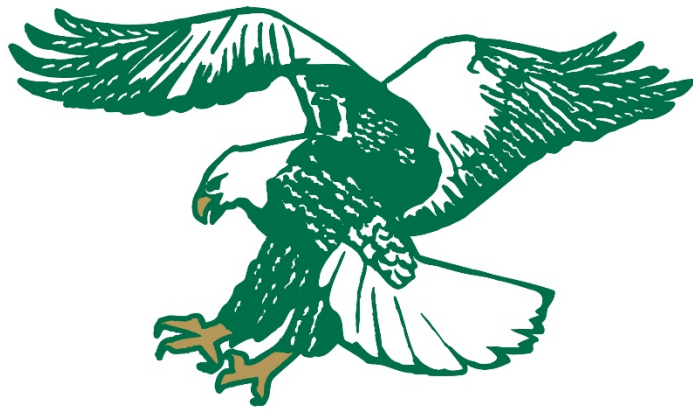


Joseph G.  
**McCracken**  
MIDDLE SCHOOL



# PROGRAM PLANNING GUIDE

## Grades 6, 7, 8

### 2022- 2023

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



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

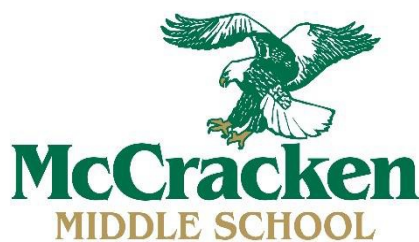
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# **SECTION I**

## **GENERAL**

### **INFORMATION**



McCracken Middle School  
50 Emory Road  
Spartanburg, SC 29307  
594-4457

## **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?**

Registration begins early March for all grades. Teachers will review student data and progress in classes to determine the appropriate level of study (English, Math, Science, Social Studies) for next year. All students are required to complete a registration card and register for courses through PowerSchool with their teachers. Registration cards will be collected in SOAR classes once reviewed and signed by parents.

**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 summerschool 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**

Parents and students are encouraged to review all registration materials. The McCracken Middle School Course Planning Guide includes descriptions about our courses and programs. An online version of the course planning guide is available on the McCracken website.

Registration begins early March for all grades. Teachers will review student data and progress in classes to determine the appropriate level of study (English, Math, Science, Social Studies) for next year. All students are required to complete a registration card and register for courses through PowerSchool with their teachers. Registration cards will be collected in SOAR classes once reviewed and signed by parents.

World language teachers register students to continue in world languages. All students must register for PE/Health. Related arts teachers will assist students in selecting electives; therefore, students must bring registration material to class each day.

Students are randomly assigned to academic teams to provide balance and academic placement considerations. Following the middle school philosophy of academic teams, there will be no cross-teaming. Guidance will make every effort to honor your requests; however, team balance is the first priority.

## **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 iReady Diagnostic scores.

**ELECTIVE COURSES:** These courses include both required and optional study. Options are offered in such areas as fine arts, Gateway to Technology, 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 iReady Diagnostic scores.

**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 or one semester 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. Elective	10. Elective

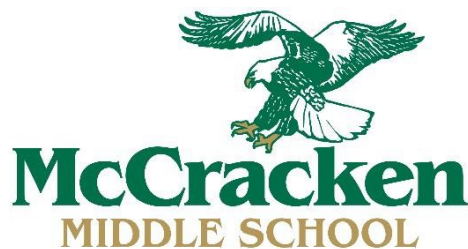
1. Courses 1-5 are **required**.
2. Course 6 **must** be a **one semester-long** elective **only** to complete the year.
3. Courses 7-10 are electives that may be **either** one-semester or one-year in length. The **possible** combinations include:
  - a. 4 semester-long electives or supplemental classes,
  - 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 completing the registration form:
- If you fail to choose enough courses or alternatives for elective courses, classes will be assigned for the student.

- 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 card 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 completed 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**



McCracken Middle School  
50 Emory Road  
Spartanburg, SC 29307  
594-4457

Guidance Department:  
Daniel O'Brien A-G  
Morgan Jenkins H-M  
Tanae Copeland N-Z



