

# PROGRAM PLANNING GUIDE

Grades 6, 7, 8

2019-2020

The Spartanburg School District 7 Middle Level program is structured to respond to the unique and changing needs of adolescents. Middle school students complete a required core academic program of language arts, mathematics, social studies, science, and healthful living. Students also participate in an elective program that allows them to select courses from an array of offerings from second languages, the arts, and career - technical education.

The following pages of this planning guide detail the middle school program. Questions about the program can be directed to personnel at each school.

## Spartanburg School District 7 Middle Schools

Carver Middle School  
McCracken Middle School  
E.P. Todd School



*Tradition. Excellence. Innovation.*

Spartanburg County School District Seven does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The Assistant Superintendent for Human Resources has been designated to handle inquiries regarding discrimination policies and procedures at (864) 594-4400, 610 Dupre Drive, Spartanburg, SC 29307.

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# SECTION I

# GENERAL

# INFORMATION

## Middle Level School Contact Information



### Carver Middle School

467 South Church Street  
Spartanburg, SC 29306  
594-4435

## **MIDDLE SCHOOL PROGRAM**

The primary focus of Spartanburg School District 7 is academic excellence. The middle school program provides students with opportunities to question and explore, to achieve and succeed, to belong and participate, and to think and create. In addition, the middle school program builds the foundation for continued study in high school.

### **FREQUENTLY ASKED QUESTIONS**

#### **I. How does student registration work?**

During the spring semester, teachers review student's data and progress in the core content classes to determine the appropriate level of study for the next school year. Once the selection is complete, the students are sent home with a printout of the recommended courses for parents to review, sign, and return to the school's counselor. The rising 6<sup>th</sup> grade students have an opportunity to explore all of the encore elective classes each quarter unless they are in Band, Orchestra, or AVID; therefore, there is not a selection process. When choosing elective classes for the rising 7<sup>th</sup> & 8<sup>th</sup> grade, students are given a printout of the classes that are offered for their grade level and they make four selections for the next school year; then it is returned to the school's counselor. Rising 9<sup>th</sup> grade students meet with a representative from the Freshman Academy to choose their electives for the next school year.

**Parents are invited to contact the school guidance department to schedule appointments with counselors to clarify any questions or concerns regarding their individual student.**

#### **II. Are grades in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade important?**

Yes. Grades indicate whether or not a student has mastered the knowledge and skills to move to the next grade. Also, grades may determine whether or not a student is prepared for courses he or she may wish to take in the future. A student cannot graduate and receive a diploma unless he or she passes the "exit" exam.

#### **III. Do grades affect student activities and athletic participation?**

Yes. Eligibility is affected by grades in school. Activities include athletics, cheerleading, Beta Club, honor societies, etc. Please see the school handbook for specific eligibility requirements.

#### **IV. What are the promotion requirements for sixth, seventh and eighth graders?**

In order for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders to be promoted to the next grade, the following requirements must be met by the student:

- Students must obtain an overall average of 60 or above in language arts, mathematics, science, and social studies.
- Attendance – Students that miss over 10 days in a year-long course (5 days in a semester course) without medical notes may receive an "FA" (failure due to absences) in the class or classes.
- Students that attend summer school will be promoted if they pass their summer school class and meet all promotion requirements.

## **V. Who is eligible for summer school?**

Students will be recommended to summer school by their guidance counselor and/or principal based on individual student needs. Guidance staff will notify parents.

## **VI. Are any high school courses offered to 7<sup>th</sup> or 8<sup>th</sup> graders?**

Yes. There are rules regarding student participation in these courses as the grades awarded will be reflected on individual student transcripts. High school transcripts are a permanent record of courses attempted, graduation credits earned, course grades awarded, grade point average, and attendance.

Please contact your school's guidance department if you have any questions or would like to set up an individual conference.

Please refer to Section IV—High School Courses and Participation of this booklet for more specific information.

**SECTION II**

**SELECTING**

**COURSES**

## **GETTING REGISTRATION STARTED**

During the spring semester, teachers review student's data and progress in the core content classes to determine the appropriate level of study for the next school year. Once the selection is complete, the students are sent home with a printout of the recommended courses for parents to review, sign, and return to the school's counselor. The rising 6<sup>th</sup> grade students have an opportunity to explore all of the encore elective classes each quarter unless they are in Band, Orchestra, or AVID; therefore, there is not a selection process. When choosing elective classes for the rising 7<sup>th</sup> & 8<sup>th</sup> grade, students are given a printout of the classes that are offered for their grade level and they make four selections for the next school year; then it is returned to the school's counselor. Rising 9<sup>th</sup> grade students meet with a representative from the Freshman Academy to choose their electives for the next school year.

## **IMPORTANT INFORMATION**

### **I. There are two types of courses in the middle school program:**

**REQUIRED COURSES:** These courses include specific **language arts, mathematics, social studies, and science** courses. Participation in these courses is year-long. Schools may offer these required courses at varying ability levels and have designed placement criteria to guide registration. Supplemental courses may be required based on needs reflected in SC State Assessment and/or MAP scores.

**ELECTIVE COURSES:** These courses include both required and optional study. Options are offered in such areas as fine arts, career and technical education, physical education, world language, technology and life management. Elective courses may be either one semester in length or year-long. Some elective courses may also provide varying ability levels and have placement criteria to guide registration.

### **II. There are two programs of study:**

In sixth, seventh and eighth grades, students will choose programs of study that will include required courses and elective courses which reflect individual area(s) of interest. The programs of study reflect the individual strengths and interests of each student.

**COLLEGE PREPARATORY--(CP):** Courses in the CP program are designed to help students prepare for higher education or a career after high school graduation. They focus on developing a strong mastery of the South Carolina academic standards and success in required graduation courses. Some CP courses are at varying ability levels and have placement criteria. Student scores on achievement and assessment tests and programs may be utilized for placement. Examples include scores on SC State Assessment and MAP.

**Honors/ODYSSEY- - (HON/ODY):** Courses in the Honors/ODYSSEY program are designed for students intending to participate in Advanced Placement courses as early as grade 9, who are identified as Gifted/Talented, or who need more challenge through higher rigor in one or more areas of study. In Honors/ODYSSEY courses, students will experience more demanding expectations, use different text materials or resources from those used in CP courses, and move at a faster pace. In addition to meeting state grade-level standards, the student will work on above-level standards in Honors/ODYSSEY courses. Student scores on achievement tests, formal assessments, or identification as a gifted and talented student will determine participation and placement.

## SELECTING COURSES & COMPLETING THE FORM

- A. Middle school classes are either one year, one semester, or one quarter in length. A majority of students will have seven classes daily. Exceptions to this would include exceptional students, special program requirements, homebound students, etc.
- B. Sixth, seventh and eighth grade students participate in year-long required classes of language arts, mathematics, science, and social studies. Students are also required by the state department to take a one-semester course in physical education & health. The rest of a student's classes will be made up of elective classes and/or required supplemental core classes.

1. Language Arts—one year	
2. Mathematics—one year	
3. Social Studies—one year	
4. Science—one year	
5. P.E. & Health—one semester	6. Elective-one semester (only)
7. Elective	8. Elective
9. Electives	10. Electives

1. Courses 1-5 are **required**.
2. Course 6 **must** be a **one semester-long** elective **only** to complete the year.
3. Courses 7-10 are electives that may be **either** one-semester or one-year in length.

The **possible** combinations include:

- a. 4 semester-long electives or supplemental classes,
- b. 2 semester-long electives and 1 year-long elective, or
- c. 2 year-long electives

**Make sure that an equivalent of seven courses for each semester is selected.**

- C. If a student is interested in taking a world language, a language arts teacher or previous world language teacher recommendation is required.
- D. Please note the following items when signing the registration form:
- If a registration form is not returned by the required date, a student's classes will be assigned by guidance staff. Individual schools announce required return dates. Please contact the student's school if you are unsure.
  - At some schools, students are able to sign up for study hall. However, a note must be written on the front of the form and signed by the parent or guardian. Please, do not attach notes as they have a tendency not to make it back to the school.
  - Make sure your registration form is signed.
- E. Once the parent/guardian and student have signed the registration form, it must be returned to the school by a specific date. Parents/guardians are welcome to either send it back to school with the student or drop it off at the school.

