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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>

## Related Arts Information

During the two semesters in the year students have the opportunity to take up to four related arts classes. Classes are set up as semester or year long classes. The length of the class will determine how many related arts students have during the year.

### 7th & 8th Grade

Band, Strings, and Chorus students will choose this related arts first.

Each student must choose either PE or Health. These are both semester classes.

If you are not keyboarding proficient, you will then choose Keyboarding which is a semester class. If you are keyboarding proficient, please choose one of the following: Art, Family Living, or Careers.

If you are not a Band, Strings or Chorus student, please choose PE or Health. If you are not keyboarding proficient, please choose keyboarding next. Then you will need to choose **two** from the following list: **Art, Family Living, or Careers.**

If you are keyboarding proficient, you will choose all **three** of the following: **Art, Family Living, and Careers.**

## The Dilemma of the Adolescent

There is something I don't know that I am supposed to know.

I don't know what it is I don't know, and yet am supposed to know

and I feel I look stupid if I seem both not to know it and not know what it is I don't know.

Therefore, I pretend I know it. This is nerve-racking since I don't

know what I must pretend to know.

Therefore I pretend to know everything.

I feel you know what I am supposed to know, but you can't tell me what it is because you don't know that I don't know what it is.

You may know what I don't know, but not that I don't know it, and I can't tell you. So you will have to tell me everything.

R.D. Laing

## The Typical Middle School Child

Wants to belong to a group and may conform to peer group values and authority.

May change friends often.

Is very interested in social group interactions and may overreact to any form of rejection.

Is very sensitive to the criticism of others, but may be self-critical.

Is preoccupied with physical appearance.

May be restless or anxious.

Will likely procrastinate.

Will be responsive to fads.

May cry or anger easily.

Needs authority and guidance from parents, although he or she may openly reject it.

## Criteria for Gifted and Talented Placement

The School District of Greenville County provides programs for Gifted and Talented Students to challenge them with rigorous, complex class work and research. Gifted students may demonstrate high performance ability or potential in academic areas. Administrators, parents, teachers, and students may make referrals for students to be screened.

However, students must meet the state criteria before being placed in the Challenge program. Identification in academic areas will be made using multiple criteria. Students who meet the criteria in two of the three dimensions are eligible for placement. All students currently in the program will continue to be served.

Students may qualify automatically with an extremely high aptitude or IQ score at 96th percentile or higher for their age group. If students do not qualify solely on aptitude, this process will be used for screening:

- **In Dimension A - Reasoning Abilities** Students must demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal, nonverbal, quantitative and/or a composite of the three.
- **In Dimension B - Academic Achievement** Students must demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured by a nationally normed or South Carolina statewide assessment instruments.
- **In Dimension C - Intellectual/Academic Performance** Students must demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Rising third, fourth, fifth, and sixth grade students may be eligible to take the Performance Task Test in March if they have already met the criteria in Dimension A or Dimension B. Beginning with grade 7, students must have a 3.75 GPA on a 4.0 scale to meet the criteria in Dimension C.

Students must meet the criteria in two of these three dimensions to participate in the Gifted and Talented Program.

Results of private testing will not be accepted for placing students in the Challenge program.

### Contact

**Program Coordinator:** Jane Snyder

**Secretary:** Amy Aiken

**Address:** Gifted and Talented Programs  
c/o Hollis Academy  
200 Goodrich Street  
Greenville, SC 29611

**Phone:** (864) 355-4820 or (864) 355-4821

**Fax:** (864) 355-4884

**Related Arts Teachers**

Ms. McDowell - Family Living  
Mr. Peggram - Art  
Mr. Matthews/Mrs. Cole - Keyboarding  
Dr. Davis - Careers  
Mrs. Strange - Math Assistance  
Mrs. Richarson - Reading Assistance

**Performing Related Arts**

Mrs. Cole - Chorus (year long)  
Mr. Fox - Band (year long)  
Mr. Matthews - Strings (year long)

**Physical Education**

Ms. Smith/ Mr. Stines - PE  
Ms. Cheslek - Health

**7th and 8th Grade Core Classes**

7th Grade Science & Social Studies  
7th Grade Math or Math 7/8  
7th Grade Language Arts  
or Advanced 7th Grade Language Arts  
or 7th Grade Challenge Language Arts

8th Grade Science & Social Studies  
8th Grade Math or Algebra 1 Honors  
8th Grade Language Arts  
or 8th Grade Adv Language Arts  
or 8th Grade Challenge Language Arts  
or English 1 Honors

**School Information**

Becky Greene, Principal  
Andrew Batman, Assistant Principal  
Rod Storm, Administrative Assistant

**Guidance Counselors**

Lisa Loftis - 355-1904  
Sara Broome - 355-1913

## 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:** 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:** Yearbook 8

**Course Number:** 20994100

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** Teacher Recommendation and application process

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

## 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  
**Unit Credit:** 1.00  
**Grade Level:** 7-10

**Prerequisite:** Math teacher recommendation

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

**Course Number:** 411103HW  
**Duration:**  
**Short Title:**

**Title:** 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 **Course Number:** 25011600  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 7 **Short Title:**  
**Prerequisite:** None  
Students will develop creative-thinking and problem-solving skills as they observe the world around them. They will explore and produce artwork including drawing, painting, printmaking, sculpture, arts, and crafts. A study of artists and their work will help students understand the techniques, skills, and diverse intentions of artists from many cultures and times.