# **SECTION III**

## **COURSE**

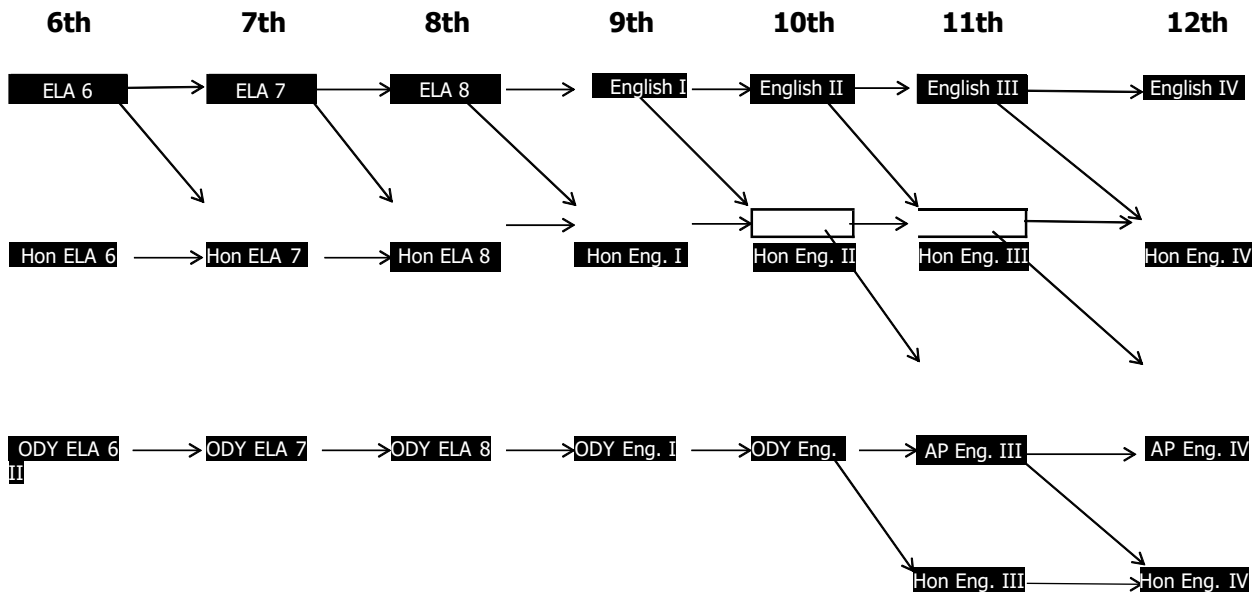
### **DESCRIPTIONS**

#### **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**

### **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 i-Ready Reading Diagnostic score of 625 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: Considered 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**

### **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 and/or
- Students standardized assessment data (For example, a Winter iReady Reading Diagnostic score of 640 or higher is recommended.)

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**

### **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 and/or
- Students standardized assessment data (For example a Winter iReady Reading Diagnostic score of 657 or higher is recommended.)

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.

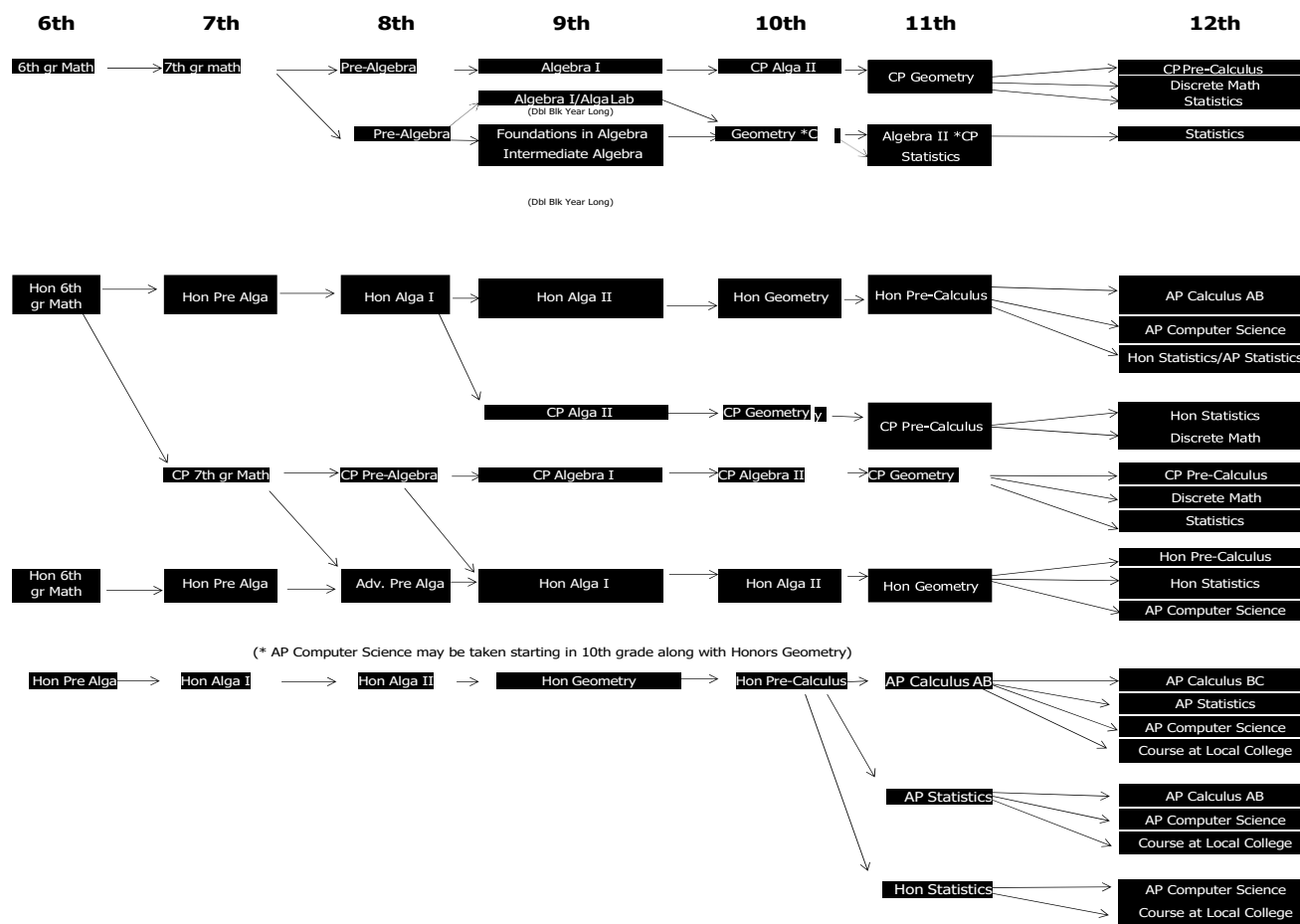
**English for Multi-Lingual Learners (MLL)**