### School Contact Information

#### Carver Middle School

467 South Church Street  
Spartanburg, SC 29306  
594-4435



**SECTION III**

**COURSE**

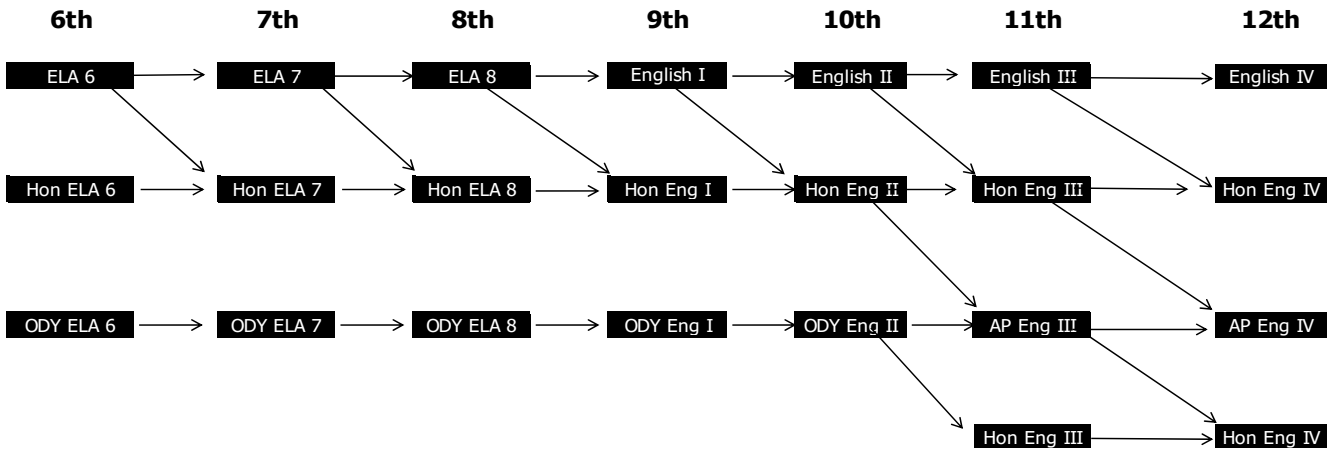
**DESCRIPTIONS**

**FOR REQUIRED**

**COURSES**

- REQUIRED COURSES-  
Year –long courses required to fulfill local and state educational requirements.

## ENGLISH LANGUAGE ARTS



\*\* Flow charts do not reflect all possible scenarios. Please contact your child's guidance counselor with specific questions.

## **Sixth Grade**

### **English 6:**

Length of Course: Year-long

This is a college-preparatory course that focuses on developing proficiency in the approved SC College and Career Ready Standards for English and Language Arts. Students will read and interpret both informational and literary texts as well as examine facets of author's craft. Through a variety of experiences students will use writing to entertain, to inform, to describe, and to persuade their audience.

Through use of the research process students will become actively involved in learning about topics that are relevant to their lives and that appeal to their interests.

### **Honors English 6:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Scores "Exceeds" on the SC State Assessment (language arts section) and/or
- Teacher recommendation based on previous ELA experiences and/or
- Student standardized assessment data and student achievement data (For example, a winter MAP score of 220 or higher is recommended)

This accelerated course focuses on developing proficiency in the approved SC College and Career Ready Standards for English and Language Arts. Students will read and interpret both informational and literary texts as well as examine facets of author's craft. Through a variety of experiences students will use writing to entertain, to inform, to describe, and to persuade their audience. Through use of the research process students will become actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Students who are considering this class should have strong organizational skills, high interest in reading and above-average reading ability, and willingness to do the necessary preparation outside the class to facilitate classroom instruction.

### **ODYSSEY English 6:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Student meets SC criteria for the academically gifted and talented and needs more challenge through higher rigor in the area of Language Arts
- Scores "Exceeds" on the SC State Assessment (language arts section) and/or
- Teacher recommendation based on previous ELA experiences and/or
- Student standardized assessment data and student achievement data

This accelerated course focuses on developing proficiency in the approved SC College and Career Ready Standards for English and Language Arts. Students will read and interpret both informational and literary texts as well as examine facets of author's craft. Through a variety of experiences students will use writing to entertain, to inform, to describe, and to persuade their audience. Through use of the research process students will become actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Students who are considering this class should have strong organizational skills, high interest in reading and above-average reading ability, and willingness to do the necessary preparation outside the class to facilitate classroom instruction.

### **English By Design 6:**

Length of Course: Year-long

This extra period of English Language Arts is **required** for students whose achievement data indicate the need for extra support. Extra help is given to these students through teacher-led and computer-based instructional programs. The goal is to increase their basic skills level in Language Arts. This course is designed to help the student develop useful reading and writing strategies that will help him/her achieve across the curriculum. SC State Assessment score of “Does Not Meet” may also require the student to take this class.

## **Seventh Grade**

### **English 7:**

Length of Course: Year-long

This college-preparatory course focuses on developing proficiency in the approved SC College and Career Ready Standards for English and Language Arts. This class includes a study of grammar, composition, vocabulary, literature, and research skills. The focus is on descriptive and personal writing, but students also begin to read and write critically about literature.

### **Honors English 7:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Maintained a B or higher in 6<sup>th</sup> grade Honors ELA and/or
- Recommended by 6<sup>th</sup> grade Honors ELA teacher

This accelerated program provides students with a strong foundation for the study of literature and language throughout secondary school and college. During this course of study, students examine, analyze, and evaluate literature from Greek myths to contemporary writers. Students compare literary elements, participate in inquiry discussions, construct critical responses to literature, learn to write effectively in a variety of forms for different audiences, study word structure, and select vocabulary to achieve a specific tone.

Students who are considering this class should have strong organizational skills, high interest in reading and above-average reading ability, and willingness to do the necessary preparation outside of class to facilitate classroom instruction.

### **ODYSSEY English 7:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Student meets SC criteria for the academically gifted and talented and needs more challenge through higher rigor in the area of Language Arts
- Maintained a B average or higher in 6<sup>th</sup> grade Honors/ODYSSEY ELA and/or
- Recommended by 6<sup>th</sup> grade ELA teacher

This accelerated program provides students with a strong foundation for the study of literature and language throughout secondary school and college. During this course of study, students examine, analyze, and evaluate literature from Greek myths to contemporary writers. Students compare literary elements, participate in inquiry discussions, construct critical responses to literature, learn to write effectively in a variety of forms for different audiences, study word structure, and select vocabulary to achieve a specific tone.

Students who are considering this class should have strong organizational skills, high interest in reading and above-average reading ability, and willingness to do the necessary preparation outside of class to facilitate classroom instruction.

### **English By Design 7:**

Length of Course: Year-long

This extra period of English Language Arts is **required** for students whose achievement data indicate a need for extra support. Extra help is given to these students through teacher-led and computer-based instructional programs. The goal is to increase their basic skills level in Language Arts. This course is designed to help the student develop useful reading and writing strategies that will help him/her achieve across the curriculum. SC State Assessment score of “*Does Not Meet*” may also require the student to take this class.

## **Eighth Grade**

### **English 8:**

Length of Course: Year-long

This college-preparatory course focuses on developing proficiency in the approved SC College and Career Ready Standards for English and Language Arts. This class includes a study of grammar, composition, vocabulary, literature, and research skills. The focus is on descriptive and personal writing, but students also begin to read and write critically about literature in preparation for next year’s high school English 1.

### **Honors English 8:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Maintained a B average or higher in 7<sup>th</sup> grade Honors ELA and/or
- Recommendation from 7<sup>th</sup> grade Honors ELA teacher

Eighth grade Honors/Odyssey Language Arts is a rigorous, fast-paced course designed to apply critical and creative thinking. This course includes a study of grammar, composition, vocabulary, literature and research skills using a variety of literary genres and interdisciplinary thematic novel units.

### **ODYSSEY English 8:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Student meets SC criteria for the academically gifted and talented
- Maintained a B average or higher in 7<sup>th</sup> grade Honors/ODYSSEY ELA and/or
- Recommendation from 7<sup>th</sup> grade ELA teacher

Eighth grade ODYSSEY Language Arts is a rigorous, fast-paced course designed to apply critical and creative thinking. This course includes a study of grammar, composition, vocabulary, literature and research skills using a variety of literary genres and interdisciplinary thematic novel units.

### **English By Design 8:**

Length of Course: Year-long

This extra period of English Language Arts is **required** for students whose achievement data indicate a need for additional support. Extra help is given to students through teacher-led and computer-based instructional programs. The goal is to increase their basic skills level in English Language Arts. This course is designed to help the student develop useful reading and writing strategies that will help him/her achieve across the curriculum. SC State Assessment score of “*Does Not Meet*” may also require the student to take this class.

