



# Lakeview Middle School

*Courage, Ferocity, Pride*

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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. 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, Seven, and Eight

**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 60% 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.

**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 six schools of study. These six schools of study include School of Arts, Communication and Information Technology; Business, Marketing and Management; Environmental and Agricultural Systems; Health Science; Human Resources and Services; and Industrial Manufacturing and Engineering Systems. 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.** Students will utilize Naviance, a comprehensive college and career readiness tool, to help them align their strengths and interests to their career goals. 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.

# LAKEVIEW MIDDLE SCHOOL

## History

Lakeview Middle School opened its doors in 1971 and was located at the Sans Souci Junior High School. The school absorbed students from Monaview Middle School and the enrollment at the time was 685 students. The next year, the school moved to the current location and changed the name to Lakeview Middle School. The school was named Lakeview because of the view of a lake in front of the school. The school serves students in the Brutontown, West Greenville, Paris Mountain and Poe Mill areas of town.

## Mascot and Colors

The mascot for Lakeview Middle School has always been the Lion. The school colors are orange and blue.

## Mission, Vision, and Motto

### Mission

The mission of Lakeview Middle School is to prepare every student to become independent, life-long learners and responsible, productive citizens.

### Vision

The vision of Lakeview Middle School is for students to be inspired, supported, and prepared for their next opportunities in life, education, and employment.

### Motto

Where character is developed with intellect.

## Classes at Lakeview

Our students take **4 academic courses** and **2 related arts** courses each semester.

**Academic courses** are ELA, Math, Science, and Social Studies. For ELA & Math, some students take an accelerated course (English GT 7 or English 1 Honors; Math 7/8 or Algebra 1 Honors) by teacher recommendation.

For **Related Arts**, every student takes one semester of Physical Education/Health. Students may request three additional related arts and two alternates, unless they request a year-long course (Band, Spanish 1, or Art 1). If requesting a year-long course, students should select that course, one other semester-long course, and two alternates. Some students will take AVID, Literacy/Reading, or ESOL classes during Related Arts; these are year-long classes that will be assigned by the teacher/counselor and may replace any of the student requests. The lists below show both our year-long and semester-long related arts classes for 7th & 8th graders.

### Year Long Related Arts Courses for 7th & 8th Grades:

Art 1 (8th grade only; HS credit class; Recommendation Required)

AVID (Recommendation Required)

Band

Band 1 (8th grade only; HS credit class; Recommendation Required)

ESOL (Recommendation Required)

Intensive Literacy Lab - System 44 (Recommendation Required)

Literacy Lab - Read180 (Recommendation Required)

Reading Assistance (Recommendation Required)

Spanish 1 (8th grade only; HS credit class; Recommendation Required)

### Semester Long Related Arts Courses for 7th & 8th Grades:

Art

General Music

GTT7 Design & Modeling (7th grade only)

GTT8 Automation & Robotics (8th grade only)

PE/Health

Spanish Beginner Level

Detailed course descriptions are available at the end of this document.

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## **ADMINISTRATION**

Principal: Kathy Dobbins

Assistant Principal, 8th grade: Libba Mattison

Assistant Principal, 7th grade: Ed Roman

Assistant Principal, 6th grade: Stephen Hampton

## **SCHOOL COUNSELING DEPARTMENT**

8th Grade: Sharon Odom, 355-6432

7th Grade: Allison Moncheck, 355-6492

6th Grade: Damon Frahler, 355-6429

Last names A-C: Olivia Wells, 355-6455

Clerk: Lori Howell, 355-6404

## **FRONT OFFICE**

355-6400

## Course Descriptions

### English

**Title:** English Studies 7th

**Course Number:** 20013100

**Unit Credit:** 0

**Grade Level:** 7

English Studies 7 is designed to prepare students for College and Career readiness as required by the South Carolina State Standards. The curriculum exposes students to a variety of genres, both literary and informational. Placement recommendations: Successful completion of grade 6

**Title:** English GT 7th

**Course Number:** 20013200

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: Identified as GTA (Gifted and Talented Academic).