**Title:** Art 8-1 **Course Number:** 25014100  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** None  
Students will refine their ability to communicate visually, manage a wide range of tools and materials, and achieve quality, style, and craftsmanship in drawing, painting, printmaking, sculpture, and crafts. Students will have opportunities for evaluating and critiquing their own and other students' artwork as well as studying artists and analyzing their work.

**Title:** Art 8-2 **Course Number:** 25014400  
**Unit Credit:** 0.00 **Duration:**  
**Grade Level:** 8 **Short Title:**  
**Prerequisite:** Previous art instruction with teacher recommendation  
The purpose of this course is to teach students who have advanced art ability to achieve work at a higher level than the general art classes. The knowledge of the principles and elements of design will be studied in depth through vigorous exercises and research. Students will be involved in a variety of experiences with local artists and community arts organizations.

**Title:** 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.

**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  
**Unit Credit:** 0.00  
**Grade Level:** 8

**Course Number:** 25513500  
**Duration:**  
**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.

## Physical Education

**Title:** Health 7  
**Unit Credit:** 0.00  
**Grade Level:** 7

**Course Number:** 24011300  
**Duration:**  
**Short Title:**

**Prerequisite:** None

Enrollment in this course fulfills the state law requiring 9 weeks of health education every year for all students in grades 6 – 8. Course content focuses on teaching students the information and the skills needed to become health literate, maintain and improve personal health, prevent disease, and reduce health-related risk behaviors as outlined in the SC Health and Safety Curriculum Standards. The course also focuses on evaluating, advocating, and coordinating valid resources and services to meet the needs of students, families, and communities. Course content areas include Personal Health and Wellness, Nutritional Choices, Mental Health, Preventing Injuries, Family Living, and Alcohol, Tobacco and Other Drugs.

**Title:** Health 8  
**Unit Credit:** 0.00  
**Grade Level:** 8

**Course Number:** 24013500  
**Duration:**  
**Short Title:**

**Prerequisite:** None

Enrollment in this course fulfills the state law requiring 9 weeks of health education every year for all students in grades 6 – 8. Course content focuses on teaching students the information and the skills needed to become health literate, maintain and improve personal health, prevent disease, and reduce health-related risk behaviors as outlined in the SC Health and Safety Curriculum Standards. The course also focuses on evaluating, advocating, and coordinating valid resources and services to meet the needs of students, families, and communities. Course content areas include Personal Health and Wellness, Nutritional Choices, Mental Health, Preventing Injuries, Family Living, and Alcohol, Tobacco and Other Drugs.

**Title:** Phys Education 7  
**Unit Credit:** 0.00  
**Grade Level:** 7

**Course Number:** 24401300  
**Duration:**  
**Short Title:**

**Prerequisite:** None

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

**Title:** Phys Education 8  
**Unit Credit:** 0.00  
**Grade Level:** 8

**Course Number:** 24403500  
**Duration:**  
**Short Title:**

**Prerequisite:** None

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

## Career and Tech

**Title:** CareerEducation7  
**Unit Credit:** 0.00  
**Grade Level:** 7

**Course Number:** 28301300  
**Duration:**  
**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  
**Unit Credit:** 0.00  
**Grade Level:** 8  
**Prerequisite:** None

**Course Number:** 28303500  
**Duration:**  
**Short Title:**

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

**Title:** Keyboarding7

**Course Number:** 28511300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

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

**Title:** Keyboarding8

**Course Number:** 28513500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

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

**Title:** Family&Consumer7

**Course Number:** 28581300

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 7

**Short Title:**

**Prerequisite:** None

This course provides an opportunity for students to explore self image, consumer issues, environmental concerns, positive approaches to child development, clothing care, nutritional choices, food preparation, and skills for successful employment.

**Title:** Family&Consumer8

**Course Number:** 28583500

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

This course focuses on the changes and challenges faced by young teens today. Topics include family relationships, goal setting, money management, home repairs, early childhood development, textile products, eating disorders and careers.

## Miscellaneous

**Title:** Life Fitness 8

**Course Number:** 24993700

**Unit Credit:** 0.00

**Duration:**

**Grade Level:** 8

**Short Title:**

**Prerequisite:** None

Life Fitness is a related arts class taught through the physical education department. It focuses on nutrition, exercise, along with cardiovascular and strength building activities. The purpose of the class is to encourage habits that lead to healthy, active adult life.