

# 2018-2019

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MIDDLE SCHOOL COURSE PLANNING GUIDE





Dear Students and Parents,

Let me begin by saying thank you for your interest in Scotland County Schools and specifically thank you for taking an active role in education. As you know, it is only when we-students, parents/guardians, teachers, and administration work together can we ensure success for all of our students.

The middle school years are some of the most significant years of a child's life. There is a tremendous amount of intellectual, social, and emotional growth that happens during this period. Our middle schools embrace and celebrate this unique time and make sure that the transition from elementary school to middle school is a smooth one. We celebrate our strong core curriculum as well as the many opportunities students have to participate in various electives and extra-curricular and co-curricular activities while in middle school. We believe that a well-balanced schedule will make our students' middle school years more productive and meaningful.

We encourage our parents and students to review this course selection guide together. Look through the classes available and keeping in mind future college and career goals, select those courses that will lead down path of success. As always, if you have questions or need additional guidance, don't hesitate to reach out to the teachers or administration at your school. Like you, their goal is for all middle school students to be successful and leave middle school well-prepared for high school.

We wish each parent and student much success during the 2018-2019 school year.

Sincerely,

A handwritten signature in black ink that reads "Ron Hargrave".

Dr. Ron Hargrave, Ed. D.  
Superintendent, Scotland County Schools



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## General Information

The Middle School Planning Guide provides students and their families with concise information about the Scotland County middle schools. During the registration process, this book serves as one tool to help students and parents make important decisions regarding individual programs of study.

Students and their families are asked to review the Planning Guide carefully. The booklet outlines the courses students are required to take and the courses students may choose to take in order to fulfill requirements for promotion to the next grade. Students and their families are encouraged to seek advice from teachers and counselors regarding the appropriate courses for which to register.

Students are responsible for completing all registration materials. Completed materials must be signed by a parent or guardian and returned to the designated person by a date set at each middle school. Every reasonable effort will be made to offer students the courses requested. Elective/Exploratory classes offered at each school will depend on enrollment of eighteen or more students. Students at risk of academic failure may be required to take an additional reading and/or math class, thus potentially limiting the number of electives that may be taken.

**Carver Middle School**  
18601 Fieldcrest Road  
Laurel Hill, NC 28351  
(910) 462-4669

**Spring Hill Middle School**  
22801 Air Base Road  
Laurinburg, NC 28352  
(910) 369-0590



# MIDDLE SCHOOL COURSE REQUIREMENTS

SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
<b>Required Courses:</b> Language Arts Mathematics Science Social Studies Physical Education/Health	<b>Required Courses:</b> Language Arts Mathematics Science Social Studies Physical Education/Health	<b>Required Courses:</b> Language Arts Mathematics Science Social Studies Physical Education/Health
<b>Middle School Elective Course Offerings</b>		
<b>Elective Courses:</b> STEM/Technology Design & Innovations Computer Skills & Applications Exploring Biotechnology Art Band Chorus Intro to Spanish	<b>Elective Courses:</b> STEM/Technology Design & Innovations Exploring Business, Marketing and Entrepreneurship Exploring Biotechnology Art Intermediate Band Chorus Spanish I (Part A)	<b>Elective Courses:</b> Course Design Discoveries STEM/Technological Systems Exploring Career Decisions Exploring Biotechnology Art Advanced Band Chorus Spanish I (Part B)

**FOCUS**

The middle school years are a significant time in compulsory schooling for students, as educational expectations rise and the social and biological changes of puberty affect the students. The middle school was established to act as a transition, moving the student away from the world of childhood and introducing social skills and mastery of knowledge and techniques that will be further developed in high school. To succeed in this role, middle schools nurture their students socially and emotionally, providing guidance in social relationships as well as academic and other studies.

**RATIONALE**

Middle level education is designed to prepare students for success in rigorous high school courses as they progress in grades 6-8. All children in the middle grades are entitled to a focus on academic performance that advances students' creativity and problem-solving skills. The curriculum provided to middle school students allows for all students to acquire authentic learning and teaching through meaningful integration of content and engagement.

