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**2016-2017**  
**Middle School Course Catalog**  
**Beaufort County School District**

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# Beaufort County School District

## District Mission

The Beaufort County School District, through a personalized learning approach, will prepare graduates who compete and succeed in an ever-changing global society and career marketplace.

## Vision

We will work with families and our diverse community to ensure that students perform at an internationally competitive level in a learning environment that is safe, nurturing and engaging.

## CORE BELIEFS

We believe:

- Every student can learn using his or her valuable and unique talents and skills.
- Learning takes place when the physical, emotional, social and intellectual well-being of all students is assured at every level and during every transition.
- High expectations of the school community positively impact student success.
- Early childhood learning experiences form the foundation of future school success.
- Students learn best when they are engaged and provided with opportunities for problem solving and active participation.
- All students are entitled to learning experiences so that they can become competent and confident in the skills and knowledge needed to become successful and productive citizens.
- Investment, involvement and connection of all members of the school community are essential to a student's success.
- Frequent informal and formal assessment aligned to clearly defined learning objectives will provide improved student achievement.
- The collection, analysis and use of data from a variety of sources are critical to making decisions.
- Students should be prepared to compete and contribute in a changing global and multilingual society.



Dr. Jeffrey Moss, Superintendent

## General Information

### Introduction

Beaufort County middle schools are organized into a system of curriculum clusters and cluster majors. Beginning in the 2007-2008 school year, all students are required to develop an Individual Graduation Plan beginning in the eighth grade. A framework for curriculum planning helps students and parents to design an appropriate Individual Graduation Plan. Elements of an effective framework include: high expectations for all students, course content based on standards, a rigorous curriculum to prepare students for college study or the increasingly technologic work environment and high student engagement in learning. Careful consideration should be given by each parent and student in planning the appropriate curriculum for his/her career aspirations and for education beyond high school.

Middle School will provide all students with high quality educational opportunities, and an educational climate that fosters positive relationships and mutual respect among students, staff and families. All learning experiences must be relevant to students, and focus on higher order thinking skills. Building upon these learning experiences, students will be able to generate original ideas, evaluate information, and communicate their thoughts effectively through Reading, Writing, Speaking and Reasoning.

### South Carolina PASS and End-of-Course Examination Program (EOCEP)

The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades four through eight. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). SCPASS includes tests in two subjects: science and social studies.

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of name or number, must take the appropriate EOC tests. All tests will count as twenty percent of each student's final grade.

End-of-course exams for high school credit are currently required in the following subjects: Algebra 1, English 1, Biology 1 and U. S. History.

### Special Services

Special Services programs are available at all BCSD schools for students who have been referred, evaluated, and staffed in accordance with guidelines set forth in the South Carolina Manual for Special Services as mandated by Public Law 94-142. Referral of students for these services may be initiated by the school Response to Intervention Team (RTI Team) or by parents.

Special Services programs are designed specifically for students whose special needs require individualized instruction to assist and develop their academic potential as well as to assist achievement of social and occupational competence. Due process procedures are followed for eligibility and placement in special services programs. An individual education plan known as an IEP is designed for each student.

### Enrollment of English for Speakers of Other Languages (ESOL) Guidelines

When enrolling a student who has been identified as English for Speakers of Other Languages (ESOL), there are guidelines and procedures that must be followed when creating the student's class schedule. First and foremost, who is an ESOL student? Students are identified during enrollment after the parent/guardian completes the English Home Language Survey and note that the language they speak more often outside of school is other than English. Each student will be assessed using the WIDA-ACCESS Placement Test to determine the level of service for each student. (See ESOL Handbook).

To assist in this process, in 2015 Beaufort County School created the Welcome Center to assist with the enrollment of ESOL students. Please refer to ESOL Registration Handbook for the process of enrolling ESOL students at Beaufort County School District’s Welcome Center.

### Student Progress Reports

Report cards are issued at the conclusion of each nine-week grading period and provide an assessment of student performance and attendance in each course in which the student is enrolled. Interim progress reports are issued four weeks before the end of each nine-week grading period to indicate performance at that point in the course.

### UNIFORM GRADING SCALE

The State Board of Education has approved a [Uniformed Grading Scale](#) (UGS) and policy that will affect all South Carolina high school graduates. The policy governs courses that students take to earn high school diplomas. The Uniformed Grading Scale requires that grades be recorded numerically and outlines the calculation to be used to ascertain a student’s grade point ratio. The following numerical scale will be used consistently throughout the school district for high school credit courses:

Grading Scale effective through SY 2015-16	
(A) 100 – 93	Excellent
(B) 92 - 85	Above Average
(C) 84 - 77	Average
(D) 76 - 70	Passing, Needs Improvement
(F) 69 or 61	Failing

Grading Scale effective beginning SY 2016-17	
(A) 100 – 90	Excellent
(B) 89 - 80	Above Average
(C) 79 - 70	Average
(D) 69 - 60	Passing, Needs Improvement
(F) 59 - 51	Failing

### ATTENDANCE

Regular attendance is necessary for students to achieve desired and expected academic and social progress. Students enrolled in a course for which Carnegie units (credits) are awarded must achieve a passing grade and attend at least:

- 85 days of a 90-day course.
- 170 days of a 180-day course.

Those students with countable/unexcused absences in excess of the allowed unexcused absences (as stated above) may not receive credit even if they have a passing grade for the course. Their final grade may be designated FA (excessive absences, no credit). Countable/unexcused absences may be made up by obtaining administrator and teacher approval to attend designated make-up sessions.

### MAKE-UP WORK

Students who have excused absences from class as defined by state and local board policy will be given the opportunity to make up work and be assigned a grade based upon the quality of that work. For excused (Lawful) absences, students will be granted the opportunity to make-up any missed assignments and /or work due to the absence(s). This will include quizzes, test, writing assignments etc. The period for making up the work will be a minimum of one (1) class day for each class day missed to a maximum of one week. For example, if a student misses two days of school (Monday and Tuesday) and returns on Wednesday, then Thursday and Friday will be granted as make-up days for missing Monday and Tuesday (one day for each day missed). In this example, all missed assignments or work (test, quiz etc.) would not be due until Monday.

Students who have unexcused absences may be given the opportunity to make up work at the discretion of the principal and teacher during make-up sessions, however, the unexcused absence remains in the student’s record.

## HONOR ROLL CRITERIA

All subjects on a student's transcript will be used in determining eligibility for Honor Roll recognition. Conduct will not be considered in determining eligibility. Honor Rolls will be determined for each nine-week grading period. Middle school honor roll criteria is as follows:

- Principal's honor roll equals 93 and above in all subjects/classes.
- Honor roll equals 85 and above in all subjects/classes.

## GIFTED PROGRAM

The student who is identified as **academically gifted** receives services in advanced mathematics (nonverbal) and/or language arts (verbal) classes according to the state placement criteria for those areas. To qualify as G/T, a student must meet eligibility requirements in 2 of 3 dimensions as follows:

- Dimension A – Aptitude (typically measured by CogAT administered in grade 2 and/or the OLSAT administered as needed through middle school)
- Dimension B – Achievement (MAP and/or most recent PASS) MAP scores can be previous Fall or Spring
- Dimension C – Intellectual or Academic Performance (Performance Task Assessment (PTA) in grades 2-5; GPA of at least 3.75 on a 4.0 scale in the core academic subjects in Grades 6+)

In addition, gifted eligibility is one of several district criteria for placement into advanced science and/or social studies classes in grades 6-8.

