

# Laing Middle School of Science & Technology

## Course Catalog

2024-2025



STUDENTS ARE  
THE HEART



OF OUR WORK!

Charleston >excellence is our standard  
County SCHOOL DISTRICT

**LAING MIDDLE SCHOOL OF SCIENCE & TECHNOLOGY**  
**2705 Bulrush Basket Lane**  
**Mount Pleasant, South Carolina 29466**  
**Telephone: (843) 849-2809**  
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### **School Website**

<http://laing.ccsdschools.com>

### **Administration**

**James Whitehair, Principal**  
**Wendy Anderson, Assistant Principal**  
**Myranda Brawley, Assistant Principal**  
**Todd Kaplan, Assistant Principal**

### **Guidance**

**Jane Dawson**  
**Stacie Gachineiro**  
**Shelby Gist**  
**Melissa Roberts**

### **Laing Middle School Mission Statement**

The mission of Laing Middle School of Science and Technology is to prepare and inspire generations of learners to meet the challenges of our 21<sup>st</sup> century society by fostering technological literacy, academic achievement, innovation, collaboration and creative problem-solving.

**Disclaimer: This Course Guide contains information current as of May 2023. As state and district policies and regulations are revised, this document will be updated. Updated information will be available on the Laing Website. Some courses in the Course Guide may not be offered due to lack of enrollment.**

# GENERAL INFORMATION

## CORE ACADEMIC COURSES

All students will receive instruction in four core subject areas. These subjects are English language arts, mathematics, science, and social studies. These core courses are based on the South Carolina Curriculum Standards for the particular subject area. Honors courses are available to students who meet the Laing Honors Criteria. All honors and regular academic courses are designed to provide students with engaging, relevant, and rigorous academic instruction in the given area as outlined by the South Carolina Curriculum Standards for the particular subject.

In addition to these courses, a description of academic courses for students for high school credit is listed within the Course Guide.

## CHARLESTON COUNTY MIDDLE SCHOOL HONORS CRITERIA

CCSD and Laing Middle School of Science and Technology understand that to meet the needs of each child a uniform system across the district needs to be in place to identify students who would benefit from more challenging classes. 6<sup>th</sup> grade students will qualify for an honors level course if they score 4 out of 5 points. 7<sup>th</sup> and 8<sup>th</sup> grade students will qualify for an honors level course if they score 4 out of 7 points. Students scoring a 5/5 in 6th grade and 7/7 in 7th and 8th grades will qualify for Advanced placement in Math. 8th grade students scoring 7/7 in ELA will qualify for English 1. Students will be scored based on the following criteria:

- MAP Score from Fall, Winter or Spring test administration OR SC Ready score, whichever is highest
- Final Course Grade
- Teacher Recommendation (7<sup>th</sup> and 8<sup>th</sup> grade only)

## **COURSES FOR HIGH SCHOOL CREDIT**

The grades earned in high school credit courses offered at Laing Middle School will be recorded and counted on the student's high school transcript. However, high school credits earned in courses taught in middle school do not count toward NCAA eligibility requirements for student athletes and may result in the student's need to take additional high school courses.

## **GIFTED AND TALENTED**

Students identified as Gifted and Talented will receive services in an academic course in accordance with state and federal guidelines.

## **SCHEDULES 2024-25**

Teacher assignments, course offerings, and class sizes are determined from registration information. The master schedule is developed based on student data available in the Spring and class assignments are made to ensure a variety of related arts experiences are provided to students.

## **Drop/Add Class Policy**

### 7<sup>th</sup>/8<sup>th</sup> Grade Yearlong Classes (Band, Strings, Chorus, Spanish I – 8<sup>TH</sup> grade only)

Students can ONLY drop the courses at the end of a semester. Meanwhile, they must maintain their academics while in that class (and they can work out any system/plan, etc. with the teacher to do so) until the end of that semester.

### 6<sup>th</sup> Grade Yearlong Classes (Band, Strings, Chorus)

Students have a period of 5 school days in order to drop or add these courses. They should fill out a schedule change request form, discuss it with their parents and, in turn, the class teacher and have it turned into guidance by the 5<sup>th</sup> day. If no request is received within the 5<sup>th</sup> day, then that student must wait until the end of the semester to change classes (unless otherwise noted by that classroom teacher).