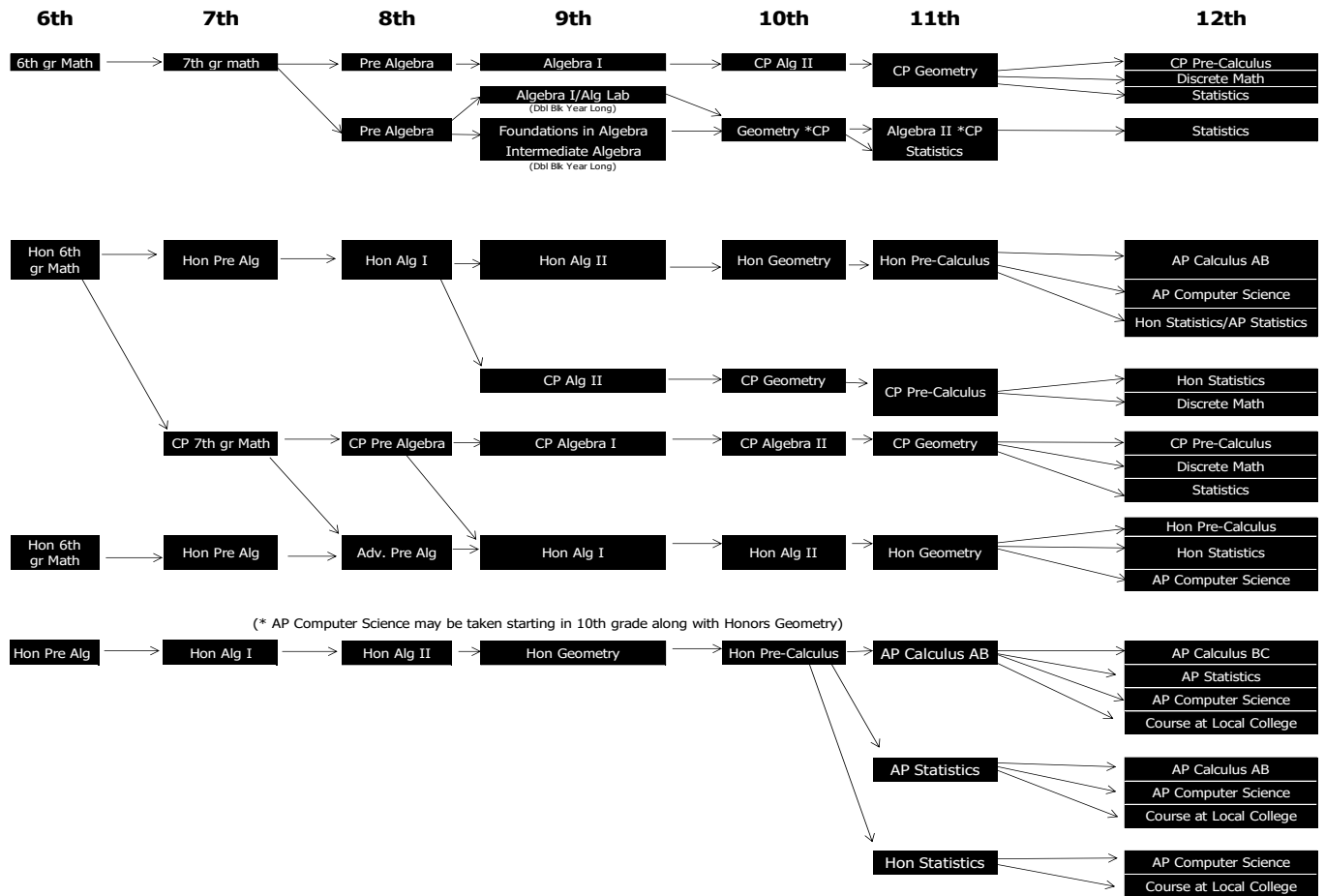
### **English to Speakers of Other Languages (ESOL):**

A Course designed for non-native speakers with limited English proficiency.  
Enrollment is determined from results of a state-approved language proficiency test.

Length of Course: Year-long

This course will help students improve their listening, speaking, reading, writing, and pronunciation skills. Students will learn to understand more of the English they hear in various situations. They will also learn to speak more clearly so that others will better understand them.

# MATHEMATICS



\*\* Flow charts do not reflect all possible scenarios. Please contact your child's guidance counselor with specific questions.

## **Sixth Grade**

### **Math 6:**

Length of Course: Year-long

This college-preparatory course focuses on the acquisition of the approved SC College and Career Ready Standards for Mathematics. Students will continue to develop fluency in their use of the basic operations with whole numbers, fractions and decimals. Integers and percentages will be introduced and explored through real world experiences. In addition, students will explore algebraic thinking, data analysis, geometry, and measurement through relevant problem solving.

### **Honors Math 6:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Student standardized assessment data (For example, a winter MAP score of 228 or higher is recommended. SC READY performance level should also be considered.)
- Student achievement data and/or
- 5<sup>th</sup> grade math teacher recommendation

This accelerated course focuses on the acquisition of the approved SC College and Career Ready Standards for Mathematics. Students will continue to develop fluency in their use of the basic operations with whole numbers, fractions and decimals. Integers and percentages will be introduced and explored through real world experiences. In addition, students will explore algebraic thinking, data analysis, geometry, and measurement through relevant problem solving. Students considering this course should have a very strong mathematical foundation and be prepared for challenging fast-paced instruction.

### **Honors Pre-Algebra 6:**

Length of course: Year-long

Prerequisites:

- Letter of invitation and participation eligibility
- Qualifying score on Algebra Prognosis Test and
- Consideration of student standardized assessment data and student achievement data

This course is offered to students whose performance in grade 5 indicates a very strong math background. Topics covered include integers, rational numbers, solving equations, simplifying and evaluating algebraic expressions, proportions and percent's, 2 and 3 dimensional geometry, graphing linear equations, statistics and probability, and polynomials.

### **Math By Design 6:**

Length of Course: Year-long

This extra period of math instruction is required for students whose achievement data indicate the need for extra support. Additional assistance is provided to master grade-level standards. Students must register for Math Enrichment 6 in addition to CP Math 6. SC State Assessment score "*Does Not Meet*" may also require the student to take this course.



## **Seventh Grade**

### **Math 7:**

Length of Course: Year-long

This approved SC College and Career Ready Standards for Mathematics college-preparatory course emphasizes the development and understanding of the real number system and algebraic thinking. Students acquire skills in adding, subtracting, multiplying, and dividing signed numbers including integers. Students solve one step equations involving real numbers. Problem solving in the course includes consumer applications of ratio, proportion, and percent. The course continues to develop other important mathematics topics including patterns, functions, geometry, measurement, probability, and statistics.

### **Honors Pre-Algebra 7:**

Length of Course: Year-long

Prerequisites: Consideration of:

- Student standardized assessment data (For example, a Winter MAP score of 233 is recommended. SC READY performance level should also be considered.)
- Student achievement data and/or
- 6<sup>th</sup> grade math teacher recommendation

This course is offered to students whose performance in grade 6 indicates a very strong math background. Topics covered include integers, rational numbers, solving equations, simplifying and evaluating algebraic expressions, proportion and percent's, 2 and 3 dimensional geometries, graphing linear equations, statistics and probability, and polynomials.

### **Honors Algebra I:**

Length of Course: Year-long

Credits: 1 unit

Prerequisites: Consideration of:

- Student standardized assessment data
- Student achievement data
- Honors Pre-Algebra 6
- 6<sup>th</sup> Grade Honors Pre-Algebra teacher recommendation

Honors Algebra I is a rigorous course specifically designed for the mature student who has demonstrated exceptional ability in mathematics. This course is designed to provide the motivated math student with a strong background in algebraic concepts and processes. Algebra I is the gateway course for all credit-bearing high school math courses. Students will utilize the mathematical processes of representation, connection, reasoning, and problem solving. Topics include the real number system; operations involving exponents; algebraic expressions; relations and functions; writing, solving, and graphing linear equations; and quadratic relationships and functions. A state mandated End-of-Course Test will be administered and will count 20% of the final grade.

### **Math By Design 7:**

Length of Course: Year-long

This extra period of math instruction is required for students whose achievement data indicate the need for extra support. Additional assistance is provided to master grade-level standards. Students must register for Math Enrichment 7 in addition to CP Math 7. SC State Assessment score “Does Not Meet” may also require the student to take this course.

## **Eighth Grade**

### **Pre-Algebra 8:**

Length of course: Year-long

This course is a college-preparatory course that focuses on developing proficiency in SC College and Career Ready Standards for Mathematics. Students will concentrate on number theory, algebra, geometry, and statistics. Please note that this course does not award a Carnegie unit.

### **Advanced Pre-Algebra 8:**

Length of course: Year-long

Prerequisites: Consideration of:

- Student standardized assessment data
- Student assessment data
- 7<sup>th</sup> grade math teacher recommendation

This course is a college-preparatory course that focuses on developing proficiency in SC College and Career Ready Standards for Mathematics. Students will concentrate on number theory, algebra, geometry, and statistics. This course is designed to prepare students to take CP Algebra 1 or Honors Algebra 1 in grade 9. Please note that this course does not award a Carnegie unit.

