the Age of Enlightenment (300 A.D. to 1800 A.D.). Areas of study include: African Kingdoms, Islam, China, Japan, the American civilizations, and the European Middle Ages, Renaissance, and Reformation. Geography skills are included throughout the course (Year).

U.S. HISTORY: Social Studies 8 is a year-long course. The course will cover the history of the United States from the discovery through the period of reconstruction. The course covers important aspects of history such as Colonialism, Revolutionary War, the Constitution, Agricultural and Industrial Growth, and lastly, Slavery, Westward Expansion, and the Civil War will be discussed (Year).

SCIENCE

LIFE SCIENCE 7: In seventh grade science students will explore areas of life science. Topics of study include cells, genetics, evolution, and the structure and function in living systems with a focus on the human body. A state requirement has all students receiving curriculum and instruction with topics including HIV, AIDS and Sexually transmitted diseases. Students will utilize the scientific method to develop critical thinking and problem solving skills (Year).

PHYSICAL SCIENCE 8: In eighth grade science students will explore areas of physical science. Topics of study include chemistry, motion, forces, and astronomy. Students will utilize the scientific method to develop critical thinking and problem solving skills (Year).



PHYSICAL EDUCATION

The course is required of all of our students. All students will participate in various types of activities and sports. Fitness improvement is a major aspect of physical education department. One day a week is

dedicated to cardiovascular work, muscle strength and muscular endurance. Flexibility and cardio is incorporated with the daily P.E. activity. Physical education grading is based on sportsmanship, citizenship, behavior, participation and dressing out daily.

Dressing for P.E. is not an option. Students must dress out and participate in order to receive a passing grade. The uniform to be worn is navy blue shorts, gray P.E. shirt, socks, and appropriate tennis shoes. For security and prevention of loss, the student's name must be on the front of the shirt. Sweat clothes may be worn during cold weather. Sweat clothes may be of any color. Shoes must be laced and tied properly. Shirts and pants must be worn appropriately. Any clothing that violates BJHS dress code may not be worn. It is recommended that students have an extra P.E. uniform. A combination lock will be issued to all students to secure their belongings and P.E. uniform in their locker. If the lock is not returned at the end of the school year, the student will be charged a \$5.00 replacement fee (Year).

BJHS P.E. Uniforms: PE uniform shirt/shorts \$20.00 per set (subject to change).

The course is required of all of our students. All students will participate in various types of activities and sports. Fitness improvement is a major aspect of physical education department. One day a week is dedicated to cardiovascular work, muscle strength and muscular endurance. Flexibility and cardio is incorporated with the daily P.E. activity. Physical education grading is based on sportsmanship, citizenship, behavior, participation and dressing out daily (Year).



Dressing for P.E. is not an option. Students must dress out and participate in order to receive a passing grade. The uniform to be worn is navy blue shorts, gray P.E. shirt, white socks, and appropriate tennis shoes. For security and prevention of loss, the student's name must be on the front of the shirt. Sweat clothes may be worn. The colors must be gray or navy blue. Shoes must be laced and tied properly. Shirts and pants must be worn appropriately. Any clothing that violates BJHS dress code may not be worn. It is recommended that students have an extra P.E. uniform. A combination lock will be issued to all students to secure their belongings and P.E. uniform in their locker. If the lock is not returned at the end of the school year, the student will be charged a \$5.00 replacement fee (Year).

BJHS P.E. Uniforms: PE uniform shirt/shorts \$20.00 per set (subject to change).

ELECTIVES

21st CENTURY LANGUAGE ARTS:

Students will apply a variety of Language Arts skills while learning to work collaboratively with their classmates to complete interesting and challenging projects. Some of the classwork will include analyzing and using persuasive techniques to create their own, fun, but meaningful commercials. Also, students will utilize various technologies to create a digital media presentation collaborative research. In addition, students will



history of storytelling, research and tell the story of Barstow and use their skills of storytelling when writing and acting in their own movies – Hollywood here we come!!!
(Semester).