**ACADEMIC INTERVENTION**

*From Scotland County Schools Board of Education policy 3405*

The identification of students at risk of academic failure shall be accomplished through a systematic process of assessments which includes, but is not limited to: standardized and/or criterion-referenced test data, student grades, the student's reading level, teacher observations and recommendations, and identified levels of proficiency in achieving the goals adopted by the Board of Education. Each student at risk of academic failure who is performing below grade level shall have a personal education plan (PEP) for academic improvement that shall be developed or reviewed and updated no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with the student.

**ACADEMICALLY AND INTELLECTUALLY GIFTED and ADVANCED STUDENTS**

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These classes are designed for the academically gifted in reading/language arts. If enrollment allows, other students who score at or above the 85th percentile on the End of Grade Test in reading or other recent standardized reading achievement test(s) may be considered if they maintain a minimum grade of B in Cluster Reading/Language Arts classes and need advanced reading and writing curriculum. Students in these classes are expected to complete research assignments, extended reading assignments with products, advanced vocabulary activities, various essays developing thesis statements, or to participate in the Junior Great Books Reading Program. If the student does not meet these criteria, the school's Needs Determination Team may review the student's performance to decide if the course is appropriate for the student.

**EXCEPTIONAL CHILDREN SCHEDULING**

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Compliance with the North Carolina Policies Governing Services for Children with Disabilities are following when scheduling middle school students. The IEP Team, including parents, shall consider the continuum of services options in determining appropriate ways to implement special education and regular education services. Students are provided the appropriate support in their classrooms, as outlined by the student's Individual Education Plan, or IEP. Our district is committed to providing instruction in an inclusive environment in a regular education classroom.

## REQUIRED CORE COURSES

Sixth grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offerings depending on make-up of schedule. Course descriptions are as follows:

### ENGLISH LANGUAGE ARTS

In 6th grade, students expand their knowledge of literature with the inclusion of mythology, folktales, and fables from around the world; classic and contemporary fiction and poetry; and literary nonfiction related to historical and select science topics. Students take their knowledge to a new level as they begin to explore deeper and subtler themes, pondering the question, how can we learn from characters and the authors who wrote about them? By the end of 6th grade, students are ready to study literature with complex and challenging themes. The writing component of the elementary curriculum ensures that by the time students reach 6th grade, they are able to write in an organized style and to articulate a central idea and support it with examples from text. An expanded writing curriculum includes responses to literature, reflective essays, and stories. **(Year-long)**

### MATHEMATICS

The emphasis in 6th grade mathematics will be on conceptual learning, reasoning and computational processes and problem solving. Major topics include ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. Manipulatives and appropriate technology such as calculators and application software will be used regularly for instruction and assessment. **(Year-long)**

### SOCIAL STUDIES

Students in 6th grade social studies will continue to expand upon the knowledge, skills and understandings acquired in the sixth grade examination of early civilizations. The focus will remain on the five themes of geography to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of the environment over time, examining both similarities and differences. **(Year-long)**

### SCIENCE

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn about matter, forces and motion, energy, and Earth in the Universe. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. **(Year-long)**

### PHYSICAL EDUCATION/HEALTH

Sixth grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. **(1 Semester)**

## ELECTIVE COURSES

**COMPUTER SKILLS & APPLICATIONS**

The middle school course is composed of instructional modules designed to provide hands-on instruction in basic keyboarding skills, computer concepts, and software applications. The software applications include word processing, desktop publishing, presentation software, spreadsheets, and databases. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course may include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **(1 Semester)**

**STEM/TECHNOLOGY DESIGN & INNOVATION (Part A-6th Grade)**

This middle school course focuses on exploring the seven areas of technology- - Bio-related and Agricultural Technology, Construction Technology, Communication and Information Technology, Energy and Power Technology, Manufacturing, Medical Technology, and Transportation Technology. Through engaging module-based activities and hands-on projects in the fields of Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics, students explore the positive and negative impacts of various technologies, study different types of materials, apply the Universal Systems Model to various systems, and analyze natural and man-made disasters as well as how to prevent and mitigate damage. Students develop skills in researching information, communicating design information, and reporting results. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. ***Individual modules at each middle school may vary.*** **(1 Semester)**

**EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION**

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A-Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H- Biomedical Research; Unit I-Bioethics; and Unit J-Careers in Biotechnology. **(1 Semester)**