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**

### **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 i-Ready Math Diagnostic score of 513 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 geometries, 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**

### **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 i-Ready Math Diagnostic score of 526 or higher 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 geometry, 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**

### **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 i-Ready Math Diagnostic score of 540 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

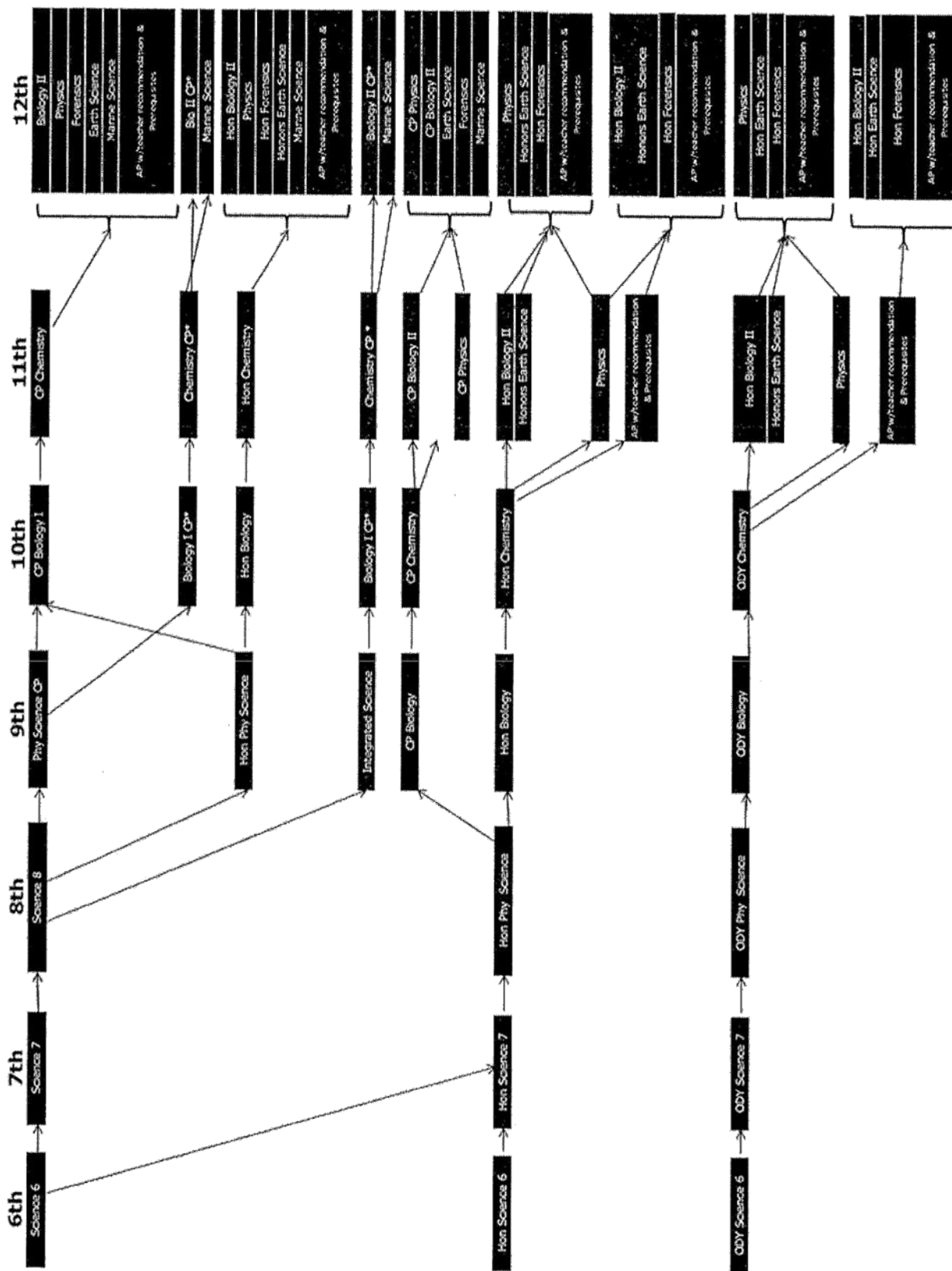
This course is designed to provide students with a strong background in algebraic concepts and processes. Topics will include properties of functions; solving equations and inequalities; algebraic and geometric representations of functions; conic sections; quadratic functions, equations and inequalities;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

