



# GREENVILLE MIDDLE ACADEMY

TRADITIONAL AND  
GLOBAL STUDIES



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## Planning Your Education

Your school provides this course curriculum guide as a means of assisting students and parents in understanding and planning their course of study. Students are encouraged to carefully select related arts courses during the registration process. Your school's guidance counselors and teachers stand ready to assist them. Parents are invited and encouraged to actively participate by assisting their student.

Related arts classes are scheduled based upon student requests. However, due to schedule conflicts and changes in course offerings, the staff cannot guarantee that students will be scheduled for all courses they request. In addition, be aware that the school builds a master schedule and employs teachers based on students' requests; therefore, schedule changes will only be considered on a very limited basis.

## Online Registration

Online Registration was implemented in 2004. It allows parents and students to request related arts courses for the next school year from home via the Internet. Families who do not have access to the Internet will be given opportunities to use school computers to register online. Parents and students should understand that requesting a related arts course through online registration does not guarantee that the student is placed in the course the next school year. Final placement in a course is dependent upon enrollment, scheduling feasibility, and teacher allocation. Schools will post the courses that they will be offering the next school year in a course curriculum guide which will be located on the school's website. Parents without Internet access at home will receive a printed copy of the course curriculum guide by request. The window for students to select related arts courses online is posted by the school on the school's website and in parent newsletters. Schools will provide instructions on accessing the online registration tool.

## Promotion Criteria for Grades Six through Eight (GCS IHE / Rule 9/11/2006)

**Criterion 1:** Students in grades six through eight are expected to learn, at a minimum, curriculum standards in English language arts, mathematics, science, and social studies, and meet attendance requirements.

**Criterion 2:** The student earned a minimum average grade of 70% in English language arts, mathematics, science, and social studies (if language arts is taught as a separate subject in grades 6-8, the English language arts grade will be determined by the mean of the yearly average of reading and language arts.)

### End of Year Promotion Status

The following are summary designation and descriptors for end-of-year promotion status of students in grades six-eight.

**Promoted** – The student met all promotion criteria. The one exception is that students who fail a high school credit bearing course in middle school are promoted but must retake the course. Enrollment in these credit bearing courses will be determined by the district criteria as stated in the Master Catalog of Middle School Courses which is located in the Important Items section of the Infoweb.

**Promoted - Summer School Required** - The student failed to meet the criteria for one or two core academic areas, but successful performance in summer school for any deficient area was met.

## IGPs, Career Clusters and Personal Pathways to Success

The South Carolina Education and Economic Development Act (EEDA) requires school districts to develop a curriculum organized around the career cluster system—16 career clusters, schools of study, and majors. In the organization of the district curriculum around the career cluster system, Greenville County Schools divided the 16 career clusters into five schools of study. These five schools of study include School of Arts, Media, & Communication; School of Business, Marketing & Information Systems; School of Engineering, Manufacturing & Environmental Sciences; School of Health Science; and School of Public and Human Services. Under each school of study a student will find related career clusters. The career clusters are then broken down into academic focus areas (majors) that students may choose based on interests and skills.

Personal Pathways to Success is the name given to this reorganization of the curriculum which is designed to help students take control of planning for their futures. Personal Pathways to Success provides the solid mix of academic and technical skills students need to compete in the global economy. It gives students a reason to achieve in school by connecting success in school with success in life. It maintains South Carolina's core academic requirements while opening up pathways to success for students no matter where they lead – to two-year colleges, four-year colleges or universities, the military, or directly into the workforce. Students, parents, and counselors work together to develop Individual Graduation Plans (IGP) that specify a student's cluster, academic focus (major), post-secondary goals, planned high school activities, and planned out-of-class activities. The Individual Graduation Plan (IGP) is a document that states the student's intentions related to courses that are taken during high school. **SchedIGP is initiated in the 8th grade with the choice of a cluster area. When the IGP is updated in the 10th grade, the student will select an academic focus (major) within their cluster of choice.** The courses that are taken are determined by the student's interests. It can be modified over time as interests and skills develop or change. The IGP is like a road map to the future: if the student stays on course, the student will reach the destination – graduation – with all the courses, skills and experience needed to take his education or career to the next level. Each year the student, parents/guardians, and counselors will review and update the plans for the coming year. Switching clusters or majors is okay -- as the high school years progress and the student learns more about his interests and skills there are bound to be changes in choice of coursework. It is just as important for a student to learn what he doesn't like as it is for him to learn what he does like. Just remember: This is a road map to the future.