Related Arts classes will NOT be changed unless there is a medical reason (ie. note from a doctor not to participate in PE, etc.) or an exceptional case. All of these requests must occur within the **5-day** drop/add period.

**PLEASE NOTE: CHOICES OF TEACHERS CANNOT BE HONORED.**

## **EXCEPTIONAL NEEDS EDUCATION**

A goal of the Charleston County School District is to provide a free and appropriate public education for all students with disabilities. A highly qualified staff works collaboratively to identify and provide appropriate accommodations, modifications, and instructional strategies to support academic and social success in the classroom. Students with disabilities will be scheduled for their courses in accordance with their respective Individual Education Plans (IEP) in accordance with Public Law 94-142 (IDEA).

## **MEASURES OF ACADEMIC PROGRESS (MAP) and RASCH UNITS (RIT)**

Measures of Academic Progress (MAP) are a series of tests that measure your student's knowledge in reading, language usage, and math. These tests are administered up to three times a year in grades 2 - 10. All of the MAP tests report scores use the RIT (Rasch Unit) scale to measure student achievement in a given area. The RIT is an equal interval score that directly relates to the curriculum scale in each subject area. RIT scores range from about 150 to 300. Students typically start at the 150-190 level in third grade and progress to the 240-300 level by high school. RIT scores make it possible to follow a student's educational growth from year to year. The RIT scores indicated as a qualifying factor for specific courses were obtained through analysis of the Northwest Education Association's Placement Guidelines and the Charleston County School District's RIT to Palmetto Assessment of State Standards (PASS) Probability guidelines.

## **CAREER CLUSTERS AND INDIVIDUAL GRADUATION PLANS**

The South Carolina Education and Economic Development Act (EEDA) requires school districts to develop a curriculum around the career cluster system that includes sixteen career clusters, schools of study, and majors. Students work with guidance counselors in order to examine their interests in schools related to their future course selections in high school and beyond. These career pathways provide opportunities to students through a challenging array of academic and technical courses necessary for students to compete in a global economy. Success in school is connected to success in life.

Students, parents, and counselors work together to develop Individual Graduation Plans (IGP) that specify a student's cluster, academic focus (major), and post-secondary goals. The Individual Graduation Plan is a document that states the student's intentions related to courses that are taken during high school. **The IGP is initiated in the 8<sup>th</sup> grade with the choice of a cluster area.** When the IGP is updated in the 10<sup>th</sup> grade, the students will select an academic focus (major) within their cluster of choice. The courses that are taken are determined by the student's interests. It can be modified over time as interests and skills develop and change. The IGP is like a road map to the future: if the student stays on course, he/she will be equipped with all the courses, skills and experience needed to take his education or career to the next level. Each year the student, parents/guardians, and counselors will review and update the plans for the coming year. Switching clusters or majors is acceptable. It is just as important for a student to learn what he doesn't like as it is for him to learn what he does like. Remember, this is a road map to the future.

# COURSE DESCRIPTIONS

## English Language Arts

### English 6

This course is designed to meet the needs of students transitioning from elementary to middle school instruction in reading and language arts. Instruction will continue to reinforce foundational skills in reading and to provide ample scaffolding for those students whose reading skills are still developing. Writing instruction, vocabulary development, and research skills will be taught in conjunction with the literature studied.

### Honors English 6

In addition to meeting the standards set forth for English 6, this course is designed to meet the needs of academically advanced students who were identified through the Laing honors criteria. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and an accelerated pace. Students can expect rigorous instruction in literacy through literature circles, Socratic discussion and project-based learning.

### English 7

Seventh grade students continue to apply and expand their skills by reading and writing a variety of informational texts, fiction, literary nonfiction, poetry, and drama. Students will use word analysis and other interpretive strategies to master texts that use complex vocabulary. Seventh grade students write for a variety of purposes and audiences blending elements of descriptive/expressive writing into modes of written works such as narrative, expository, and persuasive/argumentative and conduct specific research. The ability to constructively critique their own and other's work is enhanced.

### Honors English 7

In addition to meeting the standards set forth for English 7, students who are academically advanced will be challenged through the study and analysis of more compelling literature, analytical writing, and SAT word study at an accelerated pace.