### **Science 6:**

Length of course: 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**

### **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

### 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

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 theory, chemical bonding, and chemical reactions. Basic physics topics will include matter and energy, forces and motion, waves, electricity, and magnetism. Additional topics may include components of 8<sup>th</sup> grade science standards. *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

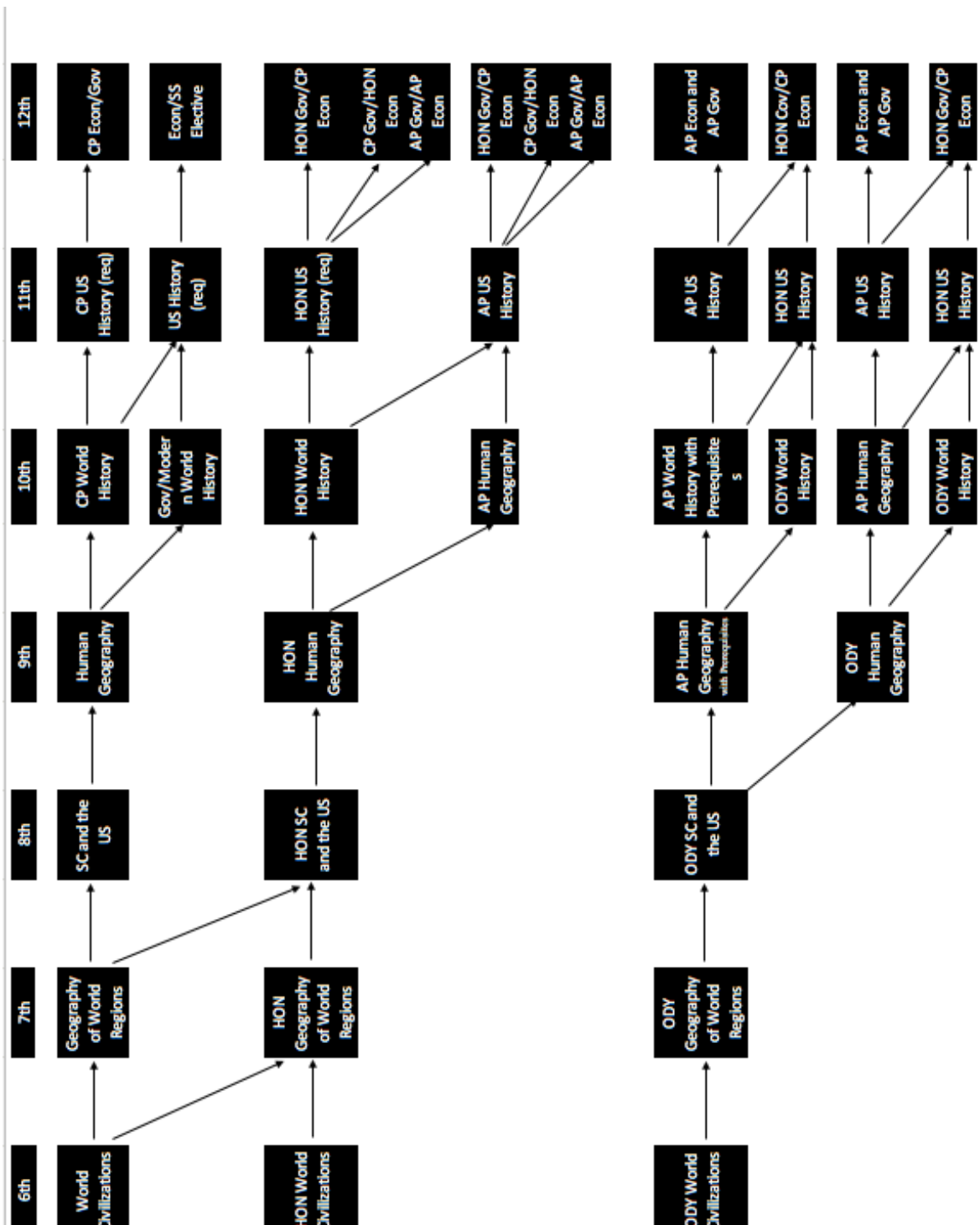
Credits: 1 unit

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 theory, chemical bonding, and chemical reactions. Basic physics topics may 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**