The following link provides more information on Personal Pathways to Success: <http://www.greenville.k12.sc.us/district/schools/eeda/index.asp>

# ***Greenville Middle Academy of Traditional and Global Studies***

## ***An Environment For Learning***

What does *traditional and global studies* really mean?

**1. Our students understand language.** Students study Latin and Greek stems in all literature classes. All students have opportunities to study Spanish and French. Understanding the origin of our language results in more proficiency in understanding and expanding vocabulary.

**2. Our students use language for communication and expression.** Students write, often and well. They prewrite, draft, edit, proofread and publish. Writing projects become experiential learning opportunities in which students incorporate art projects, presentations and experiments. Our publishing lab offers technological support.

**3. Our students use language to access and to process.** Students read and respond to classic, international, and contemporary literature. They analyze fiction and nonfiction texts as they relate information across disciplines.

**4. Our students are encouraged to think and organize independently.** Students who attend Greenville Middle Academy are strong and independent thinkers. Our instructors teach students analytical and organizational skills which result in better focused and more fully developed thought.

**5. Our students are virtually exploring the world.** Greenville Middle's "Global Studies" related arts course for 6th, 7th, and 8th grade students exposes them to world histories, customs, food, ceremonies, and virtual travels. Our partnership with Furman University's Asian Studies program gives Greenville Middle students unique perspectives and learning opportunities.

## Information/Instructions for Student Registration Course Selections

Greenville Middle's academic teachers carefully consider academic placements for the upcoming school year. Recommendations are made for the 2012 - 2013 school year for Language Arts, Literature, and Mathematics during the week of February 6th. Social Studies and Science courses are not leveled therefore they are being assigned for each student.

Students may select 3 Related Arts courses. All students are required to take Physical Education which will make the 4th Related Arts class. This course is being assigned for each student. Students choosing to take Band or Strings should only select one additional elective as Band and Strings are year long courses and take the place of 2 courses.

All students are assigned to two Related Arts courses during the 1st Semester (the first two nine weeks) and switch into two different Related Arts courses during the 2nd Semester (the remaining two nine weeks).

Students should also select 3 alternative Related Arts courses in the event that the chosen courses are full. Every effort will be made to honor requests in the order of preference. If a student fails to sign up for Related Arts courses, they will be selected for him or her.

Greenville Middle's "Global Studies" Related Arts course is labeled Exploratory 7 and Exploratory 8.

Each student is expected to take each Related Arts course at least once during Middle School.

## Course Descriptions

### English

**Title:** English GT 7 **Course Number:** 20013200  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**

**Prerequisite:** Identified as GTA (Gifted and Talented Academic) and a MAP RIT score >240

This course is designed to meet the needs of academically gifted and talented students who were identified through the standard measures implemented by The School District of Greenville County. The curriculum designed specifically for this course meets the guidelines set forth by the South Carolina State Department of Education as criteria for Gifted and Talented instruction. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and accelerated pace.

**Title:** Literature Strategies 7 **Course Number:** 20013300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**

**Prerequisite:**

Students should meet one or more of the following criteria: Teacher recommendation; PASS score of Not Met in 5th grade; 6th grade MAP RIT scores of <217

This course is designed to meet the needs of students needing additional support in reading. Instruction will continue to reinforce foundational skills in reading and provide ample scaffolding for those students whose reading skills are still developing.

**Title:** Literature Studies 7 **Course Number:** 20013400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria ; Teacher recommendation; PASS score of Met/PACT scores of Proficient or Advanced in 5th grade; 6th grade MAP RIT scores of 217 - 240

This course is designed to meet the needs of those students whose reading and language arts skills are sufficient to allow them to read more difficult texts, analyze what they have read more deeply, and respond without difficulty to the text in writing. The students in this course do not require foundational instruction in reading strategies; however, they will continue to receive instruction in more sophisticated reading practices that prepare the student for literary analysis. Students can expect instruction to move at an accelerated pace.