### English 8

This course is designed to refine and master previously learned knowledge and skills in increasingly complex reading selections and written compositions. Students will read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students will use word analysis to master texts that use complex vocabulary and will transfer that knowledge into their own writing and speaking. Students will write for a variety of purposes and audiences as they increase

their control over the written language. Students will use the writing process to write narrative, expository, and persuasive texts. Through a research project, students will learn how to access, analyze, and evaluate information while learning about topics that are relevant to their lives and that appeal to their interests.

### **Honors English 8**

This course is for students with advanced abilities in reading and writing. The honors curriculum will place a large emphasis on critically analyzing and interpreting wide varieties of literature. This class will also focus on the steps of research including: developing a thesis, finding credible support, documenting that support properly, and writing in MLA format. Students will be expected to read independently on a consistent basis and independent projects are an integral part of this course. Summer reading is also required.

### **English 1 Honors** (for High School credit)

This course introduces and develops skills in inquiry-based literacy and research; critical reading of literary and informational texts; narrative, informational, and argument writing; and communication. Units emphasize challenging texts and topics at the level of college-readiness benchmarks.

## **Mathematics**

### **Math 6**

This is a standards-based sixth grade class. Sixth grade math is a more in-depth continuation of many of the same standards introduced in fifth grade. The general areas that are thoroughly covered are number and operations, measurement, data analysis and probability, algebra, and geometry. Students will be expected to accurately compute, explain processes, and model many different algorithms. Homework is an integral component of the class.

### **Honors Math 6**

This is a standards-based sixth grade class that is designed to help students begin the transition from arithmetic to algebraic thinking. The course includes operations with fractions, decimals, and percents, coordinate graphing, area of figures, and patterns. There is an introduction to integers, equations, and inequalities. Homework, as well as projects, is an integral component of the class.

## **Math 7**

This is a standards-based seventh grade class. Students will investigate applications of number theory and will acquire skills in adding, subtracting, multiplying, and dividing integers. Students will solve one and two step equations and inequalities, use proportional reasoning, and use percentages to solve a variety of problems. Students will develop algebraic thinking by analyzing patterns to discover relationships. Homework is an integral component of the class.

## **Honors Math 7 (Pre-Algebra)**

This is a 7th & 8th grade standards-based seventh grade class. The major emphasis is on applying algebraic concepts and skills related to decimals, fractions, percents, and integers to solve a variety of real-world problems. Students will extend their algebra knowledge to solve multi-step equations and inequalities as well as simplifying expressions. Students will also use proportions and measurements to solve a variety of problems. Since this class extends prior knowledge, students should expect it to be fast paced. Students are expected to make connections, communicate their reasoning, and keep up with all classwork and homework.

## **Algebra I, 7th grade (for High School Credit)**

*Prerequisite: A 90 or higher in Math 6 Advanced*

This course is designed for students who have been highly successful in middle-school mathematics and have met the requirements based on their MAP test scores and previous math class final averages. Students should have a strong foundation of all operations of decimals, fractions, and integers. Previous SC Ready scores should show these students as Exemplary. The course is fast-paced and homework plays an integral part of the coursework. Algebra I is based on the Algebra (9<sup>th</sup> grade) state standards and studies inequalities, systems of equations, graphing linear and nonlinear functions, polynomials, quadratics, factoring, and using the tools of algebra to solve problems. A state-mandated EOC (end-of-course) exam, which counts 20% of the final average, is given to every student enrolled in the course. These students will also take the 7<sup>th</sup> grade end of the year state standardized test based on their current grade math state standards.

## **Math 8**

Math 8 is foundational for eighth grade students to prepare them for Algebra 1. The course is organized according to the SC Academic standards. Students in Math 8 will study the following concepts: the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Homework is an integral part of Math 8.

## **Honors Math 8**

Honors Math 8 is foundational for eighth grade students not quite ready for Algebra 1. The course is organized according to the SC Academic standards. Students in Honors

Math 8 will study the following concepts: the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. This course will move at a faster pace and go more in depth than Math 8. Homework is an integral part of Honors Math 8.