The student who is **artistically gifted** receives services through extra arts opportunities coordinated by individual schools as well as district-sponsored arts festivals (All County Orchestra, All County Band, Elementary Drama and Dance), art exhibitions and competitions, and other enrichment programs including **Sea Island School for Arts & Academics (SISA2)**, designed for Beaufort County School District gifted students in grades 3-8, provides two weeks of advanced-level, innovative learning in both the Arts and Academics.

To qualify as G/T Arts, a student must participate in the district's annual screening process and be successfully identified as artistically gifted and talented in Dance, Drama, Instrumental Music, Vocal Music, or Visual Arts according to the South Carolina Department of Education regulations.

## Beaufort County School District School Choices

BCSD families will have an opportunity to indicate their preference for school assignments based on participation in school choice options available in their attendance zones. All schools will continue to offer their current core academic programs. All schools in the district may offer approved choice programs. The following programs will be implemented in the school year 2015-16. For more information you can visit the BCSD website [here](#). Students failing a course for a Carnegie unit are not eligible for credit recovery over the summer and will re-take the course at the high school starting the following school year.

<i>School Name</i>	<i>School Choice Program #1</i>	<i>School Choice Program #2</i>
Beaufort Middle School	Arts Infused	Classical Studies
Bluffton Middle School	GTT/Project Lead the Way	
HE McCracken Middle School	GTT/Project Lead the Way	Arts Infused
Hilton Head Middle School	International Baccalaureate Program (MYP)	
Lady's Island Middle	Arts Infused	GTT/Project Lead the Way
River Ridge Academy	GTT/Project Lead the Way	Montessori
Robert Smalls Int. Academy	Project Based Learning	
Whale Branch Middle School	GTT/Project Lead the Way	Arts Infused

## High School Courses Offered in Middle School

BCSD has approved the adoption of course progressions, transitions, and implementation of credit bearing high school courses for the implementation of South Carolina State Standards, in Math, Science, English, and Related Arts classes at the middle school level. The purpose is to provide educational opportunities for eligible middle school students in order to accelerate completion of high school credit bearing courses. This will enable students to take more rigorous courses while in high school, participate in career pathways leading to a certificate or diploma aligned with a high school career cluster, college credits leading to college transfer and/or completion of an associate degree. Eligible students must meet the placement criteria set forth for each specific course offered.

*A student who has taken a course for a Carnegie unit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student's GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.*

Grade	ELA	Math	Science	CATE	Foreign Language
7		Algebra 1 Honors**		Digital Literacy* Google Basics* Multi Media Basics*	
8	English 1 Honors**	Algebra 1 Honors** Geometry Honors**	Earth Science**	Digital Literacy* Google Basics* Multi Media Basics*	Chinese 1** French 1 ** Spanish 1**

\*Courses can count as a high school .5 credit towards the high school computer science graduation requirement of one credit

\*\*Courses can count as a high school 1 credit towards graduation requirement

## 2016-2017 BCSD MIDDLE SCHOOL GUIDANCE PLACEMENT CRITERIA

*The criteria outlined below are intended for the use of teachers and counselors as they advise students regarding course placement for the next school year. Multiple criteria have been identified for use in triangulation of data so that a student's true ability can be examined. A **sole** criterion should not be used to the exclusion of the other recommended criteria to deny a student access to a given Honors course.*

### CRITERIA FOR ADVANCED AND ACCELERATED MATH

Advanced and accelerated mathematics courses in BCSD's middle schools meet the state requirements for service of state identified academically gifted and talented students.

- Students who carry a Nonverbal-Academic G/T Identification are eligible for services in either an Advanced or Accelerated mathematics course. This is the only criteria needed for these students. For appropriate placement, refer to the criteria outlined below.

A student who does not carry Nonverbal GT identification may be placed in an Advanced or Accelerated course provided they meet the outlined criteria.

For placement into our **Advanced** Mathematics courses, a student may be eligible for services if **two** of the **three** criteria are met:

- Current successful (grade of B or better) placement in advanced or accelerated math class
- Math ACT Aspire score of "Ready or Exceeding"
- Math MAP percentile of 75 or higher

For placement into our **Accelerated** Mathematics courses, a student may be eligible for services if **two** of the **three** criteria are met:

- Current successful (grade of A) placement in advanced or accelerated math class
- Math ACT Aspire score of “Exceeding”
- Math MAP percentile of 90 or higher

*\*\* These are the suggested criteria for all advanced math classes. If a student is recommended for placement in one advanced math class, but the parent wishes for the student to attempt a higher level (accelerated) math, the parent will need to sign a Trial Placement Agreement. This will indicate that the parent understands the school’s placement recommendation, but is opting to place their child in a higher level class. At the end of the first quarter, if the student’s performance is not evaluated at a grade of 85 or higher, the student will be returned to the suggested level course.*

### CRITERIA FOR ALGEBRA I HONORS AND GEOMETRY HONORS

For placement into Algebra I Honors in 7<sup>th</sup> Grade must meet the following criteria:

- Math PASS score of “Exemplary 5” AND ACT Aspire score of “EXCEEDING” for 2 years AND Math MAP percentile of 93 or higher

OR

- 80% or higher probability of success on the state Algebra I End of Course exam based on the predictability component of EVAAS (new state data tool)

For placement into Algebra I Honors in 8<sup>th</sup> grade must meet the following criteria:

- Math ACT Aspire score of “EXCEEDING” AND Math MAP percentile of 90 or higher

OR

- 80% or higher probability of success on the state Algebra I End of Course exam based on the predictability component of EVAAS (new state data tool)

For placement into Geometry Honors in 8<sup>th</sup> grade must meet the following criteria:

- Completed Algebra 1 Honors in 7<sup>th</sup> grade with a “B” or higher

### CRITERIA FOR ADVANCED ELA PLACEMENT

*Advanced English/Language Arts courses in our middle schools meet the state requirements for service of identified academically gifted & talented students to ensure each learner maximizes his/her fullest potential.*

- Students who carry a Verbal-Academic G/T Identification are eligible for services in an Advanced ELA course. This is the only criterion needed for these students.

A student who has demonstrated advanced mastery of the subject, but does not carry the GT identification may be eligible for services if **two** of the **three** criteria are met:

- Current successful (grade of B or better) placement in advanced class
- English ACT Aspire score of “Exceeding”
- ELA/Reading MAP percentile of 75 or higher

### CRITERIA FOR ENGLISH I HONORS

For placement into English I Honors in 8<sup>th</sup> grade must meet the following criteria:

- English ACT Aspire score of “EXCEEDING” AND Reading MAP percentile of 90 or higher

OR

- 80% or higher probability of success on the state English I End of Course exam based on the predictability component of EVAAS (new state data tool)



## CRITERIA FOR ADVANCED SCIENCE AND PLACEMENT

Our Advanced Science courses are designed to engage students in appropriate instructional strategies to accommodate the unique needs of advanced science learners. Students will engage in scientific and engineering practices as a means to learn about the specific topics identified for their grade levels and courses. This course is correlated to South Carolina Academic Standards and Performance Indicators for Science.

