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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.

Dear Students and Parents:

Welcome to Greer Middle International Baccalaureate School! We are looking forward to an exciting year full of learning, sharing, and excitement that will become a fabric of our Yellow Jacket Pride. Our primary goal is for every student at GMS to have a great school year that will allow them the opportunity to grow both socially and educationally. Our expectations are extremely high, and we hope that you and your child will rise to that challenge with the assistance of our faculty, staff, and administration. We have a great middle school and we are looking forward to having you and your child a part of our community.

In August, your child will receive a student planner that is designed to communicate between school and home in addition to showing clear expectations and procedures for all students at GMS. Yellow Jacket Pride includes showing respect for our school, each other, and our community.

Students will have the opportunity to read through the handbook with their teachers during the first few days of school. I encourage every parent to also read through the handbook with their child. It is my expectation that all students and parents are clear on the items covered in this handbook in order for all of us to work together for a great school year. If you have questions that are not included in this handbook, please do not hesitate to ask your teacher, principal, or guidance counselor. We are here to make sure that your middle school experience is a great one! I look forward to working with each of you.

Sincerely,
Scott Rhymer, Principal

Greer Middle IB Mission Statement

The mission of Greer Middle School is to empower students to become independent productive learners who exemplify good character in an increasingly global society.

Greenville County Schools Mission Statement

We provide educational experiences, in cooperation with the home and community that prepare students for lifelong learning and for ethical, productive participation in a democratic society and the global community.

Shared Values/Belief Statements

We believe our students should:

- give and be given respect
- be constantly challenged with standards driven curriculum and instruction
- share the accountability for education with parents, teachers, and the community
- receive curriculum, instruction, and assessment aligned to meet their individual needs
- be able to communicate effectively and solve problems.
- feel safe both emotionally and physically in and out of the classroom

Career Development Facilitator

Career Development Facilitators assist parents and students by engaging them in their lifelong learning process of career development with an emphasis on career exploration in the Middle Years Program. Students will be engaged in career exploration through classroom presentations, job shadowing, career fair, and through career planning.

Dress Code

The primary objective of Greenville County Schools is to provide a World-Class instructional program and learning opportunity for every student. The personal appearance of every student is an important component of establishing a safe environment for optimal learning and respect for one another. Students are expected to dress in an appropriate manner while on school district property or when representing the school. Personal appearance shall be such that it does not disrupt student work or school order, become distracting to other students or violate health and safety guidelines.

Clothing and/or hair should not be so extreme or inappropriate to the school setting as to disrupt the education process. Therefore, clothing deemed distracting, revealing, overly suggestive or otherwise disruptive will not be permitted.

Wearing accessories or clothing that could pose a safety threat to oneself or others is not allowed.

Hats, "hoodies", and sunglasses may not be worn in the building.

Attire must not evidence membership or affiliation with a "gang" in any negative sense of the term.

Proper shoes must be worn at all times (no flip flops).

Attire must not be immodest, obscene, profane, lewd, vulgar, indecent or offensive. Lower garments should be of adequate length to assure modesty when the student is seated or engaged in school activities.

Pants must be worn at the natural waistline and undergarments are not to be visible. If they do not fit properly, a belt must be worn to keep them in place.

Sleeveless attire cannot reveal undergarments. Shirts cannot be tight, low-cut or show cleavage. Shirts should be loose-fitting and fully cover the upper body. Shirt attire may not be longer than wrist length. Tank tops, halter tops, shirts with spaghetti straps and see-through shirts will not be allowed.

Clothing must cover waist, shoulders and back with no skin showing between the top garment and bottom garment.

Pants and slacks must not touch the floor (no bagging, sagging, or dragging clothing).

No exposed undergarments.

No transparent or mesh clothing without an appropriate shirt underneath.

No clothing, jewelry, or tattoos are permitted that display profanity, suggestive phrases, or advertisements for, or messages or pictures depicting or suggesting alcohol, tobacco, drugs, or sexual content.

Facial jewelry is permitted to be worn only on the ears.