ART: Students will develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms and mixed media. In this course, emphasis will be on the development of fundamental skills of elements of design, basic color theory, proportion, value (shading) and perspective. Content includes watercolors, oils, acrylics, and development of line, shape, spatial characteristics and color in terms of concept of work **(Semester).**



AVID 7 & 8: The AVID course is an seventh & eighth grade elective for motivated students who are interested in preparing for college bound classes in high school. To ensure success students work individually as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed in the elective class, and student progress in content area classes is closely monitored. In order to qualify for AVID, the student must meet at least one of these three criteria: (1) "under-represented" in college arena, (2) financially disadvantaged or (3) considered first to attend college in the family (first generation) **(Year).**

ASB/STUDENT GOVERNMENT:

This course is designed to develop leadership skills in students from a representative sample of our entire school community. Students will focus upon goal setting, communication, group processes, citizenship, community building, diversity and equity, self-awareness, decision-making, conflict resolution, group facilitation, project planning, and implementation skills. Students will develop the confidence to be responsible leaders, gain marketable skills, and prepare for college **(Year).**

COMPUTER LITERACY:

Students will learn to "touch type" at a computer keyboard or improve their keyboarding skills. They will learn to format letters, memos, reports and tables using word processing software. This class will also create newsletters, programs and advertising documents. Instruction will be given using "Compass Learning Program" and use the Internet **(Semester)**.



Choir: This year-long course that explores choral music from a wide variety of cultures and time periods



through study and performance. The core curriculum emphasizes the basics of vocal techniques, sight-reading, music theory, and music history. Students in Choir may be expected to participate in concerts during each semester as a major part of their grade **(Year)**.



CREATIVE WRITING: Students will gain practical knowledge and experience for writing narratives and other creative texts. Students will create and develop real or imagined experiences or events using effective techniques, well-chosen details, and structured event sequences. Students will write short stories, descriptions, poetry, plays, essays, etc

Students will gain practical experience in the techniques of imaginative writing. In this course, emphasis will be on the writing of fiction or non-fiction prose. Each student will study selected literary works to improve critical reading toward the goal of improving creative writing (Semester).

ENGLISH LANGUAGE DEVELOPMENT(ELD): Pre-Requisite: CELDT Based Placement Tests; teacher and/or counselor recommendation. The course is designed for students

identified as English Language Learners (ELLs) at the Beginning, and Early Intermediate levels of English language proficiency based on the CELDT. This comprehensive course features a balance of English language instruction with a strong emphasis on oral language and academic vocabulary development and a focus on content as described in the English-Language Arts Framework and grade level content standards. The goals and objectives are based on the California ELD Standards: Grades 6-8. The California ELD Standards follow a linguistic pathway towards proficiency in the English Language Arts focusing on speaking, listening, reading, and writing **(Year)**.

GEOGRAPHY: This course is designed to provide the students with the study of the earth's natural and man-made features, maps, climates and weather is designed to trace human development in a universal context. Ideas, philosophies and prevalent political and economic practices will be discussed resulting in an understanding of human societies and their modes of function and operation (Semester).

HEALTH: is presented to help students learn to make choices that will lead to rich, full lives. The teaching units are Personal Health, Nutrition and Food, Consumer Health and Mental Health, Substance Use and Misuse, Family Life, HIV, and Disease Control and Prevention. It is a class that is well rounded for the Jr. High student with hands-on activities **(Semester)**.

JUNIOR GREAT NOVELS: Students will explore novels that are thematically enriched and connected to their current lives. This program

will help develop inquiry –based instructional strategies in reading comprehension, literary analysis and critical thinking. In this course, shared inquiry will develop students' reading, communication and reading skills **(Semester)**.

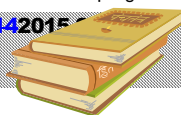
MUSIC APPRECIATION (General): is a semester course designed to teach the basics in music theory, history, and an appreciation of music as an art form. Students will learn basic music fundamentals of music notation, rhythms and listen and view various forms of musical performances and documentaries to include but not limited to Classical, Jazz, Opera, Rock & Roll, Country, Gospel, etc. Students will also learn about the various musical instruments and their history. This is a non-performance class **(Semester)**.