For placement into our **Advanced** Science courses, a student may be eligible if **two** of the **four** criteria are met:

- Verbal or Nonverbal G/T identification
- PASS score of “Exemplary” in Science
- ACT Aspire score of “Exceeding” in English and Math
- MAP Scores percentile of 75 or higher in ELA/Reading and Math

## CRITERIA FOR 8TH GRADE HONORS EARTH SCIENCE

For placement into **8<sup>th</sup> Grade Honors Earth Science** (Carnegie unit), a student may be eligible if

- The student has successfully completed or is currently enrolled into Honors Algebra I

And **one** of the **three** criteria are met:

- PASS score of “Exemplary” in Science
- English ACT Aspire score of “Exceeding”
- MAP Scores percentile of 90 or higher in ELA/Reading.

## CRITERIA FOR ADVANCED SOCIAL STUDIES PLACEMENT

The Advanced Social Studies course distinguishes itself by the rigor, pace, and depth of historical content presented. An emphasis on the use of primary documents serves as a foundation for advanced social studies.

A student who has demonstrated advanced mastery of the subject may be eligible for this course if **two** of the **three** criteria are met:

- Verbal G/T identification
- PASS score of “Exemplary” in Social Studies **or** ACT Aspire score of “Exceeding” in English
- MAP ELA/Reading percentile of 75 or higher

## CRITERIA FOR WORLD LANGUAGE (SPANISH I, FRENCH I, CHINESE I) PLACEMENT

The following criteria should be met

- Success in the exploratory classes in 6<sup>th</sup> and/or 7<sup>th</sup> grade (grade of B or better)
- ELA/Reading MAP score percentile of 75 or higher

*\*If one of the above criteria is unavailable, verbal GT identification will serve as a third criteria*

*\*\*Native language ability should be taken into consideration for placement.*

## CRITERIA FOR SPANISH I OR FRENCH I PLACEMENT—8TH GRADE

The following criteria should be met

- Success in the exploratory classes in 6<sup>th</sup> and/or 7<sup>th</sup> grade (grade of B or better)
  - ELA and/or Reading MAP score in the 75<sup>th</sup> percentile or higher
  - Native language ability should be taken into consideration for placement
- \*If one of the above criteria is unavailable, verbal GT identification will serve as a third criteria*

Middle School Course Paths					
Grade	Level	ELA	Math	Science	Social Studies
6	On Grade level	ELA 6	Math 6	Science 6	Social Studies 6
	Advanced	Advanced ELA 6	Advanced Math 6	Advanced Science 6	Advanced Social Studies 6
	Accelerated		Accelerated Grade 6		
Grade	Level	ELA	Math	Science	Social Studies
7	On Grade level	ELA 7	Math 7	Science 7	Social Studies 7
	Advanced	Advanced ELA 7	Advanced 7	Advanced Science 7	Advanced Social Studies 7
	High School		Algebra 1 Honors		
Grade	Level	ELA	Math	Science	Social Studies
8	On Grade level	ELA 8	Math 8	Science 8	Social Studies 8
	Advanced	Advanced ELA 8	Advanced 8	Advanced Science 8	Advanced Social Studies 8
	High School	English I Honors	Algebra I Honors Geometry Honors	Earth Science Honors	

## Course Descriptions

### LANGUAGE ARTS

#### **Overview for Language Arts Courses**

All Language Arts instruction addresses the expectations of the State Standards. The standards document covers all aspects of reading literary and informational texts; word study, including Greek and Latin stems; writing process and products, including editing and revising; and accessing information through inquiry.

#### **Language Arts Grade 6**

This course focuses on the South Carolina College and Career Ready Standards for reading, speaking and listening, language and writing through a balanced literacy workshop model. Students apply reading strategies, develop vocabulary skills, and participate in the writing process. Students develop skills and strategies in literacy from reading texts from a variety of cultures, print and non-print resources, and digital formats. This course will focus on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

#### **Advanced Language Arts Grade 6**

This course, with instruction above grade level, is designed for students whose achievement reflects a strong foundation in balanced literacy (reading and writing). This course further strengthens and refines the foundation of literacy skills designated in the state standards and district language arts guidelines. Students develop skills and strategies in reading literary texts from a variety of cultures, reading informational texts and comprehending print and non-print resources. Students apply reading strategies for making predictions, inferring and drawing conclusions. Students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students access information in print and non-print digital formats. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. Students participate in the writing process on some assignments and in timed writings on others. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. This course is planned to support mastery of core areas of learning in terms of pace, depth, and complexity. Students are expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. Students are expected to meet district guidelines to enroll in this course.

#### **Language Arts Grade 7**

This course focuses on the South Carolina College and Career Ready Standards for reading, speaking and listening, language and writing through a balanced literacy workshop model. Students apply reading strategies, develop vocabulary skills, and participate in the writing process. Students develop skills and strategies in literacy from reading texts from a variety of cultures, print and non-print resources, and digital formats. This course will focus on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

#### **Advanced Language Arts Grade 7**

This course, with instruction above grade level, is designed for students whose achievement reflects a strong foundation in balanced literacy (reading and writing). This course further strengthens and refines the foundation of literacy skills designated in the state standards and district language arts guidelines. Students develop skills and strategies in reading literary texts from a variety of cultures, reading informational texts and comprehending print and non-print resources. Students apply reading strategies for making predictions, inferring and drawing

conclusions. Students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students access information in print and non-print digital formats. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. Students participate in the writing process on some assignments and in timed writings on others. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. This course is planned to support mastery of core areas of learning in terms of pace, depth, and complexity. Students are expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. Students are expected to meet district guidelines to enroll in this course.

### **Language Arts Grade 8**

This course focuses on the South Carolina College and Career Ready Standards for reading, speaking and listening, language and writing through a balanced literacy workshop model. Students apply reading strategies, develop vocabulary skills, and participate in the writing process. Students develop skills and strategies in literacy from reading texts from a variety of cultures, print and non-print resources, and digital formats. This course will focus on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

### **Advanced Language Arts Grade 8**

This course, with instruction above grade level, is designed for students whose achievement reflects a strong foundation in balanced literacy (reading and writing). This course further strengthens and refines the foundation of literacy skills designated in the state standards and district language arts guidelines. Students develop skills and strategies in reading literary texts from a variety of cultures, reading informational texts and comprehending print and non-print resources. Students apply reading strategies for making predictions, inferring and drawing conclusions. Students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students access information in print and non-print digital formats. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. Students participate in the writing process on some assignments and in timed writings on others. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. This course is planned to support mastery of core areas of learning in terms of pace, depth, and complexity. Students are expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. Students are expected to meet district guidelines to enroll in this course.

### **English 1 H**

**1 unit**

**Course Code: 302400CW**

This High School level course provides a foundational study of literary genres (novels, short stories, poetry, drama, and literary nonfiction) and informative/explanatory texts with a heavy emphasis on American works, specifically influential historical and literary works. All high school courses should include a focus on argumentative, informational and explanatory writing. Opportunities for rich discussions and conversations should be provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language should occur frequently. Students are expected to meet district guidelines to enroll in this course.