**Title:** English Studies 8th

**Course Number:** 20013800

**Unit Credit:** 0

**Grade Level:** 8

English Studies 8 is designed to prepare students for College and Career readiness as required by the South Carolina State Standards. The curriculum exposes students to a variety of genres, both literary and informational. Placement recommendations: Successful completion of grade 7

**Title:** Reading Assistance 7th

**Course Number:** 20241300

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: Guidance Placement

**Title:** English 1 Hon

**Course Number:** 302403HW

**Unit Credit:** 1

**Grade Level:** 8 - 12

English 1 Honors is a course for academically gifted students who have the ability to pursue an accelerated English program. These students may be preparing for Advanced Placement English - college level courses - in high school; therefore, the coursework will reflect more rigor than English I CP. Note: This course carries Honors GPA weighting. Prerequisites: High level of performance in reading and writing skills, ability to think critically and demonstrated enthusiasm for language arts, and/or teacher recommendation. All GTA identified students should enroll in the GT or Honors level course

### Math

**Title:** Math 7

**Course Number:** 21100500

**Unit Credit:** 0

**Grade Level:** 7

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 SCCR mathematical process standards of problem-solving, communication, reasoning, representations, and connections. PREREQUISITE: Math 6

**Title:** Math 8  
**Unit Credit:** 0  
**Grade Level:** 8

**Course Number:** 21100700

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 SCCR mathematical process standards of problem-solving, communication, reasoning, representations, and connections. **PREREQUISITE:** Math 7

**Title:** Math 7/8  
**Unit Credit:** 0  
**Grade Level:** 7 - 8

**Course Number:** 21102000

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 SCCR mathematical process standards of problem-solving, communication, reasoning, representations, and connections. **PREREQUISITE:** Must meet district criteria including Teacher recommendation

**Title:** Algebra 1 Hon  
**Unit Credit:** 1  
**Grade Level:** 7 - 12

**Course Number:** 411402HW

Algebra 1 Honors students will study all of the topics included in CP Algebra 1. They will also study additional topics including step functions, transformations of absolute value functions, factoring quartic expressions in quadratic form, translating a quadratic function into vertex form, and sequences as functions. The SCCR mathematical process standards apply throughout the course and, along with content standards prescribe that students experience math as a coherent, useful, and logical subject. **PREREQUISITE:** Math 6/7/8, or Math 7/8, or Math 8; District Criteria; Math Teacher Recommendation

## Science

**Title:** Science 7  
**Unit Credit:** 0  
**Grade Level:** 7

**Course Number:** 22211300

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. **PREREQUISITE:** Successful completion of previous grade or science course

**Title:** Science 8  
**Unit Credit:** 0  
**Grade Level:** 8

**Course Number:** 22513500

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. **PREREQUISITE:** Successful completion of previous grade or science course

## Social Studies

**Title:** Social Studies 7

**Course Number:** 23101300

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: Successful completion of previous grade or course

**Title:** SC/US History 8

**Course Number:** 23203500

**Unit Credit:** 0

**Grade Level:** 8

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. PREREQUISITE: Successful completion of previous grade or course

## Arts

**Title:** Art 7th Beginning

**Course Number:** 25011600

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: None

**Title:** Art 8th Beginning

**Course Number:** 25014100

**Unit Credit:** 0

**Grade Level:** 8

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. PREREQUISITE: None

**Title:** Band 7th

**Course Number:** 25311300

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: Band 6 or permission of instructor

**Title:** Band 8th

**Course Number:** 25313500

**Unit Credit:** 0

**Grade Level:** 8

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. PREREQUISITE: Band 7 or permission of instructor



**Title:** General Music 7th

**Course Number:** 25611300

**Unit Credit:** 0

**Grade Level:** 7

This is a course providing students with the opportunity to explore musical concepts and further their understanding of music through listening, singing, playing instruments, and engaging in creative activities. PREREQUISITE: None