**Title:** English GT 8 **Course Number:** 20013900  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**

**Prerequisite:** Identified as GTA (Gifted and Talented Academic) and a MAP RIT score >244

This course is designed to meet the needs of academically gifted and talented students who were identified through the standard measures implemented by The School District of Greenville County. The curriculum designed specifically for this course meets the guidelines set forth by the South Carolina State Department of Education as criteria for Gifted and Talented instruction. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and accelerated pace.

**Title:** Lang Arts Strategies 7 **Course Number:** 20014000  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Not Met in 5th grade; 6th grade MAP RIT scores <217

This course is designed to meet the needs of students transitioning from elementary to middle school instruction in language arts, writing and research. Instruction will continue to reinforce foundational skills and provide ample scaffolding for those students whose skills are still developing.

**Title:** Language Arts Studies 7 **Course Number:** 20014100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**

**Prerequisite:**

Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 5th grade; 6th grade MAP RIT scores of 217 - 240

This course is designed to meet the needs of those students whose writing skills are sufficient to allow them to write fluently and cohesively. The students in this course do not require foundational instruction in writing strategies; however, they will continue to receive instruction in more sophisticated practices preparing the student for different modes of writing. Students can expect instruction to move at an accelerated pace.

**Title:** Literature Strategies 8 **Course Number:** 20014200  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:**  
Students should meet one or more of the following criteria: Teacher recommendation; PASS score of Not Met in 6th grade; 7th grade MAP RIT scores of <220  
This course is designed to meet the needs of students needing additional support in reading. Instruction will continue to reinforce foundational skills in reading and provide ample scaffolding for those students whose reading skills are still developing.

**Title:** Literature Studies 8 **Course Number:** 20014300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:**  
Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 6th grade; 7th grade MAP RIT scores of 220 - 244  
This course is designed to meet the needs of those students whose reading and language arts skills are sufficient to allow them to read more difficult texts, analyze what they have read more deeply, and respond without difficulty to the text in writing. The students in this course do not require foundational instruction in reading strategies; however, they will continue to receive instruction in more sophisticated reading practices that prepare the student for literary analysis. Students can expect instruction to move at an accelerated pace.

**Title:** Lang Arts Strategies 8 **Course Number:** 20014400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:**  
Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Not Met in 6th grade; 7th grade MAP RIT scores <220  
This course is designed to meet the needs of students transitioning from elementary to middle school instruction in language arts, writing and research. Instruction will continue to reinforce foundational skills and provide ample scaffolding for those students whose skills are still developing.

**Title:** Language Arts Studies 8 **Course Number:** 20014500  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:**  
Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 6th grade; 7th grade MAP RIT scores of 220 - 244  
This course is designed to meet the needs of those students whose writing skills are sufficient to allow them to write fluently and cohesively. The students in this course do not require foundational instruction in writing strategies; however, they will continue to receive instruction in more sophisticated practices preparing the student for different modes of writing. Students can expect instruction to move at an accelerated pace.

**Title:** Eng 1H:Genre Analysis **Course Number:** 301116HW  
**Unit Credit:** 1.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:**  
Students identified as GTA automatically qualify. Students who are not identified as GTA must meet the following five criteria: PASS scores of Exemplary in 6th grade or 7th grade; MAP RIT score of 240 or above in Reading; High level of performance in reading and writing skills; Ability to think critically and demonstrated enthusiasm for language arts; Teacher recommendation  
This is an honors-level high school course for academically gifted eighth grade students who have the ability to pursue an accelerated English program. These students are taking a high school level course in preparation for Advanced Placement English (college level courses) in their junior and senior years; therefore, the coursework will reflect more rigor than other middle school English courses. Literary study includes all genres, and students will be required to read extensively from texts with a wide range of complexity. Students in English 1 Honors will be expected to exhibit critical thinking skills when analyzing what they have read. Nonfiction readings will include literary criticism as well as political essays, memoirs, and historical texts. Composition skills of those entering the course must exceed mere proficiency and should exhibit the student's understanding of voice, style, and purpose. Grammar and usage skills will be reviewed through mini-lessons preceding each writing assessment. Students should expect major essay assignments on a frequent basis and for writing skills to constitute a large percentage of the final grade. The rigor of this course will fully prepare students for the EOC testing in English 1 and all future Honors or AP English courses. Note: This course earns high school credit and carries Honors GPA weighting.