## **MATHEMATICS**

### **Overview for Mathematics Courses:**

In grades 6 - 8, students extend their understanding and proficiency in all areas of mathematics. The courses are organized according to the Standards for Mathematics and describe the mathematical knowledge, skills, and

conceptual understandings students are expected to master. The content in each course includes those proficiencies that all students must demonstrate as they move forward in order to be college and career ready.

### **Mathematics Grade 6**

Mathematics 6 is designed for sixth grade students working on grade level. This course is designed for students to strengthen their understanding of mathematical concepts and problem-solving skills. The Math 6 curriculum focuses on learning experiences designed to relate mathematics to everyday life. The course is built around the Grade 6 State Standards for Mathematics and incorporates technology as an effective learning tool. In addition, basic computational skills are emphasized, practiced and applied to concepts including ratios and proportions, fractions and statistical thinking through a variety of strategies as students develop the number sense necessary for future learning.

### **Advanced Mathematics Grade 6**

Advanced Math is designed for sixth grade students working above grade level who desire a more intense challenge in mathematics. These students should be committed to the increased workload, both inside and outside the classroom. The State Standards for Mathematics listed for Math 6 are covered at a pace that allows for an in-depth exploration of additional math concepts from the Grade 7 Math Standards including performing operations with rational numbers, proportional reasoning and solving problems involving scale drawings of geometric shapes. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced math placement.

### **Accelerated Mathematics Grade 6**

The concepts addressed in Accelerated Math 6 have been carefully sequenced to provide a smooth transition from arithmetic to algebra and geometry for those students who are working above grade level and prepared for the increased demand in study time and homework. Reading and problem solving are emphasized throughout the course which is built on the State Standards. Heavy emphasis is placed on the real number system, ratios and proportional relationships, as well as working with algebraic expressions, equations and inequalities and finding area, surface area and volume of 2 and 3 dimensional shapes. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced math placement.

### **Mathematics Grade 7**

Math 7 is recommended for seventh grade students working on grade level. The course is built around the State Standards for Mathematics and incorporates technology as an effective learning tool. In addition, basic computational skills are emphasized and practiced through a variety of strategies and applied to concepts including proportional relationships, operations with rational numbers and algebraic expressions and equations as students develop the number sense necessary for future learning. The goal of this course is to develop a deep conceptual understanding of mathematics and how to apply that understanding to real world situations.

### **Advanced Mathematics Grade 7**

Grade 7 Advanced is recommended for seventh grade students working above grade level. This course is based on the State Standards and designed to provide the transition from arithmetic to algebra and geometry. Emphasis will be placed on the critical areas of focus for grade 7 including analyzing and solving problems using proportional relationships, developing fluency with all operations using rational numbers, applying algebraic expressions and equations to real world problems, geometric constructions and drawing inferences using statistics. Additionally, students will extend their learning by working on concepts based on grade 8 State Standards. These concepts include comparing rational and irrational numbers, applying properties of integer exponents, evaluating square roots for small perfect squares and cube roots for small perfect cubes, and performing operations with numbers written in scientific notation. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced math placement.

### **Algebra I (Honors) Grade 7 Carnegie Credit: 1 Unit**

In Algebra I (Honors), students build upon the mathematical understandings that are addressed in the K- 8 State Standards for Mathematics. Hand-held graphing calculators are required as part of instruction and assessment. Students should use a variety of representations (concrete, numerical, algorithmic, graphical), tools (matrices, data), and technologies to model mathematical situations and solve meaningful problems. This course is intended to challenge the highly motivated and capable student desiring an extensive study of mathematics. Students are expected to maintain a “B” or better average in this course at all times. Students must take the South Carolina End-of-Course exam, which counts as 20% of their final grade. Students with final averages of A, B, and C will receive a Carnegie unit which will be included in both grade-point-ratio and class rank. Students enrolled in this course must meet the Beaufort County School District’s criteria for accelerated math placement for Algebra 1. Students are also taught the stand alone standards of 7th grade mathematics that are not related to Algebra 1 concepts.

**NOTE:** A student who has taken Algebra 1 for a Carnegie unit in middle school may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student’s GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

### **Mathematics Grade 8**

This course is designed to meet the needs of students working on grade level. It is based on the State Standards and designed to provide the transition from arithmetic to algebra and geometry. Critical thinking and problem solving are emphasized throughout the course. Heavy emphasis is placed on the real number system, proportional relationships, statistics and functions as well as working with algebraic expressions, equations and inequalities.

### **Advanced Mathematics Grade 8**

Grade 8 Advanced is recommended for eighth grade students working a above grade level. Critical thinking and problem solving are emphasized throughout the course. Heavy emphasis is place on the real number system, proportional relationships, statistics and functions as well as working with algebraic expressions, equation, and inequalities. Students in this course will also be exposed to the connections between the Grade 8 standards and the Algebra 1 standards.

### **Algebra I (Honors) Grade 8**

**Carnegie Credit: 1 Unit**

Pre-requisite: Pre-Algebra.

In Algebra I (Honors), students build upon the mathematical understandings that are addressed in the K-8 State Standards for Mathematics. Hand-held graphing calculators are required as part of instruction and assessment. Students should use a variety of representations (concrete, numerical, algorithmic, graphical), tools (matrices, data), and technologies to model mathematical situations and solve meaningful problems. This course is intended to challenge the highly motivated and capable student desiring an extensive study of mathematics. Students are expected to maintain a “B” or better average in this course at all times. Students must take the South Carolina End-of-Course exam, which counts as 20% of their final grade. Students with final averages of A, B, and C will receive a Carnegie unit which will be included in both grade-point-ratio and class rank. Students enrolled in this course must meet the Beaufort County School District’s criteria for advanced math placement. Students are also taught the stand alone standards of 8th grade mathematics that are not related to Algebra 1 concepts.

**NOTE:** A student who has taken Algebra 1 for a Carnegie unit in middle school may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student’s GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

### **Geometry (Honors) Grade 8**

**Carnegie Credit: 1 Unit**

Pre-requisite: Algebra 1 (Honors)

In Geometry (Honors), students build upon the mathematical understandings that are addressed in the State Standards for Mathematics. Students explore geometric structure using constructions, logical reasoning, interactive software, and conjectures. Other topics of study include two- and three-dimensional geometric figures,

coordinate geometry, transformations, measurement, similarity and congruence. The use of geometry software that supports a dynamic, interactive approach is essential to the instruction and assessment of geometry, especially in the exploration of multiple geometric relationships and the resulting analysis and proof. This course is intended to challenge the highly motivated and capable student desiring an extensive study of mathematics. Students are expected to maintain a “B” or better average in this course at all times. Students with a final average of C or higher will receive a Carnegie unit which will be included in both grade-point-ratio and class rank.

**NOTE:** A student who has taken Geometry for a Carnegie unit in middle school may retake that course regardless of the grade he or she has earned. In such a case, only the retake grade will be used in figuring the student’s GPA, and only the retake attempt will show on the transcript. This rule will apply whether the retake grade is higher or lower than the grade the student previously earned.

## SCIENCE

### Overview for Science Courses

Science is a way of understanding the physical universe using observation and experimentation to explain natural phenomena. Science also refers to an organized body of knowledge that includes core ideas to the disciplines and common themes that bridge the disciplines. Students will engage in scientific and engineering practices as a means to learn about the specific topics identified for their grade levels and courses. All middle school science courses are correlated to *South Carolina Academic Standards and Performance Indicators for Science*.