### **Honors Algebra I:**

Length of Course: Year-long

Credits: 1 unit

Prerequisites: Consideration of:

- Student standardized assessment data (For example, a Winter MAP score of 238 or higher is recommended. SC READY performance level should also be considered.)
- Student achievement data
- Honors Pre-Algebra 7
- 7<sup>th</sup> grade Honors Pre-Algebra teacher recommendation

Honors Algebra I is a rigorous course specifically designed for the student who has demonstrated exceptional ability in mathematics. This course is designed to provide the motivated math student with a strong background in algebraic concepts and processes. Algebra I is the gateway course for all credit-bearing high school math courses. Students will utilize the mathematical processes of representation, connection, reasoning, and problem solving. Topics include the real number system; operations involving exponents; algebraic expressions; relations and functions; writing, solving, and graphing linear equations; and quadratic relationships and functions. A state mandated End-of-Course Test will be administered and will count 20% of the final grade.

**Honors Algebra II:**

Length of Course: Year-long

Credits: 1 unit

Prerequisites: Consideration of:

- Student standardized assessment data
- Student achievement data
- Honors Algebra I
- 7<sup>th</sup> grade Honors Algebra I teacher recommendation

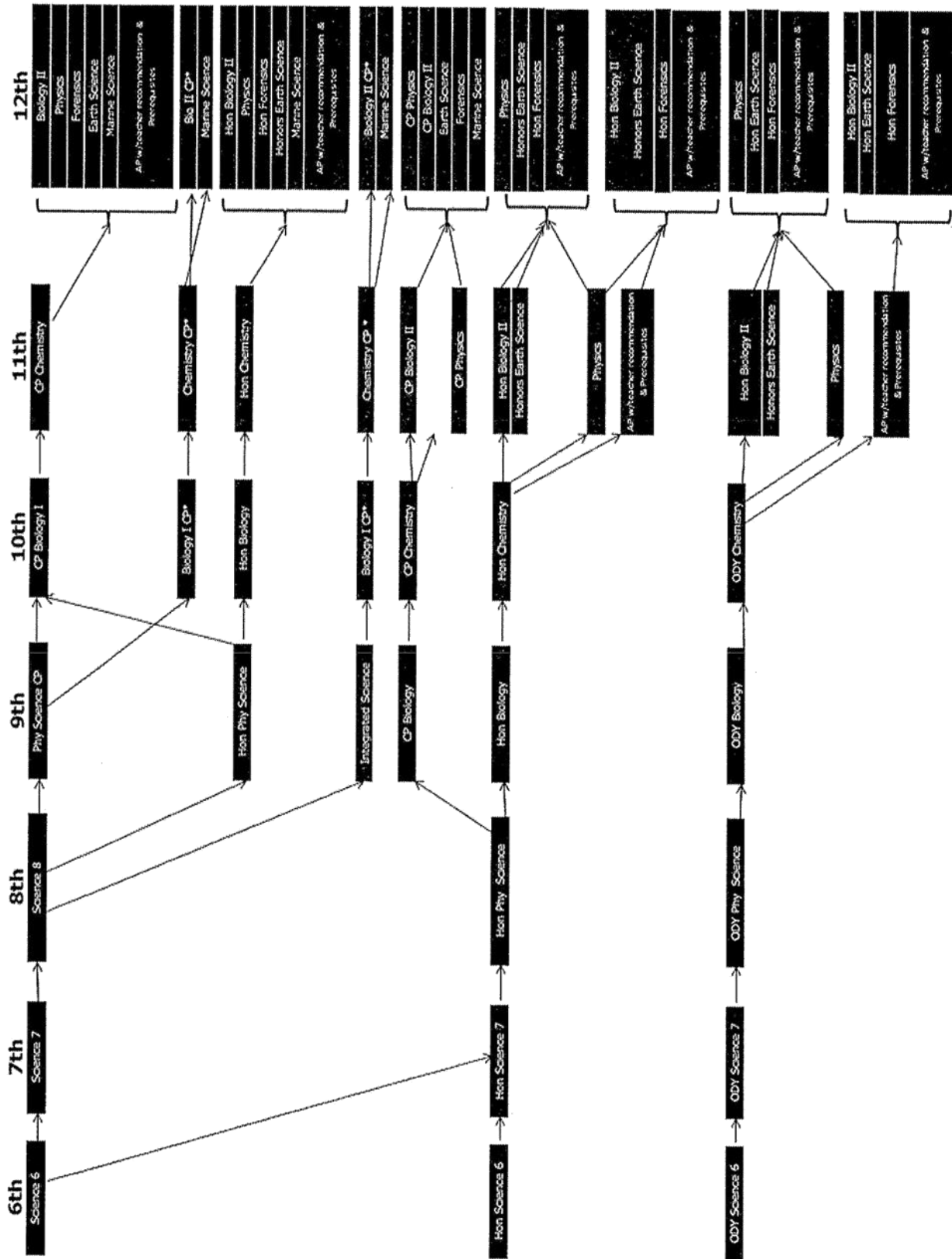
This course is designed to provide students with a strong background in algebraic concepts and processes. Topics will include properties of functions; solving equations and inequalities; algebraic and geometric representations of functions; conic sections; quadratic functions, equations and inequalities; and radical, exponential and absolute value functions.

**Math By Design 8:**

Length of Course: Year-long

This extra period of math instruction is required for students whose achievement data indicate the need for extra support. Additional assistance is provided to master grade-level standards. Students must register for Math Enrichment 8 in addition to Pre-Algebra. SC State Assessment score *“Does Not Meet”* may also require the student to take this course.

# SCIENCE



\*\* Flow charts do not reflect all possible scenarios. Please contact your child's guidance counselor with specific questions.

## **Sixth Grade**

### **Science 6:**

Course Length: Year-long

In the sixth grade, this college preparatory lab-oriented course focuses on development of proficiency in the SC College and Career Ready Standards for Science. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of weather and climate, energy transfer, and diversity of life.

### **Honors Science 6:**

Length of course: Year-long

Prerequisites:

- Student scores “Exceeds” on the SC State Assessment (Math Section) and/or
- Teacher recommends student based upon previous math experiences
- Student must enroll in Honors Math

This is an **accelerated** and **advanced** course that focuses on the development of scientific literacy in a lab-oriented curriculum. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of weather and climate, energy transfer, and diversity of life. Students who are considering this course should have a willingness to do the necessary preparation outside the classroom to facilitate accelerated classroom instruction and inquiry-based research experiences. Students must be enrolled in Honors math.

### **ODYSSEY Science 6**

Length of course: Year-long

Prerequisites:

- Student meets SC criteria for the academically gifted and talented
- Student scores “Exceeds” on the SC State Assessment (Math Section) and/or
- Teacher recommends student based upon previous math experiences
- Student must enroll in Honors Math

This is an **accelerated** and **advanced** course that focuses on the development of scientific literacy in a lab-oriented curriculum. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of weather and climate, energy transfer, and diversity of life. Students who are considering this course should have a willingness to do the necessary preparation outside the classroom to facilitate accelerated classroom instruction and inquiry-based research experiences. Students must be enrolled in Honors math.

## **Seventh Grade**

### **Science 7:**

Length of course: Year-long

In the seventh grade, this college preparatory lab oriented course focuses on development of proficiency in the SC College and Career Ready Standards for Science. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of matter, organization of living systems, heredity, and interactions of living systems.

### **Honors Science 7:**

Length of course: Year-long

Prerequisites:

- Enrollment in an Honors Math course
- Recommendation of 6<sup>th</sup> grade math or science teacher

This course is intended for advanced science students. This is an **accelerated** and **advanced** course designed to prepare students for enrollment in advanced science courses and Advanced Placement Science in grades 11 and 12. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of matter, organization of living systems, heredity, and interactions of living systems. Students who are considering this course should have a willingness to do the necessary preparation outside the classroom to facilitate accelerated classroom instruction and inquiry-based research experiences. Students must also be enrolled in Honors math. Students in this advanced and accelerated course may enroll in Physical Science, a high school course, in the 8<sup>th</sup> grade.

### **ODYSSEY Science 7:**

Length of course: Year-long

Prerequisites:

- Student meets SC criteria for the academically gifted and talented
- Enrollment in an Honors Math course
- Recommendation of 6<sup>th</sup> grade math or science teacher

This course is intended for advanced science students. This is an **accelerated** and **advanced** course designed to prepare students for enrollment in advanced science courses and Advanced Placement Science in grades 11 and 12. Students will engage in the Science and Engineering Practices during laboratory experiences in the study of matter, organization of living systems, heredity, and interactions of living systems. Students who are considering this course should have a willingness to do the necessary preparation outside the classroom to facilitate accelerated classroom instruction and inquiry-based research experiences. Students must also be enrolled in Honors math. Students in this advanced and accelerated course may enroll in Physical Science, a high school course, in the 8<sup>th</sup> grade.

