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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. **The IGP 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>

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 foresee ably 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 3<sup>rd</sup> 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 1<sup>st</sup> 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 7

**Unit Credit:** 0.00

**Grade Level:** 7

**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 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:** 20013000

**Duration:**

**Short Title:**

**Title:** English Studies 7

**Unit Credit:** 0.00

**Grade Level:** 7

**Prerequisite:**

Students should meet one 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 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:** 20013100

**Duration:**

**Short Title:**

**Title:** English GT 7

**Unit Credit:** 0.00

**Grade Level:** 7

**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.

**Course Number:** 20013200

**Duration:**

**Short Title:**

**Title:** English Strategies 8

**Unit Credit:** 0.00

**Grade Level:** 8

**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 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:** 20013700

**Duration:**

**Short Title:**

**Title:** English Studies 8

**Unit Credit:** 0.00

**Grade Level:** 8

**Prerequisite:**

Students should meet one 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. 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:** 20013800

**Duration:**

**Short Title:**

**Title:** English GT 8

**Unit Credit:** 0.00

**Grade Level:** 8

**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.

**Course Number:** 20013900

**Duration:**

**Short Title:**

**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:** 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 7/8

**Course Number:** 21102000

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

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

This standards-based course places strong emphasis on applications of the mathematical concepts and skills related to decimals, fractions, percents, integers, rational and irrational numbers 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

**Course Number:** 411103HW

**Unit Credit:** 1.00

**Duration:**

**Grade Level:** 7-10

**Short Title:**

**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.

**Title:** Geometry H

**Course Number:** 412103HW

**Unit Credit:** 1.00

**Duration:**

**Grade Level:** 8-10

**Short Title:**

**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.

## 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 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 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.

**Course Number:** 23203500

**Duration:**

**Short Title:**

## Arts

**Title:** Art 7-1

**Unit Credit:** 0.00

**Grade Level:** 7

**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.

**Course Number:** 25011600

**Duration:**

**Short Title:**

**Title:** Art 8-1

**Unit Credit:** 0.00

**Grade Level:** 8

**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.

**Course Number:** 25014100

**Duration:**

**Short Title:**

**Title:** Band 7 Percussion

**Unit Credit:** 0.00

**Grade Level:** 7

**Prerequisite:** Band 6 Percussion or permission of the instructor

This course is a continuation of Band 6 for percussion instruments. The curriculum will focus on the techniques required to perform on the melodic instruments, membranophones, and auxiliary 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.

**Course Number:** 25312000

**Duration:**

**Short Title:**

**Title:** Band 7 Brass **Course Number:** 25312600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Band 6 Brass or permission of the instructor  
This course is a continuation of Band 6 for trumpet, French horn, trombone, euphonium and tuba. 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 7 Woodwinds **Course Number:** 25312700  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Band 6 Woodwinds or permission of the instructor  
This course is a continuation of Band 6 for Woodwind 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 Percussion **Course Number:** 25313000  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Band 7 Percussion or permission of the instructor  
This course is a continuation of Band 7 for percussion instruments. The curriculum will focus on the techniques required to perform on the melodic instruments, membranophones, and auxiliary 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:** Band 8 Brass **Course Number:** 25313100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Band 7 Brass or permission of the instructor  
This course is a continuation of Band 7 for Brass 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:** Band 8 Woodwinds **Course Number:** 25313200  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Band 7 Woodwinds or permission of the instructor  
This course is a continuation of Band 7 for Woodwind 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 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 **Course Number:** 25511300  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** Strings 6 or permission of instructor  
This course is a continuation of Strings 6 for violin, viola, 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 **Course Number:** 25513500  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Strings 7 or permission of instructor  
This course is a continuation of Strings 7 for violin, viola, cello, and string 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:** 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:** 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:** PE / Health 7

**Course Number:** 24403700

**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 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.

**Title:** PE / Health 8

**Course Number:** 24403900

**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 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:** CareerEducation7

**Course Number:** 28301300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

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:** CareerEducation8

**Course Number:** 28303500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

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:** GTT7DesignModel

**Course Number:** 28411300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** Teacher Recommendation

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.

**Title:** GTT8AutoRobotics

**Course Number:** 28413500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Teacher Recommendation

Students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in engineering.

**Title:** Keyboarding

**Course Number:** 510002CH

**Unit Credit:** 0.50

**Duration:**

**Grade Level:** 7-12

**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:** Research Skills 7

**Course Number:** 27991500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

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.

**Title:** Research Skills 8

**Course Number:** 27993800

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

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 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.