### **World Civilizations 6**

Length of course: Year long

Utilizing the historical thinking skills and themes indicated in the SC-CCR Standards for Social Studies, students study world civilizations to uncover trends from prehistory to present day, defining civilizations and the role of geography in their formation. Students learn about cultural, intellectual, and technological influences in ancient, classical, and contemporary civilizations and how increased global interaction led to transformations among and between world civilizations.

### **Honors World Civilizations 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 and/or Social Studies experiences and/or
- Student standardized assessment data and student achievement data (For example, a Winter i-Ready Reading Diagnostic score of 625 or higher is recommended.)

This advanced course utilizes the historical thinking skills and themes indicated in the SC-CCR Standards for Social Studies. Students study world civilizations to uncover trends from prehistory to present day, defining civilizations and the role of geography in their formation. Students learn about cultural, intellectual, and technological influences in ancient, classical, and contemporary civilizations and how increased global interaction led to transformations among and between world civilizations. This inquiry-based course is intended for academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of five themes: culture and intellectual development; global exchanges; interaction with environment; social systems and order; state formation, expansion, and conflict. The course requires students to independently read and write above grade level.

### **ODYSSEY World Civilizations 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 Social Studies
- Scores “Exceeds” on the SC State Assessment (language arts section) and/or
- Teacher recommendation based on previous ELA and/or Social Studies experiences and/or
- Student standardized assessment data and student achievement data

This advanced course utilizes the historical thinking skills and themes indicated in the SC-CCR Standards for Social Studies. Students study world civilizations to uncover trends from prehistory to present day, defining civilizations and the role of geography in their formation. Students learn about cultural, intellectual, and technological influences in ancient, classical, and contemporary civilizations and how increased global interaction led to transformations among and between world civilizations. This inquiry-based course is intended for academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of five themes: culture and intellectual development; global exchanges; interaction with environment; social systems and order; state formation, expansion, and conflict. The course requires students to independently read and write above grade level.

## **Seventh**

### **Geography of World Regions 7**

Length of course: Year long

Utilizing the geographical thinking skills and themes indicated in the SC-CCR Standards for Social Studies, students study Earth from a regional perspective, focusing on contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features, as well as, human systems and the sum of human activities and characteristics including the spatial distribution of population and movement, settlement patterns, economic systems, and political systems.

### **Honors Geography of World Regions 7**

Length of Course: Year-long

Prerequisites: Consideration of:

- Maintained a B or higher in 6<sup>th</sup> grade Honors ELA/Social Studies and/or
- Recommended by 6<sup>th</sup> grade Honors ELA and/or Social Studies teacher and/or
- Student standardized assessment data (For example, a Winter iReady Reading Diagnostic score of 640 or higher is recommended.)

This advanced course utilizes the geographical thinking skills and themes indicated in the SC-CCR Standards for Social Studies. Students study Earth from a regional perspective, focusing on contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features, as well as, human systems and the sum of human activities and characteristics including the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems.

This inquiry-based course, is intended for the academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of four themes: places and regions; environment and resources; human systems; applied geography. The course requires students to independently read and write above grade level. The course is designed to prepare students for Advanced Placement social studies courses in high school.

### **ODYSSEY Geography of World Regions 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 Social Studies
- Maintained a B or higher in 6th grade Honors ELA and/or Social Studies and/or
- Recommended by 6<sup>th</sup> grade Honors ELA and/or Social Studies teacher

This is an advanced course utilizing the geographical thinking skills and themes indicated in the SC CCR Standards. Students will study Earth from a regional perspective, focusing on contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features, as well as, human systems and the sum of human activities and characteristics including the spatial distribution of population and the movement, settlement patterns, economic systems, and political systems.

This inquiry-based course, is intended for the academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of four themes:

places and regions; environment and resources; human systems; applied geography. The course requires students to independently read and write above grade level. The course is designed to prepare students for Advanced Placement social studies courses in high school.

## **Eighth**

### **South Carolina and the United States 8**

Length of course: Year long

Utilizing the historical thinking skills and themes indicated in the SC CCR Standards, students study the history of South Carolina, within the context of United States history beginning with South Carolina's colonial development and settlement as a British colony. Students study South Carolina's pivotal role throughout the American Revolution and Constitutional Convention, and sectional division that led to the secession of Southern states, culminating in the Civil War. Students explore South Carolina during Reconstruction, industrialization in the South and the nation; the Civil Rights Movement; the World Wars to South Carolina's current role as a national leader for defense production, agriculture, and tourism.

