

Rockdale County Public Schools

Middle School Carnegie Credit Opportunities and Recommendations



Division of TEACHING and LEARNING

Dr. Terry O. Oatts, Superintendent

Shirley Chesser, Chief Academic Officer

Dr. Denise Richardson, Director of Curriculum and Instruction

Date: _____

Dear Parents/Guardians,

Rockdale County Public Schools