### Science Grade 6

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school science courses, by providing a range of content in the life, earth, and physical sciences. The four core areas of the grade six standards include: Earth’s Weather and Climate, Energy Transfer and Conservation, Diversity of Life – Classification and Animals, and Diversity of Life – Protists, Fungi, and Plants.

### Advanced Science Grade 6

Advanced science is designed for 6th grade students working above grade level and who desire a more intense challenge in science. The South Carolina Academic Standards and Performance Indicators for Science listed for 6th Grade Science are covered at an increased pace, rigor, and depth. These students should be committed to the increased workload, both inside and outside the classroom. Students enrolled in this course must meet the Beaufort County School District’s criteria for advanced science placement.

### Science Grade 7

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school science courses, by providing a range of content in the life, earth, and physical sciences. The four core areas of the grade seven standards include: Classification and Conservation of Matter, Organization in Living Systems, Heredity – Inheritance and Variation of Traits, Interactions of Living Systems and the Environment.

### Advanced Science Grade 7

Advanced science is designed for 7<sup>th</sup> grade students working above grade level and who desire a more intense challenge in science. *The South Carolina Academic Standards and Performance Indicators for Science* listed for 7<sup>th</sup>

Grade Science are covered at an increased pace, rigor, and depth. These students should be committed to the increased workload, both inside and outside the classroom. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced science placement.

### **Science Grade 8**

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school science courses, by providing a range of content in the life, earth, and physical sciences. The five core areas of the grade eight standards include: Forces and Motion, Waves, Earth's Place in the Universe, Earth Systems and Resources, and Earth's History and Diversity of Life.

### **Advanced Science Grade 8**

Advanced science is designed for 8<sup>th</sup> grade students working above grade level and who desire a more intense challenge in science. *The South Carolina Academic Standards and Performance Indicators for Science* listed for 8<sup>th</sup> Grade Science are covered at an increased pace, rigor, and depth. These students should be committed to the increased workload, both inside and outside the classroom. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced science placement.

### **Earth Science H**

**1 unit**

**Course Code: 326500HW**

Earth Science, designed to explore the earth and its place in the universe, emphasizes developing laboratory and process skills. Topics are drawn from the fields of geology, oceanography, meteorology, and astronomy. From these areas of study, students gain both an appreciation for the basic processes of science and an acquaintance with the current problems and ideas in the earth sciences. By the end of this course, students will gain a better understanding of the planet on which they live. This course counts as a lab science. At the Honors level Earth Science extends topics in greater depth and students conduct more field research. Field trips, guest speakers, and independent research are integral parts of the curriculum. Students are required to complete a science fair project as a part of the honors program. This course counts as a lab science.

## **SOCIAL STUDIES**

### **Overview for Social Studies Courses**

Social studies is an interdisciplinary subject, incorporating five fields of learning - geography, history, economics, government, and culture - to promote civic competence. Within each school program, social studies courses provide a systematic approach to help our students develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. All courses address the *South Carolina Social Studies Academic Standards* and literacy skills are introduced, applied, and reinforced within the framework of the social studies program.

### **Social Studies Grade 6**

The sixth grade social studies curriculum is designed to help students to master the *South Carolina Social Studies Academic Standards*. The course enhances the student's understanding of history through the study of people and events from earliest man to the era of European exploration. This course focuses on the significance of geography, economics, and government in the development of the human story, including the conflicts and accomplishments of the people and their roles in developing the social, economic, and political structures of the major civilizations.

### **Advanced Social Studies Grade 6**

The advanced curriculum will address the *South Carolina Social Studies Academic Standards* for sixth grade and focus on events from earliest man to the era of European exploration. As an advanced course, this class will



distinguish itself from other sixth grade social studies classes by rigor, pace, and depth of content. The emphasis on the use of primary documents serves as a foundation for advanced social studies classes in the seventh and eighth grade and Advanced Placement courses in high school. Students will learn to think analytically as they use primary documents to compare and contrast events, discover cause and effect relationships, identify biases and consider links between historical and modern-day issues. In addition, the advanced curriculum will complement and be complemented by the Advanced Language Arts curriculum so that students understand the connection between history, culture and literature. Students will learn to construct and express their views orally and in writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research-based projects will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum.

### **Social Studies Grade 7**

The seventh grade social studies curriculum is designed to help students master the *South Carolina Social Studies Academic Standards* that focus on world history from 1600 to the present. In seventh grade the course focuses on contemporary cultures that continue from the examination of early cultures in grade six. In grade seven, students examine the history and geography of human societies from 1600 to the present. They learn about the growing interaction among these societies as well as the exchange of ideas, beliefs, technologies, and commodities among them. Students also address the continuing growth of the political and economic ideas that shaped the modern world. They study the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, the development of limited government, and the roots of modern-day tensions and issues. The seventh grade Social Studies course incorporates reading and writing strategies centered on document-based questions and thematic cross-disciplinary units. The focus on map skills, primary source analysis, applied reading comprehension skills, reference skills and vocabulary acquisition will be taught and reinforced to aid in the student's comprehension of contemporary cultures.

### **Advanced Social Studies Grade 7**

The advanced curriculum will address the *South Carolina Social Studies Academic Standards* for seventh grade and focus on world history from 1600 to the present. As an advanced course, this class will distinguish itself from other seventh grade social studies classes by rigor, pace, depth of content and emphasis on the use of primary documents in order to serve as a foundation for advanced social studies classes in the eighth grade and Advanced Placement courses in high school. Students will learn to think analytically as they use primary documents to compare and contrast events, discover cause and effect relationships, identify biases and consider links between historical and modern-day issues. In addition, the advanced curriculum will complement and be complemented by the Advanced Language Arts curriculum so that students understand the connection between history, culture and literature. Students will learn to construct and express their views orally and in writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research-based projects will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum.

### **Social Studies Grade 8**

The eighth grade curriculum will address the *South Carolina Social Studies Academic Standards* and focuses on the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students learn about the state's development during colonial times; the growth of the American ideal, which led to the break with England; and the rising controversy about slavery, which led to the Civil War. The continued study of South Carolina from Reconstruction to the present, including the struggle for social and economic justice waged by the people of South Carolina, further allows students to see the progress that the state has made and also to visualize the future challenges yet to be met and overcome. The eighth grade Social Studies course incorporates reading and writing strategies centered on document-based questions and thematic cross-disciplinary units. The focus on map skills, primary source analysis and vocabulary acquisition will be taught and reinforced to aid in the student's comprehension of South Carolina's history. A research paper is required in this course as a culminating project for the year.