### **Honors South Carolina and the United States 8**

Length of Course: Year-long

Prerequisites: Consideration of:

- Maintained a B or higher in 7<sup>th</sup> grade Honors ELA ~~and/or~~ Social Studies and/or
- Recommended by 7<sup>th</sup> grade Honors ELA ~~and/or~~ Social Studies teacher and/or
- Student standardized assessment data (For example, a Winter iReady Reading Diagnostic score of 657 or higher is recommended.)

This advanced course utilizes the historical thinking skills and themes indicated in the SC-CCR Standards for Social Studies. Students will study the history of South Carolina, within the context of United States history beginning with South Carolina's colonial development and settlement as a British colony. Students study South Carolina's pivotal role throughout the American Revolution and Constitutional Convention, and sectional division that led to the secession of Southern states, culminating in the Civil War. Students explore South Carolina during Reconstruction, industrialization in the South and the nation; the Civil Rights Movement; the World Wars to South Carolina's current role as a national leader for defense production, agriculture, and tourism. This inquiry-based course, is intended for academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of five themes: civic participation; cultural interactions; political ideas and institutions; economic decision making; geographic relationships. The course requires students to independently read and write above grade level.

## **ODYSSEY South Carolina and the United States 8**

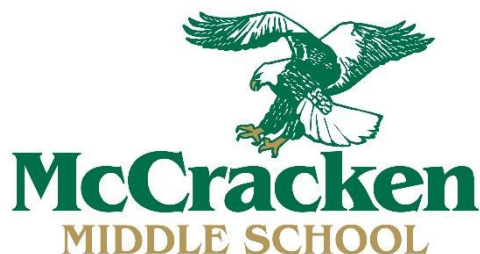
Length of Course: Year-long

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 Social Studies
- Recommended by 7<sup>th</sup> grade ELA and/or Social Studies teacher

This advanced course utilizes the historical thinking skills and themes indicated in the SC-CCR Standards for Social Studies. Students will study the history of South Carolina, within the context of United States history beginning with South Carolina's colonial development and settlement as a British colony. Students study South Carolina's pivotal role throughout the American Revolution and Constitutional Convention, and sectional division that led to the secession of Southern states, culminating in the Civil War. Students explore South Carolina during Reconstruction, industrialization in the South and the nation; the Civil Rights Movement; the World Wars to South Carolina's current role as a national leader for defense production, agriculture, and tourism. This inquiry-based course, is intended for academically advanced social studies students. Students will engage in problem-based learning and independent research to develop an understanding of five themes: civic participation; cultural interactions; political ideas and institutions; economic decision making; geographic relationships. The course requires students to independently read and write above grade level.

# SECTION IV



## MCCRACKEN MIDDLE SCHOOL

### ELECTIVE COURSE DESCRIPTIONS

Elective courses are semester and year-long courses that offer students a chance to pursue special activities or discover new interests.

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.



# **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. Band will not count as a PE Credit.

### **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 sports to be taught are: basketball, soccer, pickle ball, dance, archery, and cup stacking. In addition, lifetime activities and total health and wellness will be taught. A unit of reproductive health is included in the health component. 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. Band will not count as a PE Credit.

### **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 sports to be taught are: badminton, lacrosse, basketball, volleyball, softball, and bowling. In addition, lifetime activities and total health and wellness will be taught. A unit of reproductive health is included in the health component. 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. Band will not count as a PE Credit.

### **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: flag football, ultimate Frisbee, floor hockey, soccer, and golf. In addition, lifetime activities and total health and wellness will be taught. A unit of reproductive health is included in the health component. Grades are based on participation, skills testing and written testing.

## **Business Education Course**

**\*\*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

Prerequisites:

- Discovering Computer Science Part, I - 7<sup>th</sup> grade
- Students must pass Part 1 to continue to Part 2

In 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.

## **WORLD LANGUAGES**

### **Sixth**

#### **French 6 – A:**

Length of course: Year-long

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

This standard based French course uses French for everyday situations. It also familiarizes students with some cultural aspects of the French speaking world. This class will be taught at a faster pace because the students in this class have already had several years of French in elementary school.

#### **Spanish 6 – A:**

Length of course: Year-long

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

This standard based Spanish course continues the use of simple Spanish for everyday situations. 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**

#### **French 7 – A:**

Length of course: Year-long

Prerequisites:

- Successful completion of French 6 – A

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

#### **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, using structured vocabulary and grammar. Students also compare the cultures and customs of Spanish-speaking countries and make connections to other subject areas.

## **Eighth**

### **Advanced French I:**

Length of Course: Year-long

Credits: 1 Unit

Prerequisites:

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

This course for advanced students is a continuation of the study of the language and the culture of French speaking people. It allows students to perform the 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.

### **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 culture. 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.