## **Eighth Grade**

### **Science 8:**

Length of course: Year-long

In the eighth grade, this college preparatory lab oriented course focuses on development of proficiency in the SC College and Career Ready Standards for Science. Students will engage in the Science and Engineering Practices during lab experiences in the study of Earth history, Earth systems and resources, Earth's place in the universe, force and motion, and waves.

### **Honors Physical Science:**

Length of Course: Year-long

Credits: 1 unit

Pre-requisites:

- Enrollment in Honors Algebra I or Honors Algebra II
- Recommendation of 7<sup>th</sup> grade math or science teacher

ODYSSEY Physical Science provides an introduction to the basic principles of chemistry and physics while establishing a foundation for successive science courses. This Honors level course is designed to teach the basic concepts of chemistry and physics while challenging students to use higher order thinking skills to solve problems. Chemistry topics will include atomic structure, chemical bonding, and chemical reactions. Basic physics topics will include matter and energy, forces and motion, waves, electricity, and magnetism. Additional topics will include earth history and astronomy. *Due to the rigor of the course, students should have strong reading comprehension and computational skills.* This course prepares students for future Honors and AP science courses. **This course will not count as a lab science required by state supported colleges and universities.**

### **ODYSSEY Physical Science**

Length of Course: Year-long

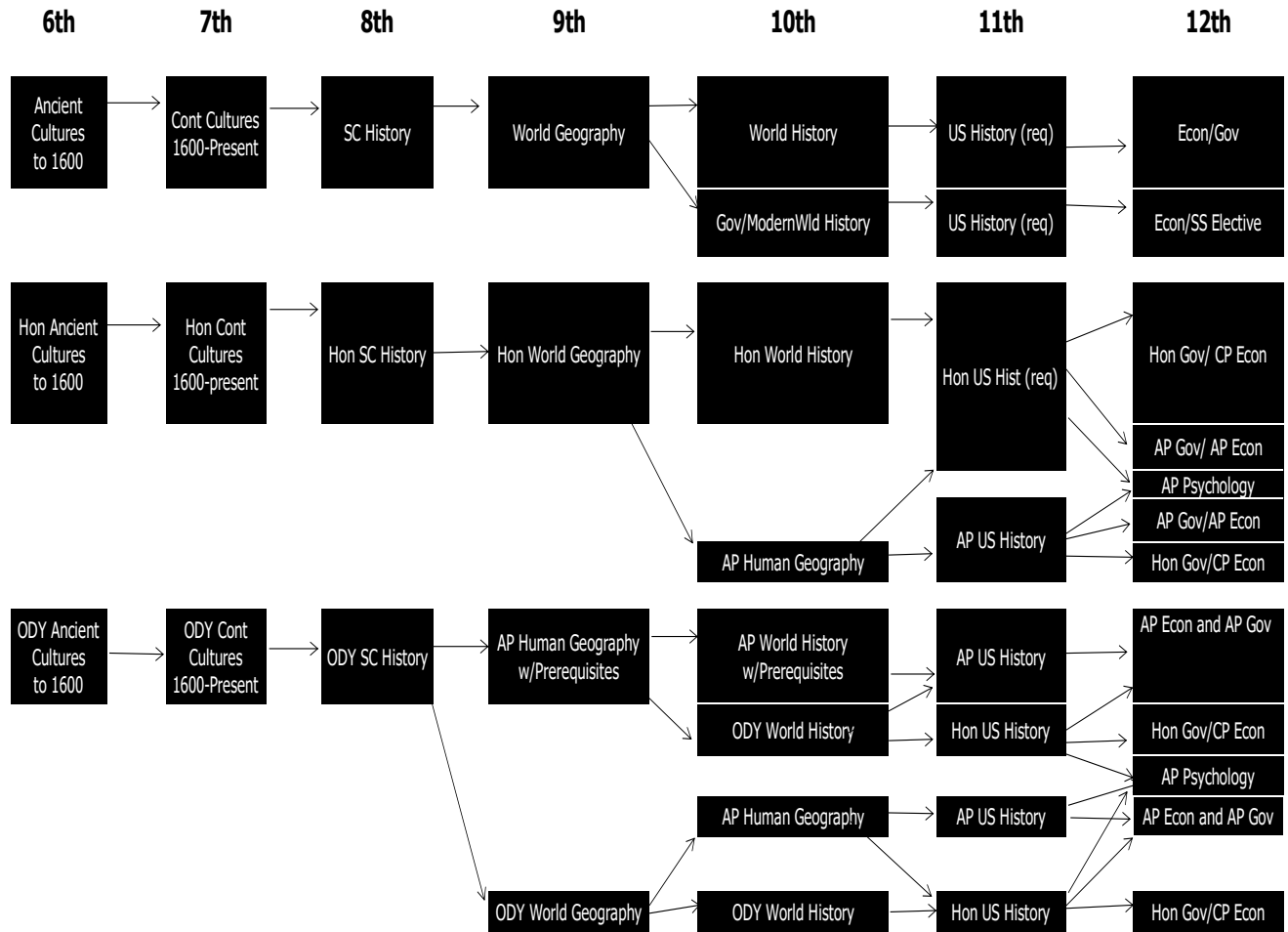
Credits: 1 unit

Pre-requisites:

- Student meets SC criteria for the academically gifted and talented
- Enrollment in Honors Algebra I or Honors Algebra II
- Recommendation of 7<sup>th</sup> grade math or science teacher

ODYSSEY Physical Science provides an introduction to the basic principles of chemistry and physics while establishing a foundation for successive science courses. This Honors level course is designed to teach the basic concepts of chemistry and physics while challenging students to use higher order thinking skills to solve problems. Chemistry topics will include atomic structure, chemical bonding, and chemical reactions. Basic physics topics will include matter and energy, forces and motion, waves, electricity, and magnetism. Additional topics will include earth history and astronomy. *Due to the rigor of the course, students should have strong reading comprehension and computational skills.* This course prepares students for future Honors and AP science courses. Honors level student who meet SC criteria for academically gifted and talented will be placed in this course. **This course will not count as a lab science required by state supported colleges and universities.**

# SOCIAL STUDIES



\*\* Flow charts do not reflect all possible scenarios. Please contact your child's guidance counselor with specific questions.



## **Sixth Grade**

### **Ancient Cultures:**

Length of course: Year-long

This course focuses on the acquisition of South Carolina grade level Social Studies standards. Students will increase their understanding of ancient cultures through the study of people and events before the era of European exploration and settlement. Students will focus on the significance of geography in the development of the human story as well as the everyday lives and accomplishment of the people of the era. The course will examine the developing social, economic, and political structures of the major civilizations.

### **Honors Ancient Cultures:**

Length of Course: Year-long

Prerequisite: Teacher Recommendation

This accelerated course focuses on the acquisition of South Carolina grade level Social Studies standards. Students will increase their understanding of ancient cultures through the study of people and events before the era of European exploration and settlement. Students will focus on the significance of geography in the development of the human story as well as the everyday lives and accomplishments of the people of the era. The course will examine the developing social, economic, and political structures of the major civilizations. Students who are considering this course should have a willingness to do the necessary preparation outside of the class to facilitate accelerated classroom instruction and research experiences.

### **ODYSSEY Ancient Cultures:**

Length of Course: Year-long

Prerequisite: Student meets SC criteria for the academically gifted and talented

This accelerated course focuses on the acquisition of South Carolina grade level Social Studies standards. Students will increase their understanding of ancient cultures through the study of people and events before the era of European exploration and settlement. Students will focus on the significance of geography in the development of the human story as well as the everyday lives and accomplishments of the people of the era. The course will examine the developing social, economic, and political structures of the major civilizations. Students who are considering this course should have a willingness to do the necessary preparation outside of the class to facilitate accelerated classroom instruction and research experiences.

## **Seventh Grade**

### **Contemporary Cultures:**

Length of Course: Year-long

World History from 1500 to the Present. Themes that are covered throughout the year include exploration, revolution, imperialism, conflict and international relations during the development of our world. The main emphasis of the curriculum is on the development of the empowerment of the common man, and the growth and maturation of world issues that revolve around global issues and world conflicts.

### **Honors Contemporary Cultures:**

Length of Course: Year-long

Prerequisite: Teacher Recommendation

This course focuses on the development of proficiency in the South Carolina grade-level standards in Social Studies. The thematic course is a continuation of the World History that was studied in the 6th grade. Per state standards, the course is chronological in nature including the specific times focused on the Age of Exploration, the Age of Revolution, the Age of Imperialism, the World Wars of the 20<sup>th</sup> Century, the Cold War, and Contemporary History to today.