**Title:** General Music 8th

**Course Number:** 25613500

**Unit Credit:** 0

**Grade Level:** 8

This is a course providing students with the opportunity to explore musical concepts and further their understanding of music through listening, singing, playing instruments, and engaging in creative activities. PREREQUISITE: None

**Title:** Art 1

**Course Number:** 350101CW

**Unit Credit:** 1

**Grade Level:** 7 - 12

This introductory course provides students with problem-solving experiences in two and three-dimensional media, stressing design elements (line, shape, form, value, color, space, and texture), and design principles, (proportion, emphasis, harmony/unity, balance, rhythm/movement, contrast repetition/ pattern, and variety). Emphasis is on the development of basic skills. PREREQUISITE: None

**Title:** Instrumental Music: Band 1

**Course Number:** 353102CW

**Unit Credit:** 1

**Grade Level:** 8 - 12

This course emphasizes basic musicianship and performance techniques on individual woodwind brass and percussion instruments. Students concentrate on developing technique breath control tone quality range and proper posture. Students participate in small and large ensembles in which quality traditional and contemporary literature reinforce important musical concepts. The major emphasis of this course is on traditional concert literature. Students will have the opportunity to perform as soloists and members of ensembles. PREREQUISITE: Participation in the middle school program or private study and teacher recommendation

## Foreign Language

**Title:** Spanish 7 Beginner Level

**Course Number:** 26501300

**Unit Credit:** 0

**Grade Level:** 7

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. PREREQUISITE: None

**Title:** Spanish 8 Beginner Level

**Course Number:** 26503500

**Unit Credit:** 0

**Grade Level:** 8

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. PREREQUISITE: None

**Title:** Spanish 1 CP

**Course Number:** 365107CW

**Unit Credit:** 1

**Grade Level:** 7 - 12

This course prepares students to: perform interpersonal, interpretive and presentational communicative tasks within the novice high to intermediate low range on the ACTFL Proficiency scale; interpret, exchange, and present, information, concepts and ideas both within the classroom and beyond on a variety of topics including connections to other subject areas; and understand the relationship among the products, practices and perspectives of other cultures. In addition, students develop insight into their own language and culture.

PREREQUISITES: None

## Physical Education

**Title:** PE/Health 7th  
**Unit Credit:** 0  
**Grade Level:** 7

**Course Number:** 2460A100

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. PREREQUISITE: None

**Title:** PE/Health 8th  
**Unit Credit:** 0  
**Grade Level:** 8

**Course Number:** 2460A200

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. PREREQUISITE: None

## Career and Technology

**Title:** GTT7 Design & Modeling  
**Unit Credit:** 0  
**Grade Level:** 7

**Course Number:** 27800000

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:** GTT8 Automation & Robotics  
**Unit Credit:** 0  
**Grade Level:** 8

**Course Number:** 27811000

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.

## Miscellaneous

**Title:** Skill Building 7th  
**Unit Credit:** 0  
**Grade Level:** 7

**Course Number:** 27991700

This course focuses on skills that students need to make better and more efficient use of study time. Students will actively engage in learning time management skills, study techniques, organizational skills, test-taking strategies, as well as other topics that will strengthen their performance in the classroom. PREREQUISITE: None

**Title:** ESOL 7th  
**Unit Credit:** 0  
**Grade Level:** 7

**Course Number:** 27991900

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. PREREQUISITE: Guidance Placement

**Title:** Skill Building 8th

**Course Number:** 27994100

**Unit Credit:** 0

**Grade Level:** 8

This course focuses on skills that students need to make better and more efficient use of study time. Students will actively engage in learning time management skills, study techniques, organizational skills, test-taking strategies, as well as other topics that will strengthen their performance in the classroom. PREREQUISITE: None

**Title:** ESOL 8th

**Course Number:** 27994400

**Unit Credit:** 0

**Grade Level:** 8

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. PREREQUISITE: Guidance Placement