**Title:** Journalism 7 **Course Number:** 20991600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Teacher Recommendation  
In this class, students plan, write, and publish the student newspaper. Students understand, practice, and learn strategies necessary to generate ideas, report, and write stories. They conduct research, interview, prioritize information, and master editing and proofreading skills. In addition, students analyze the journalism Code of Ethics and identify common photojournalism practices.

**Title:** Journalism 8

**Course Number:** 20994000

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Teacher Recommendation

In this class, students plan, write, and publish the student newspaper. Students understand, practice, and learn strategies necessary to generate ideas, report, and write stories. They conduct research, interview, prioritize information, and master editing and proofreading skills. In addition, students analyze the journalism Code of Ethics and identify common photojournalism practices.

**Title:** Yearbook 8

**Course Number:** 20994100

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Teacher Recommendation and application process

The main purpose of this class is to produce the yearbook for the school. In fulfilling this goal, many skills are introduced and/or developed. Organization, self-motivation, precise writing, and time management are major elements of this class. Computer skills, photography skills, and interpersonal skills are also key in the production of the yearbook. Students do not need to come into this class with these skills fully developed, but they do need to have the desire to develop them.

**Title:** Newspaper 8

**Course Number:** 20994300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Teacher Recommendation

In this class, students plan, write, and publish the student newspaper. Students understand, practice, and learn strategies necessary to generate ideas, report, and write stories. They conduct research, interview, prioritize information, and master editing and proofreading skills. In addition, students analyze the journalism Code of Ethics and identify common photojournalism practices.

## Math

**Title:** Math 7

**Course Number:** 21100500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** Math 6

The emphasis in this standards-based seventh-grade course is on algebraic thinking and on extending the understanding of the real number system to include integers, rational numbers, and irrational numbers. Students will investigate applications of number theory and will acquire skills in adding, subtracting, multiplying, and dividing integers. Students will solve applied problems by using one-step equations and inequalities, percents, and proportional reasoning. Students will develop algebraic thinking by analyzing patterns to discover relationships, by representing information through symbolic, graphical, and tabular methods, and by identifying relationships that are linear. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

**Title:** Math 8

**Course Number:** 21100700

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Math 7

This standards-based eighth grade course places strong emphasis on applications of the mathematical concepts and skills related to decimals, fractions, percents, and integers to solving a variety of real-world problems. In addition, students will extend their understanding of the concepts proportion and measurement and apply this knowledge in problem-solving situations. Students will further develop their algebraic thinking by investigating the merits and limitations of graphical, symbolic, tabular, and verbal representations of relationships. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

**Title:** Math 8 for 7th Graders

**Course Number:** 21100800

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** Must meet district criteria including Teacher recommendation

This standards-based eighth grade course places strong emphasis on applications of the mathematical concepts and skills related to decimals, fractions, percents, and integers to solving a variety of real-world problems. In addition, students will extend their understanding of the concepts proportion and measurement and apply this knowledge in problem-solving situations. Students will further develop their algebraic thinking by investigating the merits and limitations of graphical, symbolic, tabular, and verbal representations of relationships. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

**Title:** Algebra 1 H

**Unit Credit:** 1.00

**Grade Level:** 7-10

**Prerequisite:** Math teacher recommendation

This honors-level course will be a more extensive study of the algebraic concepts traditionally covered in Algebra 1. It is an intense program that includes all topics taught in Algebra 1 as well as additional enrichment topics. Students in this course must take a state-mandated end-of-course test as the final exam, and it will count as 20% of the final grade.

**Course Number:** 411103HW

**Duration:**

**Short Title:**

**Title:** Geometry H

**Unit Credit:** 1.00

**Grade Level:** 8-10

**Prerequisite:** Algebra 1 Honors or Algebra 1 CP with Math teacher recommendation

This honors-level course is for motivated mathematics students who are candidates for AP Calculus. It includes all topics taught in Geometry as well as a unit in formal logic and other enrichment topics.