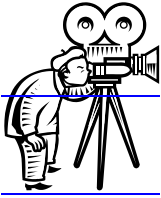
MUSIC & MEDIA ARTS: Is a year-long course designed to teach the basics in broadcasting techniques used in the broadcast industries of Radio, Television, and Cable. Students will learn techniques used in technology that include, but are not limited to, **Music and Video** recording, mixing for video, closed circuit television broadcast, studio recording of original compositions for video, radio, cable, closed circuit broadcast, etc. Students will develop skills in script writing for use on teleprompters, creating computer graphics, on-camera skills in an attempt to produce quality, professional level broadcasts. These skills will be used for morning announcements, staff and student interviews, radio and local cable promotion of school activities, etc **(Year)**.

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JOURNALISM & YEARBOOK: This course will help students gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing, and photography, while producing and creating a school yearbook filled with memories. Students will also create and publish a monthly newsletter detailing and documenting the school year, maintaining calendar for students/staff/parents of upcoming events. Students will step into leadership roles and gain useful, real world skills in time management, marketing, teamwork and design principles (Year).

ROBTICS:

This INTRODUCTORY course is designed to allow students in small group settings to create and analyze simple machines allowing them to gain a deeper understanding of force, energy and motion while also furthering the skills needed to successfully work in a cooperative setting (Year).

STUDENT AIDES

CLASS AIDE: This semester/ year-long course is designed



to give each student training in working with a classroom teacher. Teachers may have their student aide performing the following duties: typing, data entry, copy, file and perform other related duties. **NOTE: Teachers are only allowed three (3) student aides and may not have an aide during their preparation period (Semester/Year).**

OFFICE AIDE: This class will familiarize the students with general office practices. They will be learning about attendance, filing, telephone use, and how to work with the students that come in the office. Since only twenty positions are available, students will be selected on the basis of attendance, behavior, grades and counselor recommendation (Semester/Year).

LIBRARY AIDE: Students are selected for this course through qualification requirements and counselor recommendations. Each student selected will learn circulation procedures, shelving of books, the use of the card catalog, and textbook circulation. One student will be selected for designated periods (Semester/Year).

QUALIFICATIONS/REQUIREMENTS FOR CLASS/OFFICE/LIBRARY AIDES:

Good attendance (95%) / Behavior
Grade Point Average 2.5 or better

No F's on report card
Semester/Year-long course (A - F) grading

Hawk Band Program

BEGINNING BAND: Is a year-long course designed to instruct students in the basics of reading of music notation, sound projection and tone quality of musical instruments. This course

requires practice time outside of the classroom, and a monetary commitment in that students are *required to obtain an instrument* of their choice* through a purchase, rental or lease program through local music stores, as well as the method book, and materials for their instrument. This class will perform at the Spring Concert (May).

Performances are mandatory and therefore are a major part of the students' grade. **Prerequisite: None**
*** Instruments that are provided are: Tenor Sax, Baritone Sax, Bass Clarinet, Bassoon, Baritone, Trombone, and Tuba.**

INTERMEDIATE BAND: Is a year-long course designed to continue to develop musical and technical skills of their chosen instrument. The next method book in sequence will be required to be purchased. Students will progress and be able to perform at Grade 1-1½ performance level. This course requires practice time outside of the classroom, and a monetary commitment in that students are *required to obtain an instrument* of their choice* through a purchase, rental or lease program through local music stores, as well as the method book, and materials for their instrument. This class will perform at the Winter Concert, BUSD Bantasia, and the Spring Concert. All performances are mandatory and are a major part of the students' grade. **Prerequisite:**

Successfully passing Beginning Band with a grade of C or better, incoming 7th grade student-successfully pass assigned band classes with a grade of C or better.