### **Algebra I (for High School Credit)**

This course is designed for students who have been highly successful in middle-school mathematics and have met the requirements based on their MAP test scores and previous math class final averages. Students should have a strong foundation of all operations of decimals, fractions, and integers. Previous PASS scores should show these students as Exemplary. The course is fast-paced and homework plays an integral part of the coursework. Algebra I is based on the Algebra (9<sup>th</sup> grade) state standards and studies inequalities, systems of equations, graphing linear and nonlinear functions, polynomials, quadratics, factoring, and using the tools of algebra to solve problems. A state-mandated EOC (end-of-course) exam, which counts 20% of the final average, is given to every student enrolled in the course. These students will also take the 8<sup>th</sup> grade end of the year state standardized test based on their current grade math state standards.

### **Honors Geometry (for High School Credit)**

*Prerequisite: A 90 or higher in Algebra I*

This course is designed to provide students with the study of visual patterns. Topics will include geometric structure, geometric patterns, geometry of location, geometry of size, and geometry of shape.

## **Science**

### **Science 6**

The focus for this sixth-grade science class is to provide students with inquiry based experiences that develop science concepts in the following areas: Earth's Weather and climate; Energy Transfer; Waves; Cells - structure, function and response to the environment; Earth's Place in the Universe; Earth's Systems and how natural hazards and technologies impacted them. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and an accelerated pace.

### **Science 7**

In this seventh-grade science course students will be studying and investigating topics in life, earth, and physical science as part of the South Carolina Science Standards. Instructional materials that encourage hands-on activities and investigations will be used; as a result, students will discover important science concepts and develop laboratory and thinking skills. Students will be actively involved and work cooperatively much like real scientists! The topics covered include: Matter and Its Interactions; Energy Transfer & Conservation; Ecosystems; Natural resources; and Impact of Human

Activity and use of Earth's resources on Earth's Systems. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and an accelerated pace.

### **Science 8**

The focus for this eighth grade science course is to provide students with inquiry based experiences that develop science concepts in the following areas: Motion and Stability; Waves and Applications in Technologies for Information Transfer; Growth and Development of Organisms; Heredity; Unity and Diversity; and Earth's Place in the Universe. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and an accelerated pace.

## **Social Studies**

### **Social Studies 6**

Students will study World Civilizations to uncover trends from prehistory to present day. Topics will include: what defines civilizations and how geography plays a factor; social hierarchies of world civilizations; ancient and classical civilizations; how increased global interactions led to transformations among and between world civilizations; the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe; and how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase societies' global interconnectedness with one another. Students should expect to find the curriculum challenging in a number of ways: text complexity, analytical writing, problem solving, creative endeavors, and an accelerated pace.

### **Social Studies 7**

Seventh grade students will study Earth from a regional perspective, focusing on the continents. Students will study contemporary places and regions to identify how the experiences of people are rooted in places and organized into geographic regions. Students will learn about Earth's physical conditions (e.g., climate, soils, vegetation) and how these features interact with Earth's other living features. A focus will also be on human systems and the sum of human activities and characteristics (e.g., culture, ethnicity, gender, language, population, religion) that vary across the Earth's surface. Students will explore the interactions between environment and society to learn how human activities modify Earth, how resources are used, and how physical systems, such as climate, present risks to humans. Students should expect to find the curriculum challenging in a number of ways: text complexity; analytical writing; problem solving; creative endeavors; and an accelerated pace.

## **Social Studies 8**

This eighth grade social studies course 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 and the growth of the American ideal that led to the break with England, the rising controversy about slavery, and the War Between the States. The study of the rebuilding of South Carolina after the War Between the States and the continuing struggle for civil rights and justice waged by the people of South Carolina allows students to see the progress that the state has made and to appreciate the contributions that its people have made to the nation as a whole. Students also learn about the major political, economic, and social changes in South Carolina through the twentieth century and to the present in the context of national and worldwide events. Instruction will emphasize the elements of social studies literacy — the tools, strategies, and perspectives necessary for understanding how history, geography, economics and government are interwoven in our state's history.

## **World Languages**

### **Exploratory Spanish**

*6<sup>th</sup> grade only*

Exploratory Spanish is designed to familiarize students with the learning of a new language. In exploratory Spanish, students will learn that Spanish is not only spoken in Spain, but in many countries around the world. In addition, through communicative language learning and in-class activities, students will acquire basic expressions and vocabulary words in the target language.

