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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 Seventh and Eighth Grade Students:

It is time to register for next year's classes. I sincerely hope each and every one of you has studied hard and done the absolute best you could thus far. There are a few things that I would like for you to be aware of as you begin the registration process. First, your language arts, mathematics, science, and social studies classes will be pre-selected for you. You will be placed in the classes that best represent your efforts from the 2012-2013 year. Your current teachers will look at your MAP scores, your report card grades, and your overall work in the current grade to determine your placement. As well, every student in the seventh and eighth grades will be registered for one quarter (nine weeks) of physical education and one quarter (nine weeks) of health. From there, you will select the semester or year long related classes of interest. You will have two related arts classes per day that will meet every day of the week.

We are looking forward to the start of a new school year. As rising seventh and eighth grade students, we will expect you to model good behavior for our new sixth grade students in the building. We also expect our upperclassmen to set good examples by maintaining good attitudes and achieving in the classroom.

Please select your classes carefully for next year. Good choices are extremely important and necessary for preparing you for high school and higher education. Be thinking now about taking algebra and Spanish in the future. If your grades and MAP scores are not quite good enough to be placed in an honors level class then you should strive to meet that goal. Each and every student at Tanglewood Middle School has the ability achieve at any level.

We look forward to your return in the fall.

Sincerely,

William C. Price
Principal

SCHOOL MISSION

At Tanglewood Middle School, our mission is to collaboratively foster learning with an engaging and challenging environment that will prepare our students for high school and beyond.

SCHOOL EXPECTATIONS

At Tanglewood Middle School, we strive for excellence everyday. The faculty and staff are dedicated to addressing the individual needs of our students. Tanglewood's success is dependent upon the working partnership between parents, students, staff and community members as we strive for the common goal of continuous advancement in schoolwide student achievement.

THE KEYS TO SUCCESS

1. Be on time and prepared to learn everyday. To be successful, one must be a part of every learning experience that is offered.
2. Treat others with the respect that you wish to receive. A respectful culture breeds success.
3. Lead by example. To become the successful leader that you can be, you must model the behaviors and expectations of a leader.
4. Follow Tanglewood's guide for success. The rules are designed for everyone to have the opportunity to be successful. It is your responsibility to follow the guidelines and to allow others that opportunity as well.

ACADEMIC REQUIREMENTS

All students take a full academic course load each year. This includes at least one course each day in English Language Arts, Mathematics, Science and Social Studies.

Students must take physical education and health one semester, as well as a combination of the following: Art, Band, Chorus, Music, Journalism, Dance, Spanish and Technology.

Tanglewood Middle School is a **Title One School**. Because we are a Title One school we are able to offer additional services for our students. The following are a list of some of these services.

Supplemental Education Tutorial Service

Tanglewood Middle, a school in restructuring, offers tutoring services in accordance with the No Child Left Behind Act of 2001 (NCLB) to eligible students. Supplemental Educational Services are provided by approved vendors to assist in math and English language arts, acceleration and remediation. Parents are invited to meet and talk with the providers before making a decision for student service. Vendor Fairs are scheduled by the district at a variety of locations and times in the fall. Once the provider has been chosen, parents sign contracts with the Title I Facilitator or other district representative.

After School Tutorial

The Tanglewood Middle School After School Program is organized as a resource center to tutor students in academic areas to help them achieve high standards. The program operates on Tuesday and Thursday from 3:30 pm to 4:30 pm. Students attending the program are encouraged to attend both days every week. **Bus transportation is not provided for students**. Students must be picked up by 4:30pm.

Social Worker

A School District Social Worker is located on site to give immediate assistance to families of students in need of services such as: completing forms for free lunch, applying for medical assistance, and applying for social services.

Mental Health Counselor

A Greenville Mental Health Counselor provides services to students on site. The school based counselor is available to work closely with teachers, administrators, and students to resolve difficulties. Typical referrals include adjustment disorders, victims of trauma, disruptive and or aggressive behaviors, ADHD, anxiety and mood disorders.

Title I Nurse

In addition to a school based nurse, a Title I Nurse is available to work with the school staff and administrators to resolve medical problems that interfere with the student's attendance or academic performance.

TOP FIVE TIPS TO PARENTS and STUDENTS

Tip Number 1 – Get the supply list early. Students feel secure when they have all of the items needed for their different classes. Teachers can jump right into the curriculum when students have requested supplies.

Tip Number 2– Attend orientation or open house before the first school day. Many students feel less stress and anxiety when they have been able to tour the building. Knowing where the bathrooms, cafeteria, gym and classrooms are in a building make students feel better about the first day of school.

Tip Number 3 – Make a couple copies of the student schedule. Middle school students can have up to nine teachers in a day. This is very different from elementary school. Students can break down in tears when they lose their schedule and don't know where to go after a class.

Tip Number 4 – The student should know the parent's email address. One easy way for teachers to communicate with parents is through email. Teachers generally ask for the email address on the first day so that they can put it in their grade book computer program. Teachers can send grade reports, missing homework assignments and quick notes through email to parents.

Tip Number 5– Stay organized and keep up with assignments. Use an agenda book to write down all assignments and test dates. Keep papers organized in folders or in a large binder. A locker stuffed full of random papers is usually an indicator of a student who is struggling academically.