## **Career and Technology Education**

### **Exploring Foods & Hospitality 6/7:**

Length of course: Semester

Are you thinking about a career as a chef or an event planner, or a career at a resort area or in the hotel business? Take this one-semester course to learn about culinary arts and the hospitality career cluster. Learn to prepare and serve food using correct techniques and materials. Learn how to plan and carry out an event using principles of good hospitality.

The skills you develop will help you not only in a future career, but also now in your personal life.

### **Exploring Foods and Hospitality 8:**

Length of course: Semester

Foods and hospitality 8 is a one semester course designed for 8<sup>th</sup> graders. This class emphasized by hands-on learning activities that teaches students the basics of working in the kitchen. Student learn proper skills and techniques related to preparing food in a safe and sanitary manner, introduces students to the study of nutrition and wellness through an in-depth look at nutrition principles, and ideas. Students learn the basics of hospitality through meal planning, menu planning and event planning. Students learn about careers within the food and hospitality cluster. The skill that students learn will be valuable now and in the future.

### **Mindstorm Lego Robotics 6/7/8:**

Length of course:

Semester Prerequisites:

- B average or higher

This course is designed for 6<sup>th</sup>, 7<sup>th</sup> and 8th graders to focus on Mindstorm Lego robots. The students will work with a partner or in small groups to build their own NXT robot, program their robot to accomplish different tasks and compete with other robots in class. Each group/partner is responsible for their own kit, which is checked out to them for the semester.

### **Code 101: Introduction to Coding 7/8:**

Length of course: Semester

Intro to Computer Programing is a hands-on technology-based curriculum that will allow students to explore various methods of programing. Curriculum will be divided into two basic components, Intro to Coding, and Intro to Programing. Student work will be independent and self-paced. Assessments will be project based.

## **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 - 6<sup>th</sup> & 7<sup>th</sup> Grades**

Length of Course: Semester

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

### **Automation and Robotics – 7<sup>th</sup> Grade**

Length of Course: Semester

Prerequisites: Must have Design and Modeling with a grade of "C" or better.

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build and program real-world objects such as traffic lights, toll booths, and robotic arms.

### **Engineering Design and Robotics – 8<sup>th</sup> Grade**

Length of Course: Semester

Students will have 9 weeks to discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. They will then have 9 weeks to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

### **Computer Science Innovators and Makers – 8<sup>th</sup> Grade**

Length of Course: Semester

Prerequisites: Must have Engineering Design and Robotics with a grade of 'C' or better.

Students will be exposed to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle. Students will also discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

### **Future City 6/7/8:**

Length of course: Semester

Students use the engineering design process to build cities of the future that showcase their solution to a citywide sustainability issue. Topics include storm water management, urban agriculture, public spaces, green energy & clean water. Students enrolled in this course will research and prepare the deliverables for the competition in January. These include a virtual city design, 1500 word essay and scale model.

## **Academic Semester Electives**

### **Creative Writing 6/7/8:**

Length of course: Semester

Creative Writing is a skills-based course designed to promote writing for pleasure and to teach students to revise for more effective writing. These students already have an interest in writing and often write on their own. This course is a comfortable outlet to share their writing and gain constructive feedback from their peers and the teacher. It also offers students the opportunity to submit their writing to journals and publications, both local and national.

### **Public Speaking 7/8:**

Length of Course: Semester

This class is designed to enhance the poise, preparation, and performance skills of students as they make presentations to an audience. Besides formal speeches to inform, demonstrate, or persuade, students may work on enunciation, use the intercom to make announcements as assigned, make impromptu speeches, study propaganda techniques, and design visuals, possibly with technology, to complement the verbal aspects of the presentations.

### **Environmental Awareness 6/7/8:**

Length of course: Semester

This is a one-semester course which involves students in investigating environmental science topics as ecology, land use, recycling, soil conservation, water usage, and pollution. Environmentally problem-based projects (STEM) are done in this course. The students work on recycling and litter pick-up teams as a service project. These teams recycle paper from the school and older students pick up litter on Webber Road and around the school.

### **Forensics & Applications of Science 7/8:**

Length of course: Semester

CSI is a lab-based science elective that allows students to investigate, explore, analyze and discuss forensic evidence related to a crime. In one semester, students will perform many laboratory experiments that will lead to actually working on crime scenes. We will study a section of law that deals with crime scene investigation, as well as famous cases where the forensics was the only convicting evidence. Students will not have a textbook; therefore, they should be able to take notes, write justifications and debate their point of view. There is a good deal of reading in this class. *It is recommended that students have at least an 80 in the last on-grade level science class taken in order to be successful in CSI.*



**Exploring Current Events 6/7/8:**

Length of course: Semester

Students in this semester elective course examine what's happening each day in the news and relate these current events to history and to ideas in the social sciences. The course emphasizes becoming an informed citizen.