**Course Number:** 412103HW

**Duration:**

**Short Title:**

## Science

**Title:** Science 7

**Unit Credit:** 0.00

**Grade Level:** 7

**Prerequisite:** Successful completion of previous grade or science course

The focus of science in seventh grade is to provide students with inquiry based experiences that develop science concepts in the following areas: Cells and Heredity-structure and function of cells and heredity; Human Systems and Disease-functions and interconnections within the human body and breakdown of these functions due to disease; Ecology-the Biotic and Abiotic Environment-interactions and responses between biotic and abiotic components and organisms; and Chemical Nature of Matter-classifications, properties and changes in matter.

**Course Number:** 22211300

**Duration:**

**Short Title:**

**Title:** Science 8

**Unit Credit:** 0.00

**Grade Level:** 8

**Prerequisite:** Successful completion of previous grade or science course

The focus for science in eighth grade is to provide students with inquiry based experiences that develop science concepts in the following areas: Earth's Biologic History-Earth's biologic diversity over time; Structure and Process in Earth System-materials and processes that alter the structure of Earth; Astronomy-characteristics, structure, and motions of celestial bodies in the universe; Forces and Motion-effects of forces on the motion of an object; and, Waves-properties and behaviors of waves.

**Course Number:** 22513500

**Duration:**

**Short Title:**

## Social Studies

**Title:** Social Studies 6

**Unit Credit:** 0.00

**Grade Level:** 6

**Prerequisite:** None

Sixth grade social studies expands students' understanding of history through the study of people, places, and events to the era of European exploration and settlement. Students focus not only on facts about various cultures but also on the significance of geography in history, their everyday lives, problems, and accomplishments of people, and their roles in developing the social, economic, and political structures of major civilizations. Instruction should emphasize the elements of social studies literacy—the tools, strategies, and perspectives necessary for understanding how history, geography, economics and government are interwoven.

**Course Number:** 13010000

**Duration:**

**Short Title:**

**Title:** Social Studies 7

**Unit Credit:** 0.00

**Grade Level:** 7

**Prerequisite:** Successful completion of previous grade or course

Seventh grade social studies continues the study of world cultures with a focus on the changes that have occurred in Europe, Africa, Asia, and the Americas from 1600 to the present. Students examine the history, geography, and continuing changes in political and economic ideas that have shaped the world in which we live today. Students also address the growing interaction among societies developing concurrently during this period, including the exchange of ideas, beliefs, technologies, and commodities. Instruction should emphasize the elements of social studies literacy—the tools, strategies, and perspectives necessary for understanding how history, geography, economics and government are interwoven.

**Course Number:** 23101300

**Duration:**

**Short Title:**

**Title:** SC/US History 8

**Unit Credit:** 0.00

**Grade Level:** 8

**Prerequisite:** Successful completion of previous grade or course

Eighth grade social studies focuses on the story of the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students learn about the state's development during colonial times and the growth of the American ideal which led to the break with England, the rising controversy about slavery, and the Civil War. The

**Course Number:** 23203500

**Duration:**

**Short Title:**

study of the rebuilding of South Carolina after the Civil War and the continuing struggle for civil rights and justice waged by the people of South Carolina allows students to see the progress that the state has made and to appreciate the contributions that its people have made to the nation as a whole. Students also learn about the major political, economic, and social changes in South Carolina through the twentieth century and to the present in the context of national and worldwide events. Instruction should emphasize the elements of social studies literacy—the tools, strategies, and perspectives necessary for understanding how history, geography, economics and government are interwoven in our state's history.

## Arts

**Title:** Art 7-1 **Course Number:** 25011600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** None

Students will develop creative-thinking and problem-solving skills as they observe the world around them. They will explore and produce artwork including drawing, painting, printmaking, sculpture, arts, and crafts. A study of artists and their work will help students understand the techniques, skills, and diverse intentions of artists from many cultures and times.

**Title:** Art 8-1 **Course Number:** 25014100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** None

Students will refine their ability to communicate visually, manage a wide range of tools and materials, and achieve quality, style, and craftsmanship in drawing, painting, printmaking, sculpture, and crafts. Students will have opportunities for evaluating and critiquing their own and other students' artwork as well as studying artists and analyzing their work.