### **Introductory Spanish**

*7<sup>th</sup> grade only (Prerequisite if student plans to take Spanish 1 in 8<sup>th</sup> grade)*

This is an exploratory course in Spanish that will introduce seventh grade students to basic Spanish vocabulary, grammar, and culture. Through a variety of projects and activities, students will begin learning some basics of the Spanish language including vocabulary, expressions, and verb conjugations to form sentences both verbally and in written form. This course is designed to elicit interest in the language that will inspire future study, as well as serve as an introduction to Spanish 1.

### **Spanish 1 (for High School Credit)**

*8<sup>th</sup> grade only*

*Prerequisite: Students must have a C or higher in ELA to participate in Spanish 1 and must participate in 7<sup>th</sup> grade Exploratory Spanish. Students will also need a teacher recommendation. There are a limited number of seats in this course.*

Spanish 1 begins the development of the basic language skills in Spanish through practical activities that focus on meaningful personal communication through writing and speaking. Beginning level students will be able to understand simple questions in limited contexts, orally express themselves using structured vocabulary and grammar,

read simple sentences, and write using structured vocabulary and grammar. This course has a challenging curriculum requiring extra time commitment from students as well as the ability to work independently. Following the successful completion of instruction, Spanish I credit is given toward high school graduation requirements. Student success in core classes is essential to the acquisition of a foreign language. Consistent practice and effort in doing homework along with the development of study skills are necessary for success.

## **Career and Technology Education**

### **Computer Science 6**

This course will utilize the Project Lead the Way (PLTW) Innovators & Makers curriculum programming a Micro:bit to use sensors that interact with the environment. Students learn to program a microcontroller and how input and output devices are used. The programming used are JavaScript blocks.

### **PLTW - Discovering Computer Science (0.5 High School Credit)**

*Students will complete Part 1 in 7<sup>th</sup> grade and Part 2 in 8<sup>th</sup> grade to gain the Computer Science HS credit. It must be the same course, it cannot be matched with Fundamentals of Computing Part 1 or 2.*

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

### **PLTW - Medical Detectives – 8<sup>th</sup> Grade**

In this science class, students explore the biomedical sciences through hands-on projects and labs that require them to solve a variety of medical mysteries. Students investigate medical careers, vital signs, diagnosis and treatment of diseases, as well as human body systems such as the nervous system. Orthopedics will be investigated as students explore problems engineers and physicians are challenged with in the musculoskeletal system, and medical device design.

Genetic testing for hereditary diseases and DNA crime scene analysis put the students in the place of real life medical detectives as they attempt to solve medical mysteries.

#### Units of Instruction

- What is a Medical Detective?
- Mysteries of the Human Body
- Murder Mysteries
- Orthopedics in Action

### **PLTW Science of Technology 6**

In this course, students will be studying the Engineering Design Process as well as Coding. Students will be using the Engineering Design Process to plan, design, build, test and analyze data as well as present findings. Lessons and activities will be centered on incorporating math and scientific processes to help students learn how to manipulate variables and analyze data to help improve their overall design. Students will also be coding Neopixels and Aduinos. They will be given tasks and challenges to deepen their understanding of coding. With circuits and breadboards, students will explore the pathways of energy and simple machines. Students will be encouraged to perform challenges that have them apply what they are learning in their science classes to engineer solutions. Lastly, they will combine all their learning to engineer solutions to real world problems.

### **PLTW Science of Technology 7**

Students will continue to study the Engineering Design Process and Coding. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged through various lessons and tasks to design, build, test and present prototype solutions to real world problems. Students will also be coding Neopixels and Aduinos. They will be given tasks and challenges to deepen their understanding of coding. With circuits and breadboards, students will explore the pathways of energy and simple machines. Students will be encouraged to perform challenges that have them apply what they are learning in their science classes to engineer solutions. Lastly, they will combine all their learning to engineer solutions to real world problems.

### **PLTW Science of Technology 8**

In this course, students will study Automation & Robotics as well as Design and Fabrication. Students will learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use microcontrollers, breadboards, push buttons for input and outputs, sensors and wireless communication to design, build, and program to solve real world problems. Through the use of the Engineering Design Process, students will use design applications, learn to use appropriate tools, solder circuits and use fasteners. Students will become engineers as they design, build prototypes, test, gather data, and communicate their outcomes of the challenges.