**Advanced Social Studies Grade 8**

The 8th grade advanced curriculum addresses the *South Carolina Social Studies Academic Standards* and focuses on the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students will draw on information from the five fields of learning which include: geography, history, economics, government, and culture as they become familiar with the important role that South Carolina has played in the history of our country. As an advanced course, this class will distinguish itself from other grade eight social studies classes by rigor, pace, depth of content and emphasis on the use of primary documents. In addition, the advanced curriculum will complement and be complemented by the Honors Language Arts curriculum so that students understand the connection between history, culture and literature. Scholarly inquiry is promoted and research skills are stressed. Using a variety of materials students will deepen their understanding of American and South Carolina History and of political, social, and economic concepts. Students will learn to think analytically as they use primary documents to compare events, consider cause and effect relationships, identify links between historical and modern-day issues, and examine historical trends or themes. Students will develop their ability to construct and express their views through research-based writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum. A research paper is required in this course as a culminating project for the year. This course establishes the foundation for success in the Advanced Placement courses at the high school level and requires motivated students who desire a more in-depth study of history.

## RELATED ARTS

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Health/PhyEd 6th</b>	14990600	X	X	X	X	X	X	X	X
<p>The physical education program addresses the <i>South Carolina Academic Standards for Physical Education</i> and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 6th grade: Drinking and Driving: The Dangers of Alcohol; Importance of Good Nutrition/ Health; Sex Education Unit</p>									
<b>Health/PhyEd 7th</b>	24600700	X	X	X	X	X	X	X	X
<p>The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 7th grade: Smoking/smokeless tobacco, Drug abuse, Sex Education STD's</p>									
<b>Health/PhyEd 8th</b>	24600800	X	X	X	X	X	X	X	X
<p>The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 8th grade: Infectious/Non-Infectious Diseases, Birth Defects, Sex Education HIV/AIDS</p>									
<b>Computer Technology 6th (General Expl)</b>	17012600			X	X				X
<p>Using project based instruction, students will be able to enhance and build basic computer skills and knowledge. Through a variety of computer writing projects students will refresh their basic keyboarding skills as well as increase their typing speed and accuracy. Students will also explore spreadsheet skills, various multimedia and presentation tools, internet research skills, how to effectively evaluate website content, digital literacy, internet safety and usage. The technology skills presented are intended to help students strengthen and broaden their computer abilities while integrating technology as a tool across the curriculum. This activity-oriented program, incorporates National Education Technology Standards (NETS)</p>									

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Computer Technology 7<sup>th</sup> (General Expl)</b>	27012700	X		X	X				X
Computer Technology is a cutting-edge program that addresses the interest and energy of middle school students while incorporating national standards technology. This is an activity-oriented program, showing students how technology is used in animation and incorporating technology standards into their work to solve everyday problems. The program motivates students to use their imaginations and teaches them to be creative and innovative, while gaining the skills they need to develop, produce and use products and services. Students will explore more advanced aspects of word-processing, spreadsheets, and Web 2.0 multimedia applications. The technology skills presented are intended to help students strengthen and broaden their computer abilities while integrating technology as a tool across the curriculum.									
<b>Computer Technology 8<sup>th</sup> (General Expl)</b>	27012800				X				X
This class builds on the proficiencies acquired in the computer course for grade 6 <sup>th</sup> and 7 <sup>th</sup> . Students will integrate previously learned tools, i.e. word processing, multi-media, animation and spreadsheet into a cumulative Web design project. Students will use appropriate technology skills to conduct research and complete core curriculum projects, e.g. historical research, scientific and math investigations, and language arts writing projects. Emphasis on digital literacy, desktop publishing will provide additional opportunities for students to demonstrate solving problems with a plan of action incorporated into various project based assignments. National Education Technology Standards (NETS)									
<b>Keyboarding (.5 credit)</b>	510000CH	X		X	X			X	X
This course is designed to provide an opportunity for students to master the skill of entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad using the touch method of key stroking. Emphasis is placed on development of accuracy and speed, proper techniques, and correct fingering. Formatting of basic documents will be introduced. [5100 (for 7 <sup>th</sup> & 8 <sup>th</sup> gr) ; 1851 (for 6 <sup>th</sup> gr)] <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank. Carnegie unit .5</b>									
<b>Digital Literacy (.5 credit)</b>	518100CH	X	X	X	X			X	X
<b>Digital Literacy:</b> This course is designed to equip students with many of the needed computer skills to excel in a digital world. Students will be exposed to a broad range of computer technology from basic hardware/software to applications and the internet. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank. Carnegie unit .5</b>									
<b>Google Basics (.5 credit)</b>	501100CH	X		X	X			X	X
This course is designed to introduce the student to basic Google tools and applications through the completion of real-world student-centered activities. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank. Carnegie unit .5</b>									
<b>Multimedia Basics (.5)</b>	501000CH								
This course covers basic multimedia concepts and applications utilizing text, graphics, animation, sound, video, and various multimedia applications in the design, development, and creation of multimedia presentations and publications in an interactive environment. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank. Carnegie unit .5</b>									
PLTW (Project Lead the Way) Gateway is a program featuring a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. The knowledge that students gain and the skills they build from the Gateway program creates a strong foundation for further STEM learning in high school and beyond. 7 <sup>th</sup> and 8 <sup>th</sup> grade. <b>The next high school levels begin with PLTW courses. Middle School Gateway teachers must obtain certifications through PLTW/Gateway training (contact CATE District Dept for details).</b>									
<b>GTT - Design &amp; Modeling</b>	2841DM00		X	X		X	X	X	X

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
Students apply the design process to solve problems and understand and the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.									
<b>GTT - Automation &amp; Robotics</b>	2841AR00		X	X		X	X	X	X
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.									
<b>GTT - Flight &amp; Space</b>	2841FS00			X			X	X	
The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.									
<b>GTT – Energy &amp; the Environment</b>	2841EE00			X		X			X
Students think toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.									
<b>GTT - Green Architecture</b>	2841GA00			X		X			
Today’s students have grown up in an age of “green” choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk’s® 3D architectural design software.									
<b>GTT - Medical Detectives</b>	2841MD00		X				X		
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.									
<b>GTT – Intro to Computer Science (grades 7 and 8)</b>	2841CS00		X			X			
Students learn to create simple apps for mobile devices while exploring the impact of computing in society. Students work in teams to model, simulate and analyze data to explore introductory elements of programming and how it works.									
<b>Introduction to Career Clusters</b>	2830	X	X	X	X	X	X	X	X
Introduction to Career Clusters introduces students to career possibilities in the 16 national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to postsecondary education and the workplace. They will learn skills needed for success in college and careers, supported by course content directly tied to South Carolina’s academic standards. This course provides exposure to various careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade. [2830 (for 7th & 8th gr) ; 1830 (for 6th gr)] <b>Effective 2015-16, CATE certified teachers who instruct this course must obtain the Career Development Facilitator (CDF) add-on certification. (Contact CATE District Dept for Details)</b>									
<b>Math Assistance 6th</b>	11010600	X		X					X
<b>Math Assistance 7th</b>	21010700	X		X				X	X
<b>Math Assistance 8th</b>	21010800	X		X				X	X
<b>Math Assistance 6-8:</b> Addresses problem solving, reasoning, communication and connections between basic math functions and real-world applications.									