**Title:** Art 8-2 **Course Number:** 25014400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Previous art instruction with teacher recommendation

The purpose of this course is to teach students who have advanced art ability to achieve work at a higher level than the general art classes. The knowledge of the principles and elements of design will be studied in depth through vigorous exercises and research. Students will be involved in a variety of experiences with local artists and community arts organizations.

**Title:** Drama 7-1 **Course Number:** 25213800  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** None

This course explores theater arts through the use of creative dramatics, diction, vocal expression, improvisation, dramatization, technical theatre, audience etiquette, and theatre appreciation. Performances will be an outgrowth of study.

**Title:** Drama 8-1 **Course Number:** 25214400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** None

This course explores theater arts through the use of creative dramatics, diction, vocal expression, improvisation, dramatization, technical theatre, audience etiquette, and theatre appreciation. Performances will be an outgrowth of study.

**Title:** Band 7 **Course Number:** 25311300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Band 6 or permission of instructor

This course is a continuation of Band 6 for brass, woodwind, and percussion instruments. Intermediate-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and band techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Band 8 **Course Number:** 25313500  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Band 7 or permission of instructor

This course is a continuation of Band 7 for brass, woodwind, and percussion instruments. Advanced-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and band techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Chorus 7-2 **Course Number:** 25414100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Prior choral experience with teacher recommendation

This is the study of music written for soprano, alto and baritone voices. Students will continue to develop the elements of music as they are exposed to more advanced part-singing. This course will emphasize the development of musical sound and vocal technique, comprehensive musicianship and vocal independence. Students will perform in various school and community settings.

**Title:** Chorus 8-1 **Course Number:** 25414400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** None

The purpose of this course is to enable students to continue to develop the fundamental vocal musicianship, technical skills, and aesthetic awareness learned in Chorus 7, through the study and performance of varied middle school choral literature. The curriculum for Chorus 8 includes vocal technique, part singing, music fundamentals, and singing music of various historical and world styles through large and small group participation. Concert performances will be an outgrowth of the study of the musical concepts.

**Title:** Strings 7 Violin and Viola **Course Number:** 25513800  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Strings 6 Violin/Viola or permission of instructor

This course is a continuation of Strings 6 for violin and viola. Intermediate-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and strings techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Strings 7 Cello and Bass **Course Number:** 25513900  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Strings 6 Cello/Bass or permission of the instructor

This course is a continuation of Strings 6 for cello and string bass. Intermediate-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and strings techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Strings 8 Violin and Viola **Course Number:** 25514000  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Strings 7 Violin/Viola or permission of the instructor

This course is a continuation of Strings 7 for violin and viola. Advanced-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and strings techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

**Title:** Strings 8 Cello and Bass **Course Number:** 25514100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Strings 7 Cello/Bass or permission of the instructor

This course is a continuation of Strings 7 for cello and bass. Advanced-level middle school literature will be studied. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and strings techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Concert performances will be an outgrowth of the study of musical concepts.

## Foreign Language

**Title:** French 7 Beginner Level **Course Number:** 26101300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** None

Aligned with the district's vision, philosophy, and goals for world language education, this beginner course introduces students to the second language through high-quality learning experiences. Not only do students gain an understanding of what it means to learn a new language, they also experience progress over time and are likely to be motivated to continue language study. Students learn enough language to ensure that they will not be total beginners when they take another course in the same language. The goal of this course is to develop some language competence.

**Title:** French 8 Beginner Level

**Course Number:** 26103500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

Aligned with the district's vision, philosophy, and goals for world language education, this beginner course introduces students to the second language through high-quality learning experiences. Not only do students gain an understanding of what it means to learn a new language, they also experience progress over time and are likely to be motivated to continue language study. Students learn enough language to ensure that they will not be total beginners when they take another course in the same language. The goal of this course is to develop some language competence.

**Title:** Spanish 7 Beginner Level

**Course Number:** 26501300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

Aligned with the district's vision, philosophy, and goals for world language education, this beginner course introduces students to the second language through high-quality learning experiences. Not only do students gain an understanding of what it means to learn a new language, they also experience progress over time and are likely to be motivated to continue language study. Students learn enough language to ensure that they will not be total beginners when they take another course in the same language. The goal of this course is to develop some language competence.