INTERMEDIATE PERCUSSION

LAB: Is year-long course designed to continue to develop musical and technical skills in all areas of percussion work. This course is designed so that students will progress at a more rapid rate for the purpose of being prepared for advanced band and the demands of marching band. This class may perform at Winter Concert (December), BUSD Bantasia (March), and Spring Concert (May) [if the intermediate band classes' are prepared for performances, the percussion lab will perform with them]. When performances are scheduled, they will be mandatory and therefore are a major part of the students' grade. **Prerequisite:** **Successfully passing Beginning Band with a grade of C or better, incoming 7th grade student-successfully passing assigned band classes with a grade of C or better.**



CONCERT/MARCHING BAND: is a year-long course designed to challenge students' musical skills at an advanced level while learning and refining basic marching skills. Marching Band will be scheduled first semester and will perform at local and out of town performances and parades. Concert Band will be scheduled second semester and perform at Winter Concert (December), BUSD Bantasia, BHS Band Festival and Spring Concert (May/June). This ensemble will perform 25 – 30 performances a year. All performances are mandatory and therefore are a major part of the students' grade. (Failure to attend performances will result in loss of grade points that cannot be made up). Students should progress to Grade 1½ - 3 performance level . **Prerequisite: Selection by AUDITION ONLY (Year).**

TALL FLAGS: Is a course design to provide students in the Tall Flag Unit

of the Hawk Marching Band adequate time to rehearse with the marching band. Additional after school rehearsal hours will be required during the fall semester (marching season) and students will be required to pay Lab Fees to cover the cost of uniform maintenance, shoes, gloves, hats, etc. The Hawk Marching Band will perform at local and out of town performances and parades. **Prerequisite: Selection by AUDITION ONLY (Year).**

HAWK BAND PROGRAM POLICY & REQUIREMENTS:

** Must have permission from instructor to repeat Beginning Band or Intermediate Band Classes

- All Instrumental courses satisfy Standards 1, 2, 3, & 5 of the California Standards for the Teaching Profession and Standards 2,3,5,6,7,8, & 9 of the National Standards for Music Education.

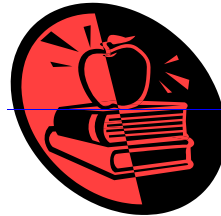
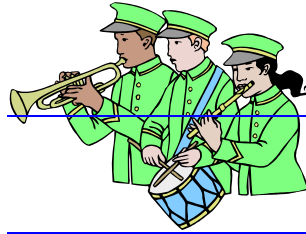
Grades: In accordance with BUSD policy (BP/AR/E 6145) and Ed. Code 35160.5, students with a grade point average(GPA) below 2.0 are not allowed to participate in co-curricular activities (band performances), *and can removed from class* until their GPA is brought up to 2.0 or higher. This means that students will not be allowed to perform until grades are brought up. Grades are checked every quarter; therefore please encourage your

students to stay current in all classroom studies.

Note: students need to maintain a 2.0 grade point average with no failing marks on report card, along with positive attendance and discipline.

Concert Dress (black & white) is required for all concert performances. Tuxedo shirts and ties are checked to Concert and & Advanced Band students for concert performances. If we have enough we assign items to intermediate band members as well. However, all students are responsible for the following:

- Boys: black pants, black socks, and black dress shoes.
- Girls: white blouse or sweater, black skirt (of moderate length), white or black dress shoes.
- Behavior is a high priority for all BJHS band students; therefore improper behavior will not be tolerated in class or on any performance trip.



ACTIVITIES/CLUBS/ EVENTS

BJHS offers a wide variety of activities, clubs, and events during the school year which include:

- Book Fair
- Black History Essay Contest
- College Awareness/Career Month
- Fun Friday Lunch Activities
- Gate
- Honor Roll Quarter Ceremony
- Eighth Grade Promotion Ceremony
- Multicultural Day
- Red Ribbon Week
- Science Fair
- Spelling Bee
- Stop Bullying Club

— SBM

EXTRA-CURRICULAR ACTIVITIES

ATHLETICS: BJHS offers the following junior and varsity sports to our current 7th & 8th graders:

Basketball	Boys/Girls
Volleyball	Girls
Wrestling	Boys
Soccer	Boys/Girls
Cheerleading	Boys/Girls





COUNSELING DEPARTMENT BELIEFS & PHILOSOPHY

Barstow Junior High School Counselors believe that all students are entitled to receive the benefits of a comprehensive school counseling program. School counselors are a vital link to academic, career, and personal social development for all students at all grade levels. Working in collaboration with other educational programs in schools, credentialed school counselors ensure equity and access to programs and services so that every student is challenged and supported to achieve his/her highest potential.