The administration will make the final judgment on the appropriateness of clothing and/or appearance and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to or may foreseeably result in the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with this policy, the administration will either require the student to change or will inform the student not to wear the garment to school again. Repeated violations of the dress code will be treated as disruptive behavior in violation of the District's Behavior Code.

Tardies

Students that are late to school or late to a class cause major disruptions to the school day for office personnel and classroom instruction. Excuses for tardies to school will not be accepted unless they are accompanied by a doctor's note. All students are given two warnings for tardies (without a consequence) that allow for unusual circumstances (wreck that slowed traffic, oversleeping, car breaks down, etc.). All other tardies will (unless accompanied by a medical excuse) be deemed "unexcused" and fall into the 3rd Offense category as listed below.

There is no reason for a student to be tardy to class once they arrive at Greer Middle School. Students are allowed 3 minutes to change classes (5 minutes for Locker Breaks), which is ample time to leave one class, use the restroom and get water, and arrive at their next class. Students late to a particular class will also follow the guidelines below with two warnings and then subsequent consequences. Any student that is more than 5 minutes late to class (other than 1st Period) without a pass should be referred to a principal for skipping class.

Transfers/Withdrawals

1. Before a student withdraws from school, he must have a Transfer Form completed by his teachers, media center, cafeteria and checked out through the guidance office.
2. Please announce to students withdrawing that they should bring a note from home two days prior to the withdrawal. On the day he brings the note, the student should also obtain the transfer form from the guidance office and begin clearing his record with each teacher and the media specialist and the cafeteria.
3. The student should turn in all regularly issued textbooks to the media center.
4. The transfer form must be completed and returned to the guidance office before an official transfer may be granted.

Lunch

1. Students who buy lunch can deposit their money before school or during lunch.
2. It is unlawful for a student to eat lunch by using someone else's lunch number.
3. Teachers are not allowed to charge lunches onto their account.

Grading Scale

93-100	A
85-92	B
77-84	C
70-76	D
63-69	F (Partial GPR Point Credit)
62- or below	F (No GPR point Credit)

Make Up Work Policy

Student work missed work due to absences is to be made up as soon as reasonably possible after the student's return to school. Teachers may set a limit to the amount of time extended to a student for making up missed work. If a student needs to makeup a test, homework, or other assignment, the teacher can issue that student a BUG pass for the next available day during Flex period. A student may not miss one class in order to make up work in another class.

Routinely, make-up work should not take place during class time; if the teacher has given the students prior notice, the teacher may require that makeup work be completed after school or before school. However, the Flex period on Mondays, Wednesdays, and Fridays have been established for that purpose.

Weekly Planner For Web Site

All teachers should include the Weekly Planner into their web site if they are not using another form of calendar for communication with parents. This Weekly Planner should remain brief, but should include the day by day agenda items that teachers ask their students to write down in the weekly planners. This will allow parents to access, from the teacher web site, what the students should have written down in their planner.

A generic example is included on the next page along with a blank table for use. Teachers are welcome to modify this form at their discretion.

Media Center

The purpose of the library media center within the school setting is to:

- Motivate reading for personal growth and encourage lifetime reading
- Teach students to become independent and critical users of information and technology
- Provide support, collaboration, and resources for teachers in planning units
- Support and enrich the curriculum
- Provide materials for the professional development of teachers and administrators
- Assist and support parents in guiding the learning of their children

Flex Time

Monday	BUG Time
Tuesday	BUG Time
Wednesday	BUG Time
Thursday	BUG Time
Friday	Career Development/IB Day

The Need

Fifty percent of teenagers in America are dropping out of school after their freshman year. Tom Wagner, a Harvard professor, found in his recent study of high school students that the most important aspect of their education they would like to change (to help keep them in school) was their relationship with their teachers. Therefore, Flex Time is designed to develop relationships with the students and to help provide them the resources to improve their academic and social achievement.

Attendance and Tardies

Teachers should record attendance for Flex Time in PowerSchool. Students arriving late to Flex Time must sign the tardy register just as with a typical class. The teacher will follow the tardy policy and procedures including parent contact and referrals to principal as needed.