**Title:** French 1 CP

**Course Number:** 361107CW

**Unit Credit:** 1.00

**Duration:**

**Grade Level:** 8-10

**Short Title:**

**Prerequisite:** None

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** French 2 CP

**Course Number:** 361207CW

**Unit Credit:** 1.00

**Duration:**

**Grade Level:** 9-12

**Short Title:**

**Prerequisite:** French  
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This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will continue to learn to use predictable language in familiar settings and begin to not only express basic needs, but elaborate on them. They will continue to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture. Students will continue to develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

**Title:** Spanish 1 CP

**Course Number:** 365107CW

**Unit Credit:** 1.00

**Duration:**

**Grade Level:** 8-10

**Short Title:**

**Prerequisite:** None

This course focuses on meaningful communication and language as it is used in real-world situations that students are most likely to encounter. Students will first begin to develop aural and oral skills, then read and write what they can say—familiar words, commands, phrases, short sentences, and basic questions. They will learn to use predictable language in familiar settings. They will begin to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the culture they study. Students will also develop insights into their own language through linguistic and cultural comparisons with the foreign language and culture they study and use the language to expand their knowledge in all content areas.

## Physical Education

**Title:** Phys Education 7

**Course Number:** 24401300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

Enrollment in this course fulfills the regulation that all students will complete one quarter of physical education each year in grades 6 – 8. Course content focuses on teaching students the four SC Middle School PE Student Performance criteria as mandated by the SC Department of Education. Students will demonstrate the abilities, concepts, knowledge, and skills required to: 1) demonstrate competence in modified versions of activities in three movement forms as identified in the SCPEAP standards; 2) demonstrate knowledge of the five components of fitness and the F.I.T.T. principle on a written test; 3) participate regularly in health-enhancing physical activity outside the physical education class; 4) meet the gender and age group health-related physical fitness standard as described by the National Association for Sport and Physical Education.

**Title:** Phys Education 8

**Course Number:** 24403500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

Enrollment in this course fulfills the regulation that all students will complete one quarter of physical education each year in grades 6 – 8. Course content focuses on teaching students the four SC Middle School PE Student Performance criteria as mandated by the SC Department of Education. Students will demonstrate the abilities, concepts, knowledge, and skills required to: 1) demonstrate competence in modified versions of activities in three movement forms as identified in the SCPEAP standards; 2) demonstrate knowledge of the five components of fitness and the F.I.T.T. principle on a written test; 3) participate regularly in health-enhancing physical activity outside the physical education class; 4) meet the gender and age group health-related physical fitness standard as described by the National Association for Sport and Physical Education.

## Career and Tech

**Title:** Keyboarding7

**Course Number:** 28511300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of keystroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

**Title:** Keyboarding8

**Course Number:** 28513500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of keystroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced.

## Miscellaneous

**Title:** Exploratory 7

**Course Number:** 27019200

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

This course provides students with the opportunity to explore and learn information and skills that will enhance their academic and personal lives in middle school.

**Title:** Exploratory 8

**Course Number:** 27019500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

This course provides students with the opportunity to explore and learn information and skills that will enhance their academic and personal lives in middle school.

## English Speakers of Other Languages (ESOL)

**Title:** ESOL 7

**Course Number:** 27991900

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** Guidance Placement

This course is designed for the student who has a primary language other than English, and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom. Instruction will be provided in the areas of listening, speaking, reading, writing, and comprehension to assist students in classrooms where English is the language of instruction. Students will receive skills to aid in the transition to all academic areas, as well as help in the preparation for middle school formal tests. Limited English proficiency should be determined by an approved language assessment instrument.

**Title:** ESOL 8

**Course Number:** 27994400

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Guidance Placement

This course is designed for the student who has a primary language other than English, and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom. Instruction will be provided in the areas of listening, speaking, reading, writing, and comprehension to assist students in classrooms where English is the language of instruction. Students will receive skills to aid in the transition to all academic areas, as well as help in the preparation for middle school formal

tests. Limited English proficiency should be determined by an approved language assessment instrument.