Instruction of the course will utilize a variety of visual, auditory and kinesthetic methods to develop the level of proficiency in the state standards.

This course is intended for academically advanced social studies students. The course requires students to independently read and write above grade level. The Honors Contemporary cultures course is designed to prepare students for Advanced Placement Social Studies in grades 9, 10, 11, and 12.

### **ODYSSEY Contemporary Cultures:**

Length of course: Year-long

Prerequisite: Student meets SC criteria for the academically gifted and talented

This course focuses on the development of proficiency in the South Carolina grade-level standards in Social Studies. The thematic course is a continuation of the World History that was studied in the 6th grade. Per state standards, the course is chronological in nature including the specific times focused on the Age of Exploration, the Age of Revolution, the Age of Imperialism, the World Wars of the 20<sup>th</sup> Century, The Cold War, and Contemporary History to today.

Instruction of the course will utilize a variety of visual, auditory and kinesthetic methods to develop the level of proficiency in the state standards.

This course is intended for academically advanced social studies students. The course requires students to independently read and write above grade level. The Honors Contemporary cultures course is designed to prepare students for Advanced Placement Social Studies in grades 9, 10, 11, and 12.

## **Eighth Grade**

### **South Carolina History:**

Length of Course: Year-long

South Carolina history is a study of the role of the state and its people from early settlement by Europeans, the American Revolutionary War, the controversy over slavery through the Civil War, Reconstruction and the problems and progress the state and its people have experienced through the Twentieth Century. Students will participate in lecture/discussion, debate formats, technology based instruction, use of primary source documents, and student driven activities such as projects.

### **Honors South Carolina History:**

Length of Course: Year-long

Prerequisite: Teacher Recommendation

This course is a survey of South Carolina's origins with an emphasis on political and social development within the state and its interaction with the United States and the world. Students will be asked to analyze South Carolina's impact upon the United States and the impact of the nation upon South Carolina. This course asks students to explore what life was like in the past and apply lessons learned to present life. Students are encouraged to apply principles to events and analyze possible outcomes. The goal of this course is to allow students to see the "big picture" and make predictions and draw conclusions as to historical and future causes and effects. Students are expected to be able to read and write above grade level. Students should be able to analyze and synthesize information in a greater depth and variety of perspectives.

### **ODYSSEY South Carolina History:**

Length of Course: Year-long

Prerequisite: Student meets SC criteria for the academically gifted and talented

This course is a survey of South Carolina's origins with an emphasis on political and social development within the state and its interaction with the United States and the world. Students will be asked to analyze South Carolina's impact upon the United States and the impact of the nation upon South Carolina. This course asks students to explore what life was like in the past and apply lessons learned to present life. Students are encouraged to apply principles to events and analyze possible outcomes. The goal of this course is to allow students to see the "big picture" and make predictions and draw conclusions as to historical and future causes and effects. Students are expected to be able to read and write above grade level. Students should be able to analyze and synthesize information in a greater depth and variety of perspectives.

## **PHYSICAL EDUCATION AND HEALTH**

### **6<sup>th</sup> Grade P.E. and Health**

In sixth grade, students are required to take a semester of Physical Education/Health.

#### **Physical Education/Health 6:**

Length of course: Semester

Students in this course will be able to understand and discuss the history of each game or activity. All students will be expected to know the rules of various games and be able to gain skills by active participation in various team and individual sports. Some of the team sports to be taught are: football, basketball, soccer, volleyball, softball, and bowling. In addition, lifetime activities and total health and wellness will be taught. Grades are based on participation, skills testing and written testing.

### **7<sup>th</sup> Grade P. E. and Health**

In seventh grade, students are required to take a semester of Physical Education/Health.

#### **Physical Education/Health 7:**

Length of course: Semester

Students in this course will be able to understand and discuss the history of each game or activity. All students will be expected to know the rules of various games and be able to gain skills by active participation in various team and individual sports. Some of the team sports to be taught are: football, basketball, soccer, volleyball, softball, and bowling. In addition, lifetime activities and total health and wellness will be taught. Grades are based on participation, skills testing and written testing.

### **8<sup>th</sup> Grade P. E. and Health**

In eighth grade, students are required to take a semester of Physical Education/Health course.

#### **Physical Education/Health 8:**

Length of course: Semester

Students in this course will be able to understand and discuss the history of each game or activity. All students will be expected to know the rules of various games and be able to gain skills by active participation in various team and individual sports. Some of the team sports to be taught are: football, basketball, soccer, volleyball, softball, and bowling. In addition, lifetime activities and total health and wellness will be taught. Grades are based on participation, skills testing and written testing.

## **Business Education Courses**

**\*\*NOTE:** Both the ½ unit High School credit in the 7<sup>th</sup> grade and ½ unit High School credit in the 8<sup>th</sup> grade **MUST** be completed in middle school for the student to receive a high school credit of 1 unit.

### **Discovering Computer Science Part I – 7<sup>th</sup> grade**

Length of course: Semester

Credits: ½ unit

In the first part of this survey course, students will be exposed to introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Student will create their own websites, apps, and games.

### **Discovering Computer Science Part II – 8<sup>th</sup> grade**

Length of course: Semester

Credits: ½ unit

Prerequisite:

- Discovering Computer Science Part I - 7<sup>th</sup> grade

In the second part of this survey course, students will be exposed to introductory computer science topics with an emphasis on computational thinking and problem solving. Students will be empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Student will create their own websites, apps, and games.

### **Exploring Keyboarding 6**

Length of course: 9 weeks

Through a brief exploration of computer literacy, including keyboarding, students are exposed to the digital world. Emphasis is placed on development of computer terminology, proper techniques and correct fingering. Digital citizenship is introduced to the students leading to the education and empowerment of the skills set to leverage the technology safely and effectively.

# SECTION IV



# CARVER MIDDLE SCHOOL

**ENCORE COURSE DESCRIPTIONS**

## **EXPLORING LANGUAGES**

### **Exploring French 6:**

Length of course: Semester

Prerequisite: None

Through a brief exploration of the French language and culture, this semester course introduces techniques for studying and learning a language, and provides an introduction to the culture as well.

### **Exploring Spanish 6:**

Length of course: Semester

Prerequisite: None

This semester course introduces language study through an exploration of the Spanish language. Students examine the cultural background of the language.

## **WORLD LANGUAGES**

Please note that every effort will be made to match student requests with courses. However, the availability of all courses is not guaranteed. Thus, it is very important that a student list alternative course selection on the registration card where requested.

### **Sixth Grade**

#### **Spanish 6-A:**

Length of course: Year-long

Prerequisite: Successful completion of at least 2 years of Spanish in elementary school

This standards based Spanish course continues the use of simple Spanish for everyday situation. It also familiarizes students with some cultural aspects of the Spanish speaking world. This class will be taught at a faster pace because the students in this class have already had several years of Spanish in elementary school.

### **Seventh Grade**

#### **French 7 – B:**

Length of course: Year-long

This standards based French course continues the study of simple French for everyday situations. It also familiarizes students with further cultural aspects of the French speaking world.

### **Spanish 7 – A:**

Length of course: Year-long

Prerequisites:

- Successful completion of Spanish 6 – A and
- ELA or World Language teacher recommendation

Intermediate Spanish students work to understand language in selected contexts by expressing themselves orally and in writing which uses structured vocabulary and grammar. Students also compare the cultures and customs of Spanish-speaking countries and make connections to other subject areas.

## **Eighth Grade**

### **French I:**

Length of course: Year-long

Credits: 1 Unit

Prerequisite: Successful completion of French 7 – B

This standard based French course completes the third year of study for those students who began French in middle school. This course provides excellent preparation for further French study in the high school grades. Students review French for everyday situations and aspects of French culture. They also progress in communication skills and related grammar applications.

### **Advanced Spanish I:**

Length of Course: Year-long

Credits: 1 Unit

Prerequisites:

- Successful completion of Spanish 7 – A and
- World Language teacher recommendation

This course for advanced students is a continuation of the study of Spanish and the culture of Spanish speaking people. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. Students acquire insight by comparing the target language and culture to their own. Grammar is integrated throughout the course and is selected according to the language needs.

## **ENCORE COURSES**

Please note that every effort will be made to match student requests with courses. However, the availability of all courses is not guaranteed. Thus, it is very important that a student list alternative course selection on the registration card where requested.



## **Academic**

### **AVID 6/7/8:**

Length of course: Yearlong

AVID (Advancement Via Individual Determination) develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. The students have the opportunity to participate in college campus field trips, college and career fairs, and other cultural events. AVID impacts students with academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR).