**Foundations in Personal Finance 8:**

Length of course: Semester

This course is designed to teach students the fundamentals of managing money. *Foundations in Personal Finance* equips students how to avoid debt, budget with intention, invest early, and build wealth so they can live generously. The activities in this course provide real world examples of how to avoid the common pitfalls of managing money.

## **Fine Arts Semester Electives**

### **Art Exploration 6/7/8:**

Length of course: Semester

Students explore the elements of design through projects that include drawing, painting, printmaking, ceramics, sculpture, and weaving.

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

Length of Course: Semester

Prerequisite: Art Exploration

Students will expand traditional photography and design techniques via modern technology applications. This course augments the former photography course and brings it into the 21<sup>st</sup> century.

### **Advanced Middle Media Arts 7/8:**

Length of Course: Semester

Prerequisite: Middle Media Arts

Students may take an additional semester of Media Arts, following the former advanced photography course but adding technological design and concepts of the 21<sup>st</sup> century.

### **Painting/Drawing 7/8:**

Length of course: Semester

Prerequisite: Art Exploration

Students study basic design principles and concepts in their own drawings and paintings. A variety of media and techniques will be utilized.

### **2D Design 7/8:**

Length of course: Semester

Prerequisite: Art Exploration

Students are introduced to several printmaking techniques and methods of creating designs on fabric and paper.

### **3D Design 7/8:**

Length of course: Semester

Prerequisite: Art Exploration

Students are given the opportunity to explore three-dimensional processes by utilizing ceramic and sculpture media.

**Exploring Drama. A 6/7/8:**

Length of course: Semester

This course will provide instruction on basic theatre terms and give students an opportunity to have experience on stage in various venues. Students will participate in theatre games and activities that develop their talents, self-confidence, and their ability to work with others. Students will be encouraged to write short skits and perform in class and for special events held at school during the school year such as Red Ribbon Week.

**Chorus 6:**

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

Prerequisite: Recommendation from 5<sup>th</sup> grade music teacher

The 6<sup>th</sup> Grade Choir program will teach children how to sing and be a valuable part of a choir. Students will develop a quality and healthy vocal tone, performance skills, and learn how to read music. During the 6<sup>th</sup> grade year the students will be taught how to sight read their music using Solfege and Takadimi music reading systems. Students will sing varied literature and learn to sing in multiple parts as a choir. Students will perform in three evening concerts during the year for parents and family to attend.

**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 three evening concerts throughout the year. Students are encouraged to audition for the show 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.

## **Fine Arts Year Long Electives**

### **Band 6:**

Band will not count as a PE Credit.

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:**

Band will not count as a PE Credit.

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:**

Band will not count as a PE Credit.

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.

**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. 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. 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.

## **Programs for Students with Disabilities**

### **Academic Support 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 (IDEIA). 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:**

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 (IDEIA). 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:**

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 (IDEIA). 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:**

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 (IDEIA). 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:**

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 (IDEIA). Unit topics may include, but are not limited to, world history and South Carolina history.

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

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 (IDEIA). Students must master Individualized Education Plan goals that include skills such as meal planning, job exploration, job-related activities, food safety, social and behavioral needs, and finance.

**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 number of 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.

#### REQUIREMENTS FOR A SC HIGH SCHOOL DIPLOMA

Courses	State	Spartanburg High
Language Arts	8 Semester Credits	8 Semester Credits
Mathematics	8 Semester Credits	8 Semester Credits
Natural Science *	6 Semester Credits	6 Semester Credits
U.S. History and Constitution	2 Semester Credits	2 Semester Credits
American Government**	1 Semester Credit	1 Semester Credit
Economics	1 Semester Credit	1 Semester Credit
Other Social Studies	2 Semester Credits	2 Semester Credits
World Languages*** or 1 CATE unit	2 Semester Credits	2 Semester Credits
Physical Education or JROTC	2 Semester Credits	2 Semester Credits
Comprehensive Health		1 Semester Credit
Computer Science	2 Semester Credits	2 Semester Credits
Electives	14 Semester Credits	13 Semester Credits

TOTAL 48 Semester Credits/24 Units

\*Every student must complete a course in high school biology before the end of Grade 10.

\*\* Citizenship (Civics) courses are not acceptable to comply with this requirement.

\*\*\* College Prep students should check with the colleges and universities to which they are thinking of applying to determine the number of World Languages credits they will need. Three units (6 semester credits) are required by some S.C. public four-year colleges and universities.

Note: To be a Career and Technology Education Program Completer, a student must have 4 units (8 semester credits) in a recognized CATE program.

10 Point Grading Scale  
SOUTH CAROLINA UNIFORM GRADING SCALE CONVERSIONS  
Spartanburg County School District No. 7

Numerical I	Letter Grade	College Prep	Honors Weighting	AP/IB/DualCredit 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