## **Performing Arts**

***All Performing Arts classes are year long, require approval of the respective director prior to registration, and may require an associated fee.***

### **Band 6**

This is where it all begins! Students do not need to have played a musical instrument or have had any type of prior musical instruction to join. This is a yearlong course that is required in order to participate in band during the 7<sup>th</sup> and 8<sup>th</sup> grade.

Students are placed on instruments through a basic aptitude test that is administered by professional musicians on each instrument. They are placed on instruments on which they show a high level of potential skill and seem interested/excited about the prospect of playing. These instruments include flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, and percussion (percussion consists of many instruments such as snare drum, bass drum, xylophone, piano, timpani, etc).

Students will spend this first year of band learning how to play their instrument and to play as a group, which will include concerts and performances.

### **Band 7**

*Prerequisite: Band 6*

Students will continue advancing their level of proficiency on their instrument as individuals and as an ensemble. These are both yearlong courses.

7<sup>th</sup> Grade Band students continue to build on the foundation built in 6<sup>th</sup> grade. They begin to learn advanced playing techniques, more challenging music, and have more performing opportunities.

### **Band 8**

*Prerequisite: Band 7*

8<sup>th</sup> Grade Band students will continue to advance in proficiency on their instrument and play more advanced music. This group will also have the opportunity to perform one evening in the fall with the state champion Wando High School Marching Band.

### **Symphonic Band**

All students from both 7<sup>th</sup> and 8<sup>th</sup> grade bands will combine to form the Laing Symphonic Band. These students will perform in more concerts, audition for Region and State Honor Bands, rehearse and perform with guest clinicians from some of the best college music schools in the southeast, and represent Laing Middle School at the State Concert Festival.

### **Jazz Band (Extracurricular Opportunity)**

7<sup>th</sup> and 8<sup>th</sup> grade band students have the opportunity to participate in the Jazz Band, which meets once a week after school. This includes any band students that also play guitar, bass, or piano.

### **String Orchestra 6, 7, 8**

This yearlong course is designed for students who are interested in learning to play the violin, viola, cello, or string bass. Students will learn to play a variety of music and styles including fiddling, rock, celtic, pop, film, and classical. 6th grade students begin with basic technique and music notation. Little to no experience is required at the beginning of the 6th grade level. 7th and 8th grade students continue their development of playing technique and music literacy and their orchestral music repertoire demonstrates more intermediate and advanced skills.

Students will perform in concerts and have the opportunity to participate in performance trips, competitions, and festivals. A few additional rehearsals and performances will occur outside of the regular class period.

### **Chorus 6, 7, 8**

The chorus classes consist of a group of singers and/or dancers who sing and perform choral compositions from a variety of historical periods. The chorus sings 2 and 3 part selections. Performances and attendance is required. There will also be extra rehearsals occasionally. There is no former experience necessary, just a love of singing.

### **Music - Fundamentals of Music Performance:**

This is basic general music class. It is either semester long or for one nine week grading period depending on grade level. Students will learn basics music theory and note reading. This will be applied through basic drumming and clapping. Students will be tested each week on these techniques.

### **Related Arts Courses**

***The following exploratory classes are at least one nine- week period in duration. Students will be randomly assigned to courses. Efforts will be made to provide all students with a variety of exploratory courses.***

#### **Art 6**

This course is designed for students interested in art and who want to enhance their knowledge of the subject. The course content includes critical analysis, creative expression and production, and aesthetic perception. Students will study principles and elements of two and three-dimensional design using various mediums. Major artists, periods, and styles will be studied.

### **Advanced Art 7**

*Prerequisite: Teacher recommendation*

This course is designed for students who are serious about art and are interested in acquiring new skills and further developing their talent. The course content includes critical analysis, creative expression and production, and aesthetic perception. Students will study principles and elements of two and three-dimensional design using various mediums. Major artists, periods, and styles will be studied. **Students will need a signature from Ms. May to sign up.**

### **Art 7**

This course is designed for students interested in art and who want to enhance their knowledge of the subject. The course content includes critical analysis, creative expression and production, and aesthetic perception. Students will study principles and elements of two and three-dimensional design using various mediums. Major artists, periods, and styles will be studied.