Our school counselors advocate for the needs of students by providing guidance and support to maximize students' potential and academic achievement. In partnership with other educators, parents, and the community, credentialed school counselors facilitate the support system to ensure that all students are prepared academically and socially with the knowledge and skills necessary to contribute at the highest level as productive members of society.

BJHS Counselors provide support for students through

classroom guidance lessons, group counseling sessions, individual counseling sessions, consultation with parents and teachers and through collaboration with community resources. Counseling guidance lessons taught by school counselors in the classroom are intended to give students the knowledge, skills and attitudes that lead to academic, career, personal and social development.

ASCA NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. Following are the nine national standards.

Academic Development

The Academic standards serve as a guide for the school-counseling program to implement strategies and activities that support and maximize student learning.

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Program standards for career development service as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work.

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success.

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival skills.



Your Future! Plan Ahead, Make School Count

Do you want more knowledge, more job opportunities, and a lot more money? College is for you! The world is changing everyday and it is harder to find well paying jobs if you do not have a college degree...so if you want the freedom to choose a good career and earn a high salary, then you should start preparing for college while you are still in middle school.

Be Prepared-Right now is the best time to prepare for college. During the next four years, you need to take the right courses, including Algebra in the 8th grade, to help you get into the college that best suits your needs. The chart below lists the courses that are required for freshman admission to the

California State University, the University of California, and many independent colleges and universities. This pattern of courses is the same as recommended for community colleges. Talk to your BJHS counselor and use this chart to plan ahead and track your progress.

UC/CSU A-G Minimum

Requirements:

- A-Social Studies- 2 years
- B- English- 4 years
- C. Math/ Algebra 1- 3 years
- D- Lab Science- 2 years
- E. Foreign Language – 2 years
- F- Visual & Performing Arts- 1 year
- G- College Prep Electives- 1 year

College Website Resources:

CSU Mentor: www.csumentor.edu – very interactive site for parents and students planning and exploring education and career opportunities

University of California “A-G” Requirements – <http://www.universityofcalifornia.edu/admissions/undergradadm/pats to adm/freshman/subject reqs.html> – Students preparing for college, as early as Middle School will find this information a “must read”.

College Board:

www.collegeboard.com – Parents, students and professionals access academic tracking, SAT “Question of the Day”, College “Quick Start” planning kit, and much more.

How to Get to College:

www.schoolguides.com – great website and printed guides for parents and students, including, Getting Ready for Middle School, Getting Ready for High School, and Life After High School

Know How to Go:

www.knowhow2gocalifornia.org – a variety of student and family tools and resources for middle and high school college preparation.

Career and Technical Education:

www.cde.ca.gov/ci/ct - parents and students can learn about curriculum pathways leading high school graduation with both a diploma and Associate Arts degree.

Math Behind the Market:

www.stockmarketgame.org – The Stock Market Game engages students in an exciting math curriculum tied to “real-time” outcomes and a great preparation for business and economic majors.

MAKING CLASS CHOICES

Students are asked to discuss their program choices with their parents. It is important that parents agree with their student=s selection of electives.

While every attempt will be made to give students their preferred choices, we may not be able to fulfill that objective. Some classes may have to be canceled and/or replaced

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because of low enrollment.

If you have any questions or need additional information, I encourage you to contact our Counseling Department at 760-255-6200.

Be a "HAWK"

**DREAM TO BELIEVE
DARE TO
ACHIEVE**
Honorable,
Ambitious,
Willing & Kind

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ADMINISTRATION

Principal

Jose Rubio

jose_rubio@busdk12.com

760-255-6204

~~2013-2014~~2015-
2016

<http://barstow.k12.ca.us/schools/barstowjhs/index.cfm> March, 2015

Assistant Principal

~~Mark Hassell~~David Norman

markdavid_hassellnorman@busdk12.com 760-255-6208

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COUNSELORS

Counselor

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760-255-6211

Counselor

~~Anna Robles~~Nohelia Villarreal

L thru Z

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