Student selection for the AVID class are based on:

Test scores

Grades (Student must have a C or better average)

Teacher recommendation

Motivation to learn

Few or no discipline referrals

### **READING 180 6/7/8**

Length of course: Yearlong

Reading 180 is an intensive reading intervention program designed to meet the needs of students reading below grade level. The program directly addresses individual need through differentiated instruction, adaptive instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. This program has been proven effective for those students needed additional reading support.

## **Career and Technology Education (CATE)**

### **Lego and World Robotics 7:**

Length of course: Semester

This is the introduction course for 7<sup>th</sup> graders. This elective consists of studying the history of robotics, robotics in the world today, basic Legos, Mindstorm Lego robotics, programming robot motors, and team building. This course encompasses the use of Edmodo in order to demonstrate the various aspects of robotics including FIRST Lego Robotics.

### **FLL Robotics Team 7:**

Length of course: Semester

Prerequisites:

- B average or higher
- Math MAP score of 230 or higher

This is a course specifically for the FLL team members from grade 6. Students in the class will work with their teammates to accomplish missions on the FLL table, as well as work on team-building, senior solutions and preparing for competitions.

## **Gateway to Technology Middle School Course Descriptions**

Project Lead the Way's middle school pre-engineering program, Gateway to Technology (GTT), is an activities oriented program designed to challenge and engage the natural curiosity and imagination of middle school students. The program enables students to step into roles spanning the career landscape. **These classes are foundational for the high school Project Lead the Way, courses which are Honors level courses.** Taught in conjunction with a rigorous academic curriculum, the program is divided into six independent units:

- **Design and Modeling**  
This unit uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions.
- **Automation and Robotics**  
Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration and innovation.
- **Energy and the Environment**  
Students investigate the importance of energy in our lives and the impact energy use has on the environment. They design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption through energy efficiency and waste management techniques.
- **Flight and Space**  
Students study the history of aerospace through hands-on activities, research and a presentation in the form of an infomercial. Students explore the science behind aeronautics and use their knowledge to design, build and test a model glider. Simulation software is used to expose students to traveling and living in space.
- **Science of Technology**  
Students trace how science has affected technology throughout history and learn about applied physics, chemical engineering and nanotechnology through exploratory activities and projects.
- **Magic of Electrons**  
Through hands-on projects, students explore the science of electricity, the behavior and parts of atoms, circuit design and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on their lives.

### **Gateway to Technology A: (7<sup>th</sup> & 8<sup>th</sup>)**

Length of Course: Semester

Prerequisite: Teacher recommendation

This course covers the first part of the Gateway to Technology Curriculum. Topics covered are: Design and Modeling, Energy and Environment, and Science of Technology.

## Eighth Grade

### Gateway to Technology B:

Length of Course: Semester

Prerequisite: Successful Completion of Gateway to Technology A and teacher recommendation.

This 8<sup>th</sup> grade course covers the second part of the Gateway to Technology Curriculum. Topics covered are: Automation and Robotics, Flight and Space and Magic of Electrons.

### Introduction to Computer Science

Length of Course: Semester

Prerequisite: Teacher recommendation

Designed to be the first computer science course for students who have never programmed before, ICS is an optional starting point for the Project Lead the Way Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python and apply their knowledge to create algorithms for games of chance and strategy.

### Vex Robotics Team

Length of Course: Semester

Prerequisite: Teacher recommendation

In this course, the students are tasked with designing and building Vex robots to play against other teams from around the state in a game-based engineering challenge. Classroom STEM concepts are put to the test on the playing field as students learn lifelong skills in teamwork, leadership, programming, construction skills, design process, and communications. The students will compete with their robots in Vex regional tournaments. The winning teams will advance to the Vex state championship tournament.

# **Fine Arts**

## **Art**

### **Sixth Grade**

#### **Art Exploratory**

Length of course: 9 Weeks

In sixth grade art, students explore a variety of media as they continue to build their skills in drawing, painting, graphics, calligraphy, and sculpture. Theory is introduced to further elaborate upon ideas about color, perspective, and design. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills.

#### **Media Arts 6/7/8:**

Length of course: Semester

Students explore jobs in the media, kinds of media, how to detect bias, and how the media affects our lives. Students also create their own media projects through film, pictures, and music.

### **Seventh Grade**

#### **2D Art**

Length of course: Semester

In seventh grade art, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.

#### **3D Art**

Length of course: Semester

Prerequisite: 2D

In eighth grade art, students express themselves creatively through drawing, graphics, sculpting, painting, metalwork, 3D ceramic sculpture, and jewelry to develop art skills and concepts. Composition, technique, the elements and principles of design, and attention-to-detail are explored. Art history, art appreciation, problem solving, and critical thinking are integrated into lessons.

#### **Media Arts 6/7/8:**

Length of course: Semester

Students explore jobs in the media, kinds of media, how to detect bias, and how the media affects our lives. Students also create their own media projects through film, pictures, and music.

## Eighth Grade

### 2D Art

Length of course: Semester

In seventh grade art, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.

### 3D Art

Length of course: Semester

Prerequisite: 2D

In eighth grade art, students express themselves creatively through drawing, graphics, sculpting, painting, metalwork, 3D ceramic sculpture, and jewelry to develop art skills and concepts. Composition, technique, the elements and principles of design, and attention-to-detail are explored. Art history, art appreciation, problem solving, and critical thinking are integrated into lessons.

### Painting & Drawing

Length of course: Semester

Prerequisite: : 2D

Students will explore drawing and painting techniques, using a variety of media and methods. Our visual arts curriculum includes recognizing art as a form of communication and expression, identifying and using the elements and principles of art and design, and exploring the role of artists in society throughout history, all while having fun in a nurturing and safe environment. Students are encouraged to take risks, think critically, and solve problems visually. Students will master new art vocabulary, art methods and techniques, and will form a deeper connection to the fine arts.

### Media Arts 6/7/8

Length of course: Semester

Students explore jobs in the media, kinds of media, how to detect bias, and how the media affects our lives. Students also create their own media projects through film, pictures, and music.

## Music

### Band 6:

Length of course: Year-long

Prerequisite: At least one year of experience in an elementary band program

This course continues the development of proper performance skills, such as tone production, tuning skills, knowledge of major scales, sight reading skills, and preparation for concerts and concert festival. Students are introduced to secondary instruments, and encouraged to audition for region and all-state band.

### **Band 7:**

Length of course: Year-long

Prerequisite: Band 6 and/or the approval of the instructor by audition

This course continues the development of proper performance skills, such as tone production, tuning skills, knowledge of major scales, sight reading skills, and preparation for concerts and concert festival. Students are introduced to secondary instruments, and encouraged to audition for region and all-state band.

### **Band 8:**

Length of course: Year-long

Prerequisite: Band 7 and/or the approval of the instructor by audition

Band 8 continues with more advanced performance skills gained in 7<sup>th</sup> grade. Higher difficulty-level music is presented, more key signatures are introduced, and complex rhythms and meters are taught. Students are strongly encouraged to audition for region and all-state bands, as well as solo and ensemble festival.

### **General Music 6:**

Length of Course: 9 weeks

Prerequisite: None

Students will learn the fundamentals of correct vocal tone production as well as basic note-reading and rhythm-reading skills. We will apply these skills to various pieces of Choral Music Literature. At the end of the 6-weeks, interested students may audition to become members of the 6<sup>th</sup> Grade Honor Choir, and/ or audition to be recommended for 7<sup>th</sup> Grade Chorus Class.

### **Chorus 6:**

Length of Course: Semester (Taking both semesters is encouraged)

Prerequisite: Chorus 5 and/or approval of the instructor by audition.

The 6<sup>th</sup> Grade Choir program will build upon the musicianship skills that were introduced in Chorus 5. Students will build on the sight reading and theory skills that were introduced in 5<sup>th</sup> grade. The chorus will learn how to sight sing as a choir in multiple voice parts. Students will learn to sing in a Mixed Choir Ensemble and are expected to perform more frequently, including school assemblies and four evening concerts throughout the year. Students are encouraged to audition for the show choir and Honor Choir, and they will participate in the State Choral Festival.

### **Chorus 7:**

Length of Course: Semester (Taking both semesters is encouraged)

Prerequisite: Chorus 6 and/or approval of the instructor by audition.

The 7<sup>th</sup> Grade Choir program will build upon the musicianship skills that were introduced in Chorus 6. Students will build on the sight reading and theory skills that were introduced in 6<sup>th</sup> grade. The chorus will learn how to sight sing as a choir in multiple voice parts. Students will

learn to sing in a Mixed Choir Ensemble and are expected to perform more frequently, including school assemblies and four evening concerts throughout the year. Students are encouraged to audition for the show choir and Honor Choir, and they will participate in the State Choral Festival.

### **Chorus 8:**

Length of Course: Semester (Taking both semesters is encouraged)

Prerequisite: Chorus 7 and/or approval of the instructor by audition.