Staying organized is key to a successful year at the middle school. Parents need to help their children become acclimated to the new school. However, students need to learn that with age also comes more responsibility.

These tips can be found at: <http://www.brighthub.com/education/k-12/articles/3173.aspx>

Course Descriptions

English

Title: English Studies 7 **Course Number:** 20013100
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 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.

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: English Studies 8 **Course Number:** 20013800
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 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.

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: 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: Reading Assistance 6 **Course Number:** 10240000
Unit Credit: 0.00 **Duration:**
Grade Level: 6 **Short Title:**

Prerequisite: Guidance Placement

This course offers students remediation and additional assistance in reading skills in support of on grade level instruction in the regular Language Arts and/or Literature classroom.

Title: Reading Assistance 7 **Course Number:** 20241300
Unit Credit: 0.00 **Duration:**
Grade Level: 7 **Short Title:**
Prerequisite: Guidance Placement
This course offers students remediation and additional assistance in reading skills in support of on grade level instruction in the regular Language Arts and/or Literature classroom.

Title: Reading Assistance 8 **Course Number:** 20243500
Unit Credit: 0.00 **Duration:**
Grade Level: 8 **Short Title:**
Prerequisite: Guidance Placement
This course offers students remediation and additional assistance in reading skills in support of on grade level instruction in the regular Language Arts and/or Literature classroom.

Title: Creative Writing 7 **Course Number:** 20991700
Unit Credit: 0.00 **Duration:**
Grade Level: 7 **Short Title:**
Prerequisite: None
This course, designed for students interested in written expression, includes a study of the various forms of poetry, fiction, and nonfiction. Students will create portfolios of their own creative writing and experiment with various forms of expression.

Title: Broadcast Journ 8 **Course Number:** 20994500
Unit Credit: 0.00 **Duration:**
Grade Level: 8 **Short Title:**
Prerequisite: Teacher Recommendation
In this course, students study journalism in a television broadcast setting. Study includes review of principles of journalism, writing, camera technique, research and interviewing, culminating in regular production of actual programming for in-school television and community viewing.

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: Math Assistance 7

Unit Credit: 0.00

Grade Level: 7

Prerequisite: Guidance Placement

This course offers students remediation and additional assistance in math skills in support of on grade level instruction in the regular math classroom.

Course Number: 21011300

Duration:

Short Title:

Title: Math Assistance 8

Unit Credit: 0.00

Grade Level: 8

Prerequisite: Guidance Placement

This course offers students remediation and additional assistance in math skills in support of on grade level instruction in the regular math classroom.

Course Number: 21013500

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 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 **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: Dance 7-1 **Course Number:** 25253800
Unit Credit: 0.00 **Duration:**
Grade Level: 7 **Short Title:**
Prerequisite: None
The purpose of this course is to enable students to develop fundamental knowledge in dance, to recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subjects. Students will participate in technical exercises, improvisation, and dance composition, and will study early and contemporary modern dancers. Performances will be an outgrowth of study.

Title: Dance 8-1 **Course Number:** 25254500
Unit Credit: 0.00 **Duration:**
Grade Level: 8 **Short Title:**
Prerequisite: None
The purpose of this course is to enable students to develop fundamental knowledge in dance, to recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subjects. Students will participate in technical exercises, improvisation, and dance composition, and will study early and contemporary modern dancers. 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 7-1 **Course Number:** 25413800
Unit Credit: 0.00 **Duration:**
Grade Level: 7 **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 6, through the study and performance of varied middle school choral literature. The curriculum for Chorus 7 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: 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.

Foreign Language

Title: Span Lang & Culture 7 **Course Number:** 26506600
Unit Credit: 0.00 **Duration:**
Grade Level: 7 **Short Title:**
Prerequisite: None
This is the second course in an articulated, sequential, standards-driven program of foreign language study in middle school. It is for students with one year of second language experience in middle school. The focus is on proficiency, first oral and then written. Grammar is included only when the need arises and learned in context. Culture is centered around everyday customs and values. Students will continue their study of the language in all subsequent grades.

Title: Spanish 1 CP
Unit Credit: 1.00
Grade Level: 8-10
Prerequisite: None

Course Number: 365107CW
Duration:
Short Title:

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
Unit Credit: 0.00
Grade Level: 7
Prerequisite: None

Course Number: 24403700
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.

Title: PE / Health 8
Unit Credit: 0.00
Grade Level: 8
Prerequisite: None

Course Number: 24403900
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: GTT7DesignModel
Unit Credit: 0.00
Grade Level: 7
Prerequisite: Teacher Recommendation

Course Number: 28411300
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.

Title: GTT8AutoRobotics
Unit Credit: 0.00
Grade Level: 8
Prerequisite: Teacher Recommendation

Course Number: 28413500
Duration:
Short Title:

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.

English Speakers of Other Languages (ESOL)

Title: ESOL 7
Unit Credit: 0.00
Grade Level: 7
Prerequisite: Guidance Placement

Course Number: 27991900
Duration:
Short Title:

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
Unit Credit: 0.00
Grade Level: 8
Prerequisite: Guidance Placement

Course Number: 27994400
Duration:
Short Title:

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.