**BAND**

Beginning Band is a structured course offered as an opportunity to learn the basic skills necessary to play a band instrument and to function as an ensemble member. Technical skills and music fundamentals are incorporated into the study of individual instruments and ensemble rehearsal activities. Music reading is an essential element of the beginning band experience. Instruction is offered for the following instruments: flute, clarinet, alto saxophone, trumpet, and trombone. Other instruments may be selected with the permission of the director. **(Year-long)**

**CHORUS**

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. **(1 Semester)**



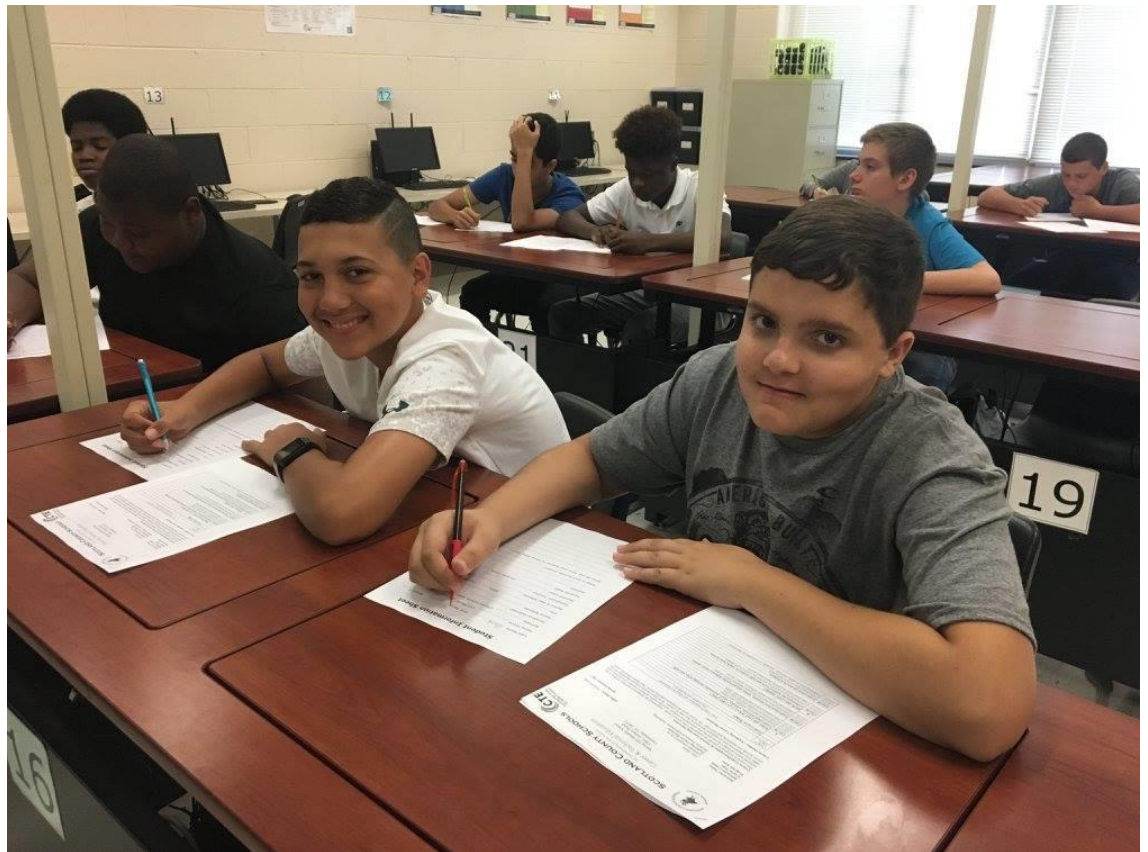
# SIXTH GRADE COURSES

## ART

Art is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. **(1 Semester)**

## INTRO TO SPANISH

This course provides an introduction to the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions functions. **(1 Semester)**





## REQUIRED CORE COURSES

Seventh grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offering depending on make-up of schedule. Course descriptions are as follows:

### ENGLISH LANGUAGE ARTS

By the time students reach the 7th grade, their literary experiences are well-rounded and span a variety of genres. By the end of 7th grade, they are ready to begin studying complex aspects of literature. Continuing with skills developed during the previous year's curriculum, students study morphology, etymology, and word history, building their own dictionaries of words they have investigated. Students write in a variety of genres, including responses to literature, reflective essays, and stories. In addition, they create multimedia presentations. **(Year-long)**

### MATHEMATICS

In 7th grade mathematics, students will tackle more complex problems that require a deeper understanding of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. At this level, students must extend what they learned in 6th grade to more advanced problems. **(Year-long)**

### SOCIAL STUDIES

Students in 7th grade social studies will continue to expand upon the knowledge, skills and understandings acquired in the 6th grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times (1450-Present) in order to understand the implications of increased global interactions. The focus will remain on the five themes of geography to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of the environment over time, examining both similarities and differences. **(Year-long)**

### SCIENCE

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn about matter, structure and functions of living organisms (cell structure and body systems), and energy. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. **(Year-long)**

### PHYSICAL EDUCATION/HEALTH

Seventh grade students are introduced to the following Healthful Living strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. **(1 Semester)**

## ELECTIVE COURSES

**STEM/TECHNOLOGY DESIGN & INNOVATION (Part B - 7th Grade)**

This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging module-based activities and hands-on projects in the fields of Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course may include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. ***Individual modules at each middle school may vary.*** (1 Semester)

**EXPLORING BUSINESS, MARKETING, AND ENTREPRENEURSHIP**

This middle school course is designed to explore the nature of business in an international economy and to study related careers in fields such as entrepreneurship, financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course may include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. (1 Semester)

**EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION**

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A-Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H-Biomedical Research; Unit I-Bioethics; and Unit J-Careers in Biotechnology (1 Semester)

**INTERMEDIATE BAND**

Intermediate Band offers the development and continuation of musical skills achieved at the beginning level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed in this course. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, and ensemble performance. (Year-long)

**CHORUS**

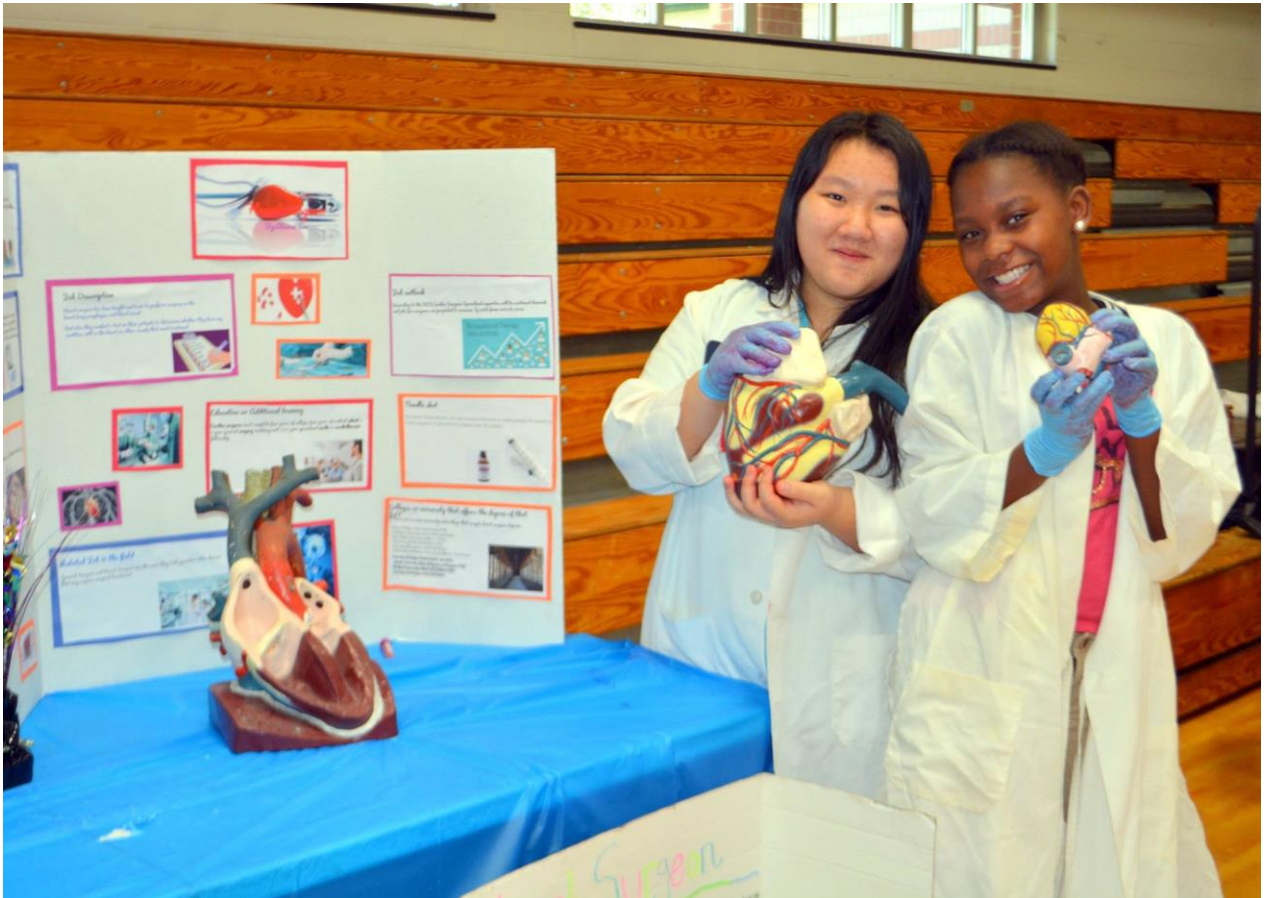
Chorus is open to all students who enjoy singing and musical ensemble performance. The refinement of basic vocal technique, music reading skills, and a positive group experience are important components of this course. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. (1 Semester)