The 8<sup>th</sup> Grade Choir program will build upon the musicianship skills that were introduced in Chorus 7. Students will build on the sight reading and theory skills that were introduced in 7<sup>th</sup> grade. The 8<sup>th</sup> Grade choir learns more challenging repertoire including four part (SATB) music. Students are expected to perform frequently, including school assemblies and four evening concerts throughout the year. Students are encouraged to audition for the show choir and Honor Choir, and they will participate in the State Choral Festival.

Prerequisite: 1 or more years in chorus and recommendation of current chorus director

### **Orchestra 6:**

Length of course: Year-long

Prerequisite: At least one year of experience in an elementary orchestra program, or an equivalent amount of private instruction, approved by the instructor

The sixth-grade strings program offers refinement and continuance of the musical knowledge and orchestral performance skills that began in the fifth grade. String ensemble experiences and orchestral performances are an integral part of the program, several of which occur outside of the school day. Students are encouraged to participate in solo and ensemble festival and other musical activities.

### **Orchestra 7:**

Length of course: Year-long

Prerequisite: Orchestra 6 and the approval of the instructor

The seventh-grade strings program offers refinement and continuance of the musical knowledge and orchestral performance skills that began in the fifth or sixth grades. String ensemble experiences and orchestral performances are an integral part of the program, several of which occur outside of the school day. Students are exposed to an appropriate variety of string orchestra literature, and are encouraged to participate in solo and ensemble festival, region and all-state orchestras, and other musical activities.

### **Orchestra 8:**

Length of course: Year-long

Prerequisite: Orchestra 7 and the approval of the instructor

The eighth-grade strings program offers advanced technical instruction, with exposure to musical styles and a variety of appropriate string orchestra literature. Expanded orchestral performance opportunities are an extension of classroom instruction, and students are encouraged to participate in solo and ensemble festival, region and all-state orchestras, and other musical activities.

## **Dance**

### **Dance 6/7/8:**

Length of course: Semester

This class introduces the student to the dynamic capabilities of their body as an articulate means of expression. We explore basic concepts and skills from contemporary dance forms that may include Afromodern, jazz, ballet, hip hop, African, floor work, inversion, classical modern and improvisation. Classwork develops efficient alignment, strength, flexibility, coordination, rhythm, dynamics and spatial awareness.



## **Programs for Students with Disabilities**

### **Academic Seminar 6/7/8:**

The academic support class is designed to meet the individual needs of students who have Individualized Education Plans (IEP) currently in place under the provisions of the Individuals with Disabilities Education Improvement Act (IDEA). Students who receive special education services through a regular education model with supplemental supports in an academic support class continue to attend general education core content courses and electives.

### **Exceptional Child Program**

The Exceptional child (EC) model of special education serves those students who do not participate in the general curriculum setting due to severe academic, social, and/or behavioral disabilities. Students in self-contained classrooms remain within that classroom setting for 80% or more of the school day and receive instruction from the special education teacher in all core content subject areas, with the addition of social skills. The curriculum is based on functional academics, including functional living and occupational skills, social skills, and adaptive behavior skills.

### **EC Language Arts 6/7/8: - L.A. Essentials**

The EC ELA curriculum is designed to address the individual reading and writing needs of students with a current IEP as outlined under the Individuals with Disabilities Education Improvement Act (IDEA). The course is built around attention to functional reading, writing, and communication skills. Students are assessed continually on their individual progress toward specific goals on current present levels of academic and functional performance. Unit topics could include, but are not limited to, reading comprehension, reading for details, writing a paragraph, or writing for a specific purpose.

### **EC Mathematics 6/7/8: - Math Essentials**

The EC Math curriculum is designed to address the individual math needs of students with a current IEP as outlined under the Individuals with Disabilities Education Improvement Act (IDEA). The course is focused on the acquisition and application of functional math skills. Students are assessed continually on their individual progress toward specific goals on present levels of academic and functional performance. Unit topics could include, but are not limited to, time, money, fractions, basic mathematical functions and operations, and charts and graphs.

### **EC Science 6/7/8: - Science Essentials**

The EC Science curriculum is adapted to the reading and instructional levels of the students within the self-contained classroom. The special education teacher chooses lessons and materials that address grade level standards on the functional levels of the students being taught. In this way, the instruction is individualized according to a current IEP in keeping with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA). Unit topics may include, but are not limited to, earth science, cells and the human body, chemistry, and space.

### **EC Social Studies 6/7/8: - Social Studies Essentials**

The EC Social Studies curriculum is adaptive to the reading and instructional levels of the students within the self-contained classroom. The special education teacher chooses lessons and materials that address grade level standards on the functional levels of the students being taught. In this way, the instruction is individualized according to a current IEP in keeping with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA). Unit topics may include, but are not limited to, world history and South Carolina history.

### **EC Independent Living 6/7/8: - Independent Living**

**The EC Independent Living curriculum is designed to address the specific functional goals of students served in this model with mildly mental or learning disabilities as outlined in the Individuals with Disabilities Education Improvement Act (IDEA). Students must master Individualized Education Plan goals that include skills such as meal planning, job exploration, job-related activities, and food safety, among other topics.**

**SECTION V**

**HIGH SCHOOL**

**COURSES &**

**PARTICIPATION**

## **HIGH SCHOOL COURSES IN MIDDLE SCHOOL**

As previously stated, it is possible for eligible seventh and eighth grade students to register for individual high school courses. However, it is vital that communication between parents/guardians, students, teachers, and guidance counselors take place to make sure it is appropriate for each unique individual.

### **UNIQUE REQUIREMENTS AND RULES**

There are very special rules regarding student participation in these courses as the grades awarded will be reflected on individual student transcripts. High school transcripts are a permanent record of courses attempted, graduation credits earned, course grades awarded, grade point average, and attendance.

If a course is determined to be an appropriate selection for a student, please keep the following information in mind:

#### **I. If a student withdraws from a high school Carnegie unit-earning course, the following rules apply:**

- Students who withdraw from a course within 5 days of a 90 day (one semester) course or 10 days of a 180-day (year-long) course after enrollment will do so without penalty.
- Students who withdraw from courses after the withdrawal deadlines will be assigned a Withdraw Failing (WF) with a course award of 50% (F) on their high school transcript. The 50% course grade will be calculated in the student's overall grade point average (GPA).
- The course withdrawal deadline limitations for a course without penalty do not apply to course or course-level changes approved by the administration of a school.

#### **II. There are also school district attendance requirements for high school credit-earning courses. Please keep the following information in mind:**

- According to School District 7 Board of Trustees policy, a student must attend a minimum number of days before receiving consideration for credit.
- The minimum days of attendance for a one-semester long course is 85.
- The minimum days of attendance for a year-long course is 170.
- Attendance is recorded by **period**, not by full or partial days as in elementary school.
- A persistent pattern of tardies and/or early dismissals can result in loss of credit for a course.
- If a student fails a course because of excessive absences, a failure due to absence (FA) will be recorded on their transcript. The student will earn no Carnegie units for the course and a course grade of 50% will be awarded and factored into their GPA.

### III. What if an 8<sup>th</sup> grade student doesn't do well in a high school credit-earning course?

If a student does not do well in a high school credit-earning course taken in 8<sup>th</sup> grade, it may be repeated without penalty in the 9<sup>th</sup> grade. Only One course attempt and the highest grade earned for the course will be calculated in the GPA.

### IV. What are the requirements for high school graduation in South Carolina?

A total of 24 units or 48 semester credits are required for graduation. Many of the units must be in certain required curriculum areas. Beginning in 9<sup>th</sup> grade, students must earn a certain number of units each year in order to be promoted.

#### SPARTANBURG HIGH

Language Arts	4 Units
Mathematics	4 Units
Science*	3 Units
U.S. History and Constitution	1 Unit
US Government	.5 Units
Economics	.5 Units
World Studies (History) or Other Social Studies	1 Unit
Other Social Studies	
Physical Education or JROTC	1 Unit
Comprehensive Health	.5 Units
Computer Science	1 Unit
Foreign Language**	1 Unit <sup>†</sup>
OR	
Career and Technology Education	1 Unit <sup>††</sup>
Electives	6.5 Units
<b>Total Units Required:</b>	<b>24 Units</b>

\* Every student must pass high school **Biology** to graduate.

\*\* College Prep students should check the requirements of colleges and universities to which they will be applying.

<sup>†</sup> Note: Some colleges and universities may require more than 2 years of a classic or modern language.

<sup>††</sup> To have a Career and Technology Education Program concentration, a student must have 3 - 4 units (6 - 8 semester credits) in a recognized CATE program, depending on the area of concentration.

10 Point Grading Scale  
SOUTH CAROLINA UNIFORM GRADING SCALE CONVERSIONS

**Spartanburg County School District No. 7**

Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000