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Reading Assistance 6th</b>	10240600	X		X					X
<b>Reading Assistance 7th</b>	20240700			X					
<b>Reading Assistance 8th</b>	20240800			X					
<b>Reading Assistance 6-8:</b> Addresses basic reading skills for students through instruction incorporating technology and student data to improve reading performance.									
<b>Student Support Reading 6th (Read 180)</b>	10260600		X					X	
<b>Student Support Reading 7th (Read 180)</b>	20260700	X	X		X			X	X
<b>Student Support Reading 8th (Read 180)</b>	20260800	X	X	X	X			X	X
<b>Student Support Reading 6-8:</b> Read 180 is an intensive reading program that is customized for each student and is constantly challenging the individual to the next level of proficiency. Read 180 surrounds and supports the student with guided whole-group instruction, instructor-led small group, independent reading and software interface. Read 180 will help your student recognize and spell words correctly, read with fluency, and comprehend various text. The Read 180 text is expertly selected for high interest content and ranges from fiction to non-fiction. The goal of the program is for your student to read grade level material independently, with confidence and fluency in all subjects.									
<b>Chinese Language Exploratory 6<sup>th</sup> grade</b>	16700600				X			X	
Students will study Chinese for a full semester. They will begin their study of Chinese by learning basic conversational vocabulary, be introduced to basic Chinese characters and will also learn about Chinese culture and geography.									
<b>Chinese 7<sup>th</sup> grade</b>	26700700				X			X	
<b>1 or 2 semesters.</b> This semester course is for students who want to expand and build on the Chinese vocabulary and language that they have previously studied. Seventh grade students will begin to study some basic sentence stems and expand on their basic vocabulary. They will also begin to use vocabulary in questions and sentences about their family, friends and themselves. Everyday activities and related vocabulary will be emphasized. Students will also learn about the geography of China and the daily lives of the Chinese people. Students will be introduced to some character writing and letter/word recognition; however the skills of speaking and listening are stressed.									
<b>Chinese 8<sup>th</sup> grade</b>	2700800				X			X	
<b>1 or 2 semesters.</b> Students will continue their studies of the Chinese language and culture. They will learn how to communicate in basic sentences about school life, pastimes and hobbies in the target language. They will also learn how to describe people and places in the Chinese culture. The geography and daily life in China will continue to be explored. Skills focusing on speaking and listening with some reading and writing are stressed.									
<b>Chinese I (1 credit)</b>	461100CW				X			X	
This two-semester course introduces students to effective strategies for basic Chinese language learning and aspects of Chinese-speaking culture. The course focuses on speaking, listening and writing in Chinese and stresses forms of address, greetings, and brief and guided conversation. Focus will be placed on development of reading comprehension skills, such as recognizing letters, sounds, familiar words and oral directions. Students will write sentences and descriptions using characters and expand their recognition of words through stroke order and stroke count of the written Chinese language. Students will examine the practices, products and perspectives of the Chinese-speaking culture and recognize basic practices and routines existent in daily life. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank</b>									
<b>Spanish 6<sup>th</sup> Exploratory</b>	16500600	X	X	X	X	X	X		X
Students will study Spanish for one quarter or a semester. They will begin their studies of the Spanish language learning basic conversational vocabulary. They will also learn about the cultures of Spanish speaking countries.									

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Spanish Advanced 6th</b>	16500601								
Students will study Spanish for one or two semesters. They will continue study of the Spanish language with emphasis on basic conversational vocabulary and culture (students in this class must have studied Spanish on a daily basis in elementary school for 3+ years).									
<b>Spanish 7<sup>th</sup> Exploratory</b>	26500700	X	X	X	X	X	X		X
Seventh grade students will study Spanish for one or two semesters. Students will learn to speak about themselves and their friends. They will also learn how to talk about the weather, tell time and order food in a café. They will continue their studies about the cultures of Spanish speaking countries. The skills of speaking, listening, reading and writing are stressed.									
<b>Spanish 8<sup>th</sup> Exploratory</b>	26500800		X		X	X	X		X
Students will continue their studies of the Spanish language and cultures, for one or two semesters. They will learn to communicate about school life, past times and hobbies in target language. They will learn how to describe people and places, and make plans. They will continue exploring the contributions of the different Spanish speaking cultures. Speaking, reading, writing and listening skills will be expanded.									
<b>Spanish 1 (1 credit)</b>	365100CW	X	X	X	X	X	X	X	X
1 High School Unit of Credit. Introduction to the language and culture of the French speaking world. It stresses the development of a working vocabulary and mastery of basic sentence structure and grammatical patterns. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank</b>									
<b>Spanish 1 Lab</b>	36510800					X			
Accompanying lab to coincide with Spanish 1. Incorporates adaptive technology to facilitate the practice of skills learned in Spanish 1.									
<b>French 6th</b>	16100600				X				
Students will study French for one semester. They will begin their studies of the French language learning basic conversational vocabulary. They will also learn about the cultures of Francophone countries.									
<b>French 7th</b>	26100700				X				
Seventh grade students will study French for one semester. Students will learn to speak about themselves and their friends. They will also learn how to talk about the weather, tell time and order food in a café. They will continue their studies about the cultures of France, Canada (Québec) and other francophone countries. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.									
<b>French 8th</b>	26100800				X				
Students will continue their studies of the French language and of Francophone cultures. They will learn to communicate about school life, past times and hobbies in target language. They will learn how to describe people and places, and make plans. They will continue exploring the contributions of the different francophone cultures. Speaking, reading, writing and listening skills will be expanded. Students will have the opportunity to use Rosetta Stone to enhance their studies.									
<b>French 1 (1 credit)</b>	361100CW				X				
Carnegie Credit – 1.0 This course is oriented around conversational expressions and dialogues currently in use in France. This is a rigorous year-long course, which follows the high school curriculum. Upon successful completion of the course's requirements, including taking the End of Course Exam, students will receive a Carnegie Unit of credit and will be able to take French II at the high school. Students will study a variety of topics including learning to express likes, dislikes, learning to talk about their daily life, family, friends, home, school, food, plans and travels. They will learn to ask and give directions. Cultural knowledge is developed in depth and is an important part of the curriculum. Students will continue to learn about Francophone culture and their contributions to the world. Speaking, reading, writing and listening skills will be expanded. Students will continue to use Rosetta Stone to enhance their studies. <b>High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank.</b>									