BUG Days-Monday, Tuesday, Wednesday, Thursday Expectations

Students should be engaged in at least one of the following areas during this time:

- Obtaining a BUG Pass to go to another class (this should be done prior to Flex Time...most of the time these passes should be obtained the day before).
- Reading silently at their desk
- Completing homework assignments
- Writing (school related)
- Going to the Media Center for class research. Only two students at a time from each Flex Time class can be sent to the Media Center.

Students who go to the Media Center should remain there for the entire Flex Time period.

- Other school related activities such as Ambassadors, Student Council, Model UN, etc.

There should be absolutely no talking by students during Flex Time. At a minimum, the classroom should be quiet except for teachers working in small groups with students they have Bug'ed. Any student that does not remain quiet and on task during Flex Time should be written up following the Discipline Procedures outlined earlier in this handbook.

Reasons To Be Bug'ed

The following are reasons for a student to be "BUG'ed" from their Flex class.

- Tutoring by academic teacher
- Make up tests or other work
- Review sessions for struggling students
- Attend specialized school related activity approved by the administration.

Mandatory Tutoring:

The teacher must write a BUG pass for a student to come to his or her room for extra help during Flex Time IF:

- A student failed a test
- A student's grades are dropping
- A student has a D or F on an interim grade report

BUG Passes

Students must have a BUG pass from another teacher in order to leave the room. Students should report to their Flex Time teacher for attendance purposes prior to going to their BUG destination. Flex Time teachers should initial the BUG pass before letting the student leave the Flex Time room for their destination. Any student who fails to check in to their Flex Time class prior to going to their BUG destination should be marked absent or tardy. Students must have their BUG pass signed in their handbook by the teacher requesting the student PRIOR to being allowed out of Flex Time. Once a student leaves their primary Flex Time teacher to go to another class, they should not return back that day so that we can minimize the traffic in the hallways.

Silent Reading

Since literacy is always a goal for our students, silent reading time is very important for our students. They can use Flex Time days to read for any class or read for pleasure. They can also read magazines and newspapers. If you need reading materials for your room, please speak with Ms. Jenkins.

Attendance

South Carolina Law requires the regular attendance of all pupils. The School District of Greenville County Schools has adopted uniform rules to assure that students attend school regularly.

Students are counted present only when they are actually in school, on homebound instruction, or are present at an activity authorized by the school principal. The school year consists of 180 days. To receive credit, students must attend at least 85 days of each 90-day semester course and at least 170 days of each 180-day year course, as well as meet all minimum requirements for each course. Accrued students absences may not exceed ten (10) days during the school year. Any absence in excess of ten (10) may cause the student to lose credit for the year. Because 170 days are the minimum required by the state, the first ten (10) absences may be lawful, unlawful, or a combination. All absences beginning with the eleventh (11th) day must be lawful and will be excused if they fall within the following guidelines:

Lawful Absences

Personal illness of a child verified by a statement from a physician within two (2) days of the students' return to school. Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement. (This includes doctor's appointments.) Serious illness or death of an immediate family member verified by a statement from the parent within two (2) days of the student's return to school. Absences for religious holidays when approved in advance. Requests must be made to the Principal in writing. Absences for extreme hardships must be approved by the Principal. Such approval should be prearranged when possible.

Unlawful Absences

Any student absence, with or without the knowledge of the parent, which does not meet the conditions for a lawful absence, shall be counted as unlawful and will not be excused. When a student returns to school from being absent he/she should bring a note explaining why he/she was absent. The note should be signed by a parent/guardian and dated. Students should present parent excuses to the Front Office on the day they return to school. This should be done before the 8:30 a.m. bell. The admission slip should be presented to ALL of the student's teachers. Upon return to school, please secure the admission slip promptly. A student will not be permitted to enter class without it.