### **Advanced Art 8**

*Prerequisite: Teacher recommendation*

This yearlong course is designed for serious art students who have completed the 7th-grade advanced art program and are considering studying art in high school. Students will develop a portfolio focusing on various mediums and larger-scale works. The course content includes critical analysis, creative expression and production, and aesthetic perception. Students will study principles and elements of two and three-dimensional design using various mediums. Major artists, periods, and styles will be studied. **Students will need a signature from Ms. May to sign up.**

### **Art 8**

This course is designed for students interested in art and who want to enhance their knowledge of the subject. The course content includes critical analysis, creative expression and production, and aesthetic perception. Students will study principles and elements of two and three-dimensional design using various mediums. Major artists, periods, and styles will be studied.

### **Introduction to Forensics - 6<sup>th</sup> Grade**

In this introductory course to Forensics, students will discover the science inquiry skills needed to solve crimes! Students will further develop critical thinking skills while using science and engineering practices to solve forensic science problems. Analyzing data

and evidence are emphasized as students learn about crime scene investigations. Students take on the role of forensic science investigators as they attempt to determine “whodunit!”

#### Units of Instruction

- Forensic Science Skills
- Trace Evidence
- Prints and Casts
- Crime Scene Investigation

### **Forensics - Crime Scene Science – 7<sup>th</sup> Grade**

In Crime Scene Forensics, students will further investigate crimes while applying their scientific skills. This class emphasizes science and engineering practices as well as critical thinking in order to solve crimes. Students take on the role of forensic scientists, anthropologists, entomologists, etc., as they attempt to determine “whodunit” - just like real crime scene investigators!

#### Units of Instruction

- Forensic Science Skills
- Prints & Trace Evidence
- Identifying an Individual
- Crime Scene Investigations
- Bringing Evidence to Court

### **Marine Science 6**

The focus of Marine Science 6 is to provide students with inquiry based experiences that develop concepts about the plants and animals that live in or near the ocean, including both invertebrates and vertebrates. Emphasis will be placed on the adaptations of these organisms that allow them to live in this environment.

### **Marine Science 7**

The focus of Marine Science 7 is to provide students with inquiry based experiences that develop concepts about biotic and abiotic components of the ocean environment. Emphasis will be placed on ecosystems, food chains and webs, and changes to the environment due to natural causes.

### **Marine Science 8**

The focus of Marine Science 8 is to provide students with inquiry based experiences that develop concepts about oceanography. Emphasis will be placed on waves, buoyancy and density, water quality, and formation of islands. Also included in Marine Science III is the study of underwater technology.

### **Health 6, 7. 8**

This course develops the skills needed to analyze information and make choices that promote health and prevent disease. An emphasis is placed on the use of interpersonal communication skills to advocate for healthy choices, reduce health risks, and set goals

related to community and personal health. Topics include community health, consumer health, environmental health, growth and development, nutritional health, personal health, prevention and control of diseases and disorders, safety and accident prevention, substance use and abuse, dental health, mental and emotional health, and reproductive health education.

### **Physical Education**

This course is based on a variety of activities (individual, team, and dual sports) that provide students with choices and the skills to live a healthy active lifestyle. This course also places an emphasis on fitness. Students will be required to perform the mile run, push up, curl up, pacer, and sit-n-reach (flexibility) tests several times throughout this course. Improving physical fitness and skill levels can only happen if the student puts forth effort both in the classroom and outside the classroom. Students are required to participate and dress out daily.

### **Entrepreneurship 6**

Students will learn concepts and skills needed to develop an effective business plan for small business ownership. Units include Understanding Entrepreneurship; Business Ideas and Opportunities; Market Analysis; Business Financial Statements; and Business Plans.

### **Financial Literacy 7**

Students explore their money values, learn the basics of banking, saving, and budgeting, and start thinking ahead to high school and their financial futures. Units include Consumer Skills; Budgeting, Saving, Credit, Investing, Careers and Income, Protecting Yourself, Prepare for High School and Life after High School.

### **Financial Literacy 8**

Students will gain the information and necessary skills to help them make responsible financial decisions. Units include financial planning; managing bank accounts; credit cards and loans; wages and taxes; investments; career and income planning and insurance.