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Media Art 6<sup>th</sup></b>	15160600	X	X	X	X		X		
<b>Media Art 7<sup>th</sup></b>	25170700	X	X	X	X		X		
<b>Media Art 8<sup>th</sup></b>	25180800	X	X	X	X		X		
Sixth, seventh and eighth grade media arts students explore a balanced range of media arts basic concepts and processes that address the 2010 South Carolina Academic Standards for Media Arts. Students experience a variety of new media forms, separately and in combination, including photography, video and film, web design and graphic design, commercial design, animation, sound design, and digital art. By exploring various media arts productions, tools, methods, vocabularies, and ideas, students develop increased abilities to express intended artistic meaning. Students develop critical thinking skills in aesthetic problem solving and media analysis and appreciation. They also develop enduring arts literacy through complex, aesthetically driven interactions with media texts, and through these develop stronger relationships with their peers, environment, community and technology. 6 <sup>th</sup> – 1 quarter, 7 <sup>th</sup> – 1 semester, 8 <sup>th</sup> – 1 year.									
<b>Art 6th</b>	15010600	X	X	X	X	X	X	X	X
<b>Art 7th</b>	25010700	X	X	X	X	X	X	X	X
<b>Art 8th</b>	25010800	X	X	X	X	X	X	X	X
<b>Art 6-8:</b> Exposure to art history and aesthetic development. Students are exposed to and involved in areas of drawing, painting, crafts, design printmaking and art history.									
<b>Advanced Art 7th</b>	25010702		X	X	X	X		X	X
<b>Advanced Art 8th</b>	25010802	X	X	X	X	X		X	X
<b>Advanced Art 7<sup>th</sup> &amp; 8<sup>th</sup>:</b> A year-long course for seventh and eighth graders. This course emphasizes on the elements of art, art history, and the creative cycle. This class is structured to help students get a STRONG foundation in art before going to high school. During this course students experiment with art techniques like: printmaking, ceramics, creative art journaling, color theory and much more. In this class it is important for the students to have an understanding of how the creative mind works, and how to be creative in everything that you do.									
<b>Film and Animation</b>	25050800			X					
<b>Film and Animation 8<sup>th</sup> grade:</b> This course introduces students to animation design through analysis, application and discussion of the space, mechanics, and the design decisions that create animated sequence. Through in-class discussion and design exercises, students explore the design process through the concepts of challenge, conflict and reward. Ultimately, students decide on a target audience and create a game designed for that audience. Students will provide critical feedback to their peers on their own designs.									
<b>Drama 6th</b>	15210600	X		X	X				
<b>Drama 7th</b>	25210700	X		X	X				
<b>Drama 8th</b>	25210800	X		X	X				
<b>Drama 6-8:</b> This class is designed to introduce students to the world of theatre and prepare students with skills that will help them in the workforce, expand interpersonal and communication skills, heighten understanding of self-concept, expand on individual and group problem solving, and compare and contrast theatre with real life situations. Instructional goals are based on the SC Academic Standards for Visual and Performing Arts which include script writing, acting, designing, directing, researching, connecting, valuing and responding, and relating to history and culture. Activities include the study of reader's theatre, oral interpretation, improvisation, and the technical and performance elements of theatre, culminating in the performance of a musical theatre production.									
<b>Dance 6th</b>	15250600	X		X		X			
<b>Dance 7th</b>	25250700	X		X		X			
<b>Dance 8th</b>	25250800	X		X		X			
<b>Dance 5-8:</b> Modern and creative dance. Emphasizes proper technique and instruction in history and origin of dance forms. Performances may be required.									



Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Chorus 6th</b>	15410600	X	X	X	X	X		X	X
<b>Chorus 7th</b>	25410700	X	X	X	X	X		X	X
<b>Chorus 8th</b>	25410800	X	X	X	X	X		X	X
<b>Chorus 6-8:</b> This is a performance class – we rehearse choral arrangements in class with the goal of performing. Students perform two concerts a year; winter (holiday) and spring. Chorus students also perform at a variety of venues, which in the past have included a Disney World or Universal Studios Choral competition, the Arts Center of Coastal Carolina, and the Hilton Head Public Library. Students will also learn to sight-sing, read music notation, and become familiar with terminology.									
<b>General Music 6th</b>	15610600	X		X		X	X	X	
<b>General Music 7th</b>	25610700	X		X			X	X	X
<b>General Music 8th</b>	25610800	X		X			X	X	
<b>General Music 6-8:</b> Basic music skills and performance. Students will be introduced to note spelling, rhythmic notation and solfege syllables. Performances may be required.									
<b>Instrument Music Strings 6th</b>	15510600	X	X	X	X	X		X	
<b>Instrument Music Strings 7th</b>	25510700	X	X	X	X	X		X	
<b>Instrument Music Strings 8th</b>	25510800	X	X	X	X	X		X	
<b>Instrumental Music Strings 6-8:</b> Beginning instruction in violin, viola, cello and bass.									
<b>Instrumental Music Band 6th</b>	15310600	X	X	X	X	X	X	X	X
<b>Instrumental Music Band 7th</b>	25310700	X	X	X	X	X	X	X	X
<b>Instrumental Music Band 8th</b>	25310800	X	X	X	X	X	X	X	X
<b>Instrumental Music Band 6-8:</b> Classic approach to development of basic skills, knowledge of instruments, proper tone production, scales and music reading. Some performances may be required.									
<b>Environmental Studies 6th</b>	12990600	X							X
<b>Environmental Studies 7th</b>	22990700								X
<b>Environmental Studies 8th</b>	22990800			X					X
The goal of Environmental Studies class is educate the students about the ecosystem of the Lowcountry so they can become good stewards of this fragile and beautiful land. With inside and outside experiential education activities, the student will examine biotic and a biotic factors in the ocean and tidal salt marsh and the interdependency of all the factors in the ecosystem. Students will learn about environmental concerns of Beaufort County, see the connection between government and environment and actively become stewards of the Lowcountry environment.									
<b>Exploratory Cultures 6th</b>	17011600							X	
<b>Exploratory Cultures 7th</b>	27011700							X	
<b>Exploratory Cultures 5<sup>th</sup>, 6<sup>th</sup> &amp; 7<sup>th</sup>:</b> This semester course is for students who want to start Spanish or build on vocabulary they already know. Sixth – Seventh grade students will study Spanish for one semester. Students will learn to speak about themselves, their family and friends. They will also learn how to talk about the weather, tell time and order food in a restaurant. They will learn about daily life in Spanish speaking countries, as well as the life of Hispanics and Latinos in the U.S. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.									

Course Name	Course Number	BMS	BLMS	HEMMS	HHIMS	LIMS	RRA	RSIA	WBM S
<b>Exploratory Cultures 8th</b>	27011800							X	
Students will continue their studies of the Spanish language and Hispanic cultures. They will learn how to communicate about school life, pastimes and hobbies in the target language. They will also learn how to describe people and places and make plans. The diverse cultures of Latin countries and Latin heritage in the United States will continue to be explored. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.									
<b>ESOL Lab 6th (Support Areas)</b>	17990601	X	X	X	X				
<b>ESOL Lab 7th (Support Areas)</b>	27990701	X	X	X	X				
<b>ESOL Lab 8th (Support Areas)</b>	27990801	X	X	X	X				
<b>ESOL Lab 6-8:</b> The goal of the English as a Second Language Program (ESOL) for 6th, 7th and 8th grade students at Hilton Head Middle School is to provide equal educational opportunities to students who have a primary or home language other than English; are Limited English Proficient (LEP) or Non-English Proficient (NEP). Our focus is to provide an English-rich environment of immersion in all of the core curriculum classes of Math, Social Studies, Science, Language Arts and the Electives. We support a push-in ESOL instructor in the Language Arts classes to support the lower level proficiency students. There is also an ESOL lab with software programs and direct instruction to increase language skills for higher level competency in all areas of speaking, listening, writing and reading.									
<b>PAES Lab 6th</b>	19990600	X							X
<b>PAES Lab 7th</b>	29990800	X							X
<b>PAES Lab 8th</b>	29990700	X							X
<b>General Ed Exploratory 6th</b>	17010600	X	X	X					
<b>General Ed Exploratory 7th</b>	27010700	X	X	X					
<b>General Ed Exploratory 8th</b>	27010800	X	X	X					

***The Beaufort County School District does not discriminate against any person on the basis of sex, race, religion, national origin, age or handicap in any of its educational or employment programs or activities. Please contact the district office for questions/inquiry.***