**ART**

Art is designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and the classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. **(1 Semester)**

**SPANISH I (Part A)**

This course provides an introduction to the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Students must complete Spanish I Part A (7th grade) and B (8th grade) to be eligible to earn High School credit for Spanish I. **(Year-long)**



## REQUIRED CORE COURSES

Eighth grade students will take all of the required core courses which are as follows: English Language Arts, Social Studies, Science, Math, Physical Education and Health. Students may select one or two electives, either from the full year course offerings or semester course offering depending on make-up of schedule. Course descriptions are as follows:

### **\*ENGLISH LANGUAGE ARTS**

In eighth grade, students build on all they have learned in earlier years and begin to study complex psychological, philosophical, and moral themes in literature. Through class discussion, close reading, and writing, and through continued study of etymology, students deepen their understanding of literary works and concepts contained therein. By the end of eighth grade, students should have a rich background in literature and literary nonfiction, with a grasp of the historical context and many nuances of the works they have read. During implementation of the writing component of the curriculum, students use graphic organizers to plan their writing. In their reports, research essays, and oral presentations, students draw on multiple sources, including literary, informational, and multimedia texts. In class discussions and literary responses, they pay close attention to figurative language and its effects. **(Year-long)**

### **\*ENGLISH I**

*This academic course is designed for the student who aspires to post-secondary college or vocational experience.*

A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at above grade level in communication and thinking skills. All students enrolled in English I are required to take the NC English I Final Exam in addition to the eighth grade End of Grade Reading Test. High school course credit is awarded to students who successfully complete English I in the 8th grade. **(Year-long)**

### **\*\*8th GRADE MATH**

8th grade math will provide students with a deeper understanding of concepts and computational processes in order to facilitate problem solving at a higher level. Major topics include the number system, expressions and equations, functions, geometry, statistics and probability. At this level, inquiry/investigation based learning will be utilized and supported with manipulatives, appropriate technology, and an emphasis on the 8 mathematical practices. **(Year-long)**

### **\*\*MATH I**

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students in this course will utilize calculators, manipulatives, and other appropriate technology such as CPMP tools regularly for instruction and assessment. If the student does not meet these criteria, the school's principal may review the student's performance to decide if the course is appropriate for the student. All students enrolled in Math I are required to take the NC Math I End of Course Test in addition to the eighth grade End of Grade Math Test. High school course credit is awarded to students who successfully complete Math I in the 8th grade. **(Year-long)**

**\*8<sup>th</sup> grade students will either take 8<sup>th</sup> grade ELA or English I**

**\*\*8<sup>th</sup> grade students will either take 8<sup>th</sup> Grade Math or Math I**



## SCIENCE

Engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. Students will learn ecosystems, molecular biology, evolution and genetics, and Earth's history. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that "what" is known is inextricably tied to "how" it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in "hands-on/minds-on" activities that are exemplars of scientific inquiry, experimentation and technological design. **(Year-long)**

## SOCIAL STUDIES

Students in eighth grade social studies will examine United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians.

Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States, with a main focus on critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time. **(Year-long)**

## PHYSICAL EDUCATION/HEALTH

Eighth grade students are introduced to the following physical education strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and physical activity, alcohol, tobacco and other drugs, motor skills, movement concepts, health related fitness and personal/social responsibility. As a part of the Health Education Program (3540), a series of Human Growth and Development classes will be provided to students as part of the Healthy Youth Act. This program is designed to focus on the emotional, social, physical and mental aspects of puberty. This curriculum will be facilitated by using the Making Proud Choices curriculum. *CPR (cardiopulmonary resuscitation) is taught in this class and is part of SCS graduation requirements.* **(1 Semester)**



## ELECTIVE COURSES

### COMPUTER DESIGN DISCOVERIES

This course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices. **(1 Semester)**

### EXPLORING CAREER DECISIONS

This middle school course provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **(1 Semester)**

### EXPLORING BIOTECHNOLOGY IN HEALTH SCIENCE EDUCATION (8th Grade)

This course represents the blending of two content areas, Agricultural Education and Health Occupations Education, through their shared foundation in biotechnology. This course will utilize Pitsco STEM Educational modules to teach the following concepts: Unit A-Introduction to Biotechnology; Unit B-Biotech Terminology & Math; Unit C-Laboratory Safety and Infection Control; Unit D-Cellular Design and DNA; Unit E-Agricultural Biotechnology; Unit F-Biotechnology in Healthcare; Unit G-Industrial and Environmental Biotechnology; Unit H- Biomedical Research; Unit I-Bioethics; and Unit J-Careers in Biotechnology **(1 Semester)**

### STEM/TECHNOLOGICAL SYSTEMS

This middle school course focuses on students understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems in the fields of Alternative Energy, Biotechnology, Computer Aided Drafting(CAD), Eco Architecture, Electronics, Energy, Engineering Towers, Forensic Science Going Green, Power and Mechanics, Engineering Towers, Forensic Science, Plastic & Polymers, and Robotics, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Technology Design and Innovation is recommended as preparation for this course. ***Individual modules at each middle school may vary. (1 Semester)***

### ART

Art is a course designed to offer a wide range of art activities and experiences in the areas of drawing, painting, printmaking, sculpture, and crafts. The teacher exercises judgment in selecting activities best suited for each student and classroom environment. Emphasis is placed on design, composition, and the development of technique in the various areas. Art history and cultural influences are an integral part of the total course. **(1 Semester)**

### CHORUS

Chorus is open to all students who enjoy singing and musical ensemble performance. The refinements of basic vocal techniques, reading skills, and a positive group experience are important components of this course. Musical fundamentals and skills such as notational literacy, pitch, expression, interpretation, sight-singing, style, history, and cultural awareness are studied. Public performance is an integral part of chorus and the choral director schedules numerous group activities for the school, community, and district. In addition, individual performance opportunities are available through All-County and All-State experiences. **(1 Semester)**

## ADVANCED BAND

Advanced Band offers the development and continuation of musical skills achieved at the intermediate level. This course will focus on the advancement of playing techniques and musical knowledge appropriate to the level of band literature being performed in this course. The instrumentation is expanded according to student interest and ensemble requirements. Important components of this course will include tone production, music terminology, and continuation of basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, basic instrumental fundamentals, sight-reading skills, musical expression, interpretation, and ensemble performance. **(Year-long)**

## SPANISH I (Part B)

### *Prerequisite Course: Spanish I (Part A)*

This course provides a continuation of the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Students must complete Spanish I Part A (7th grade) and B (8th grade) to be eligible to earn High School credit for Spanish I. **(Year-long)**