Sports Participation

In order to participate in athletics, students must meet the minimum criteria stated by the High School League. Students wishing to participate must have an overall passing average in each of their academic classes. Each athlete is expected to conduct himself/herself in an honorable way at all times-in school and in the community. In addition, students who have been suspended from school will be ineligible for participation. Students must also provide the required forms to participate.

Cafeteria

Students may deposit money into their cafeteria account on Mondays in the cafeteria. Students wishing to pay on a daily basis may pay the cashier. Money for extra milk should be paid to the cashier.

(All prices subject to change)

Daily Lunch Cost	\$2.00
Weekly Lunch Cost	\$10.00
Reduced Lunch Cost	\$.40
Weekly Reduced Lunch Cost	\$2.00
Daily Breakfast Cost	\$1.00
Reduced Breakfast Cost	\$.30
Extra Milk	\$.65

Students are not permitted to have candy, food, or soft drinks in the classroom or in the halls. Bag lunches are permitted in the cafeteria but should remain in your locker until that time. Free and Reduced Meal applications must be completed annually.

Dismissals

Bus students are to remain in their 7th period class until their bus is called. Bus students found in the hallway before their bus has been called will be disciplined by the administration. 6th Graders should be picked up in the front car loading area. 7th and 8th graders should be picked up in the back car loading area. It is the responsibility of the student to look for parents in the car lines and enter the car in a timely manner to ensure a quick and safe car loading process. Students are not allowed to walk to Greer High School unless they are participating in an after school event at Greer High. All other GMS students should be picked up on GMS property.

Course Descriptions

English

Title: English Strategies 6

Unit Credit: 0.00

Grade Level: 6

Prerequisite:

Students should meet one or more of the following criteria: Teacher recommendation ; PASS score of Not Met in 4th grade; 5th grade MAP RIT scores of <213

This course is designed to meet the needs of students transitioning from elementary to middle school instruction in reading and language arts. Instruction will continue to reinforce foundational skills in reading and provide ample scaffolding for those students whose reading skills are still developing. Writing instruction, vocabulary development, and research skills will be taught in conjunction with the literature studied.

Course Number: 10013000

Duration:

Short Title:

Title: English Studies 6

Unit Credit: 0.00

Grade Level: 6

Prerequisite:

Students should meet two or more of the following criteria: Teacher recommendation; PASS score of Met in 4th grade; 5th grade MAP RIT scores of 213 - 236

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. All writing instruction, vocabulary development, and research opportunities will be in response to a text read. Students can expect instruction to move at an accelerated pace.

Course Number: 10013100

Duration:

Short Title:

Title: English GT 6

Unit Credit: 0.00

Grade Level: 6

Prerequisite: Identified as GTA (Gifted and Talented Academic)with a MAP RIT score >236

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.

Course Number: 10013200

Duration:

Short Title:

Math

Title: Math 6

Unit Credit: 0.00

Grade Level: 6

Prerequisite: Teacher recommendation

This standards-based sixth-grade course is designed to help students begin the transition from arithmetic to algebraic thinking. It includes concepts, operations, and problems solving with decimals, fractions, and percents in addition to an introduction to integers and ratios. Students will develop algebraic thinking through the investigation of patterns, the use of simple equations and inequalities to represent relationships, and the use of tables and graphs to solve problems. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

Course Number: 11100600

Duration:

Short Title:

Title: Math 6/7

Unit Credit: 0.00

Grade Level: 6

Prerequisite: Must meet district criteria including Teacher recommendation

This standards-based course is designed to help students begin the transition from arithmetic to algebraic thinking. It includes all of the grade 6 standards and half of the grade 7 standards. Topics include operations and problem-solving with decimals, fractions, integers, ratios, proportions, and percents. Students will develop algebraic thinking through the investigation of patterns, the use of one-and two-step equations and inequalities to represent relationships, and the use of tables and graphs to solve problems. Throughout the course there is an emphasis on the process standards of problem-solving, communication, reasoning, representations, and connections.

Course Number: 11100700

Duration:

Short Title:

Title: Math 6/7/8

Unit Credit: 0.00

Grade Level: 6

Prerequisite: Must meet district criteria including Teacher recommendation

This standards-based course is designed to help students begin the transition from arithmetic to algebraic thinking and to prepare them to take Algebra 1 in grade 7. It includes all of the Number and Operation Standards from grades 6,7 and 8. It also includes selected standards from the 6-8 Standards of Algebra, Geometry, Measurement, Data Analysis and Probability. Topics include operations and problem-solving with decimals, fractions, integers, ratios, proportions, and percents. Students will develop algebraic thinking through the investigation of patterns and by exploring the merits and limitations of graphical, symbolic, tabular, and verbal representations of relationships. Students will use tables, graphs, one-, two-, and multi-step equations and inequalities to represent relationships and solve problems. Throughout the course there is an emphasis on the process standards of problem solving, communication, reasoning, representations, and connections.

Course Number: 11100800

Duration:

Short Title:

Science

Title: Science 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 12010000
Duration:
Short Title:

The focus for science in sixth grade is to provide students with inquiry based experiences that develop science concepts in the following areas: Structures, Processes and Response of Plants-structure and function of plants; Structures, Processes and Responses of Animals-structure and function of animals; Earths Atmosphere and Weather-atmospheric properties and processes; and, Conservation of Energy-properties of energy, work, and conservation of energy.

Social Studies

Title: Social Studies 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 13010000
Duration:
Short Title:

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.

Arts

Title: Art 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 15010000
Duration:
Short Title:

The purpose of this course is to enable students to communicate ideas and concepts through a variety of 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. Students will focus on developing creative problem-solving skills, visual literacy, and personal expression.

Title: Band 6 Percussion
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 15311000
Duration:
Short Title:

This course provides beginning-level instruction for all of the percussion instruments. The curriculum will focus on the techniques required to perform on the melodic instruments, membranophones, and auxiliary instruments. 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 6 Brass
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 15311600
Duration:
Short Title:

This course provides beginning-level instruction for trumpet, French horn, trombone, euphonium and tuba. 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 6 Woodwinds
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 15311700
Duration:
Short Title:

This course is a beginning-level course for Woodwind instruments. 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: Strings 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 15510000
Duration:
Short Title:

This course provides beginning-level instruction on violin, viola, cello, and string bass. No previous musical experience is required. The curriculum includes the development of fundamental skills, concepts, composition, cooperative learning, music as it relates to history and culture, and string techniques. The class will include an expectation for the purchase or rental of an instrument and individual practice at home. Some larger instruments are available at the school, and parents should coordinate with the director for their use. Concert performances will be an outgrowth of the study of musical concepts.

Foreign Language

Title: French 6 Beginner Level
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 16100000
Duration:
Short Title:

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 6 Beginner Level
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 16500000
Duration:
Short Title:

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.

Physical Education

Title: PE / Health 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 14401200
Duration:
Short Title:

Enrollment in this course fulfills the regulation that all students will complete one quarter of physical education each year in grades 6 – 8 and all students will complete one quarter of health each year in grades 6 - 8. The content of the course will consist of both health and PE standards-based instruction.

Career and Tech

Title: CareerEducation6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 18300000
Duration:
Short Title:

This course introduces the students to the careers that are available to them after their education. Students are given a chance to research and explore various careers as well as learn about the skills that are needed for a particular occupation. During this time, the students are also introduced to the career clusters that are used in the district.

Title: Keyboarding6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 18510000
Duration:
Short Title:

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: GTT6DesignModel
Unit Credit: 0.00
Grade Level: 6
Prerequisite: Teacher Recommendation

Course Number: 28410000
Duration:
Short Title:

This unit uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems.

Miscellaneous

Title: Research Skills 6
Unit Credit: 0.00
Grade Level: 6
Prerequisite: None

Course Number: 17991200
Duration:
Short Title:

This course provides students with training in the methodology and techniques of primary and secondary research in both print and non-print media, including electronic.

English Speakers of Other Languages (ESOL)

Title: ESOL 6
Unit Credit: 0.00
Grade Level: 6

Course Number: 17990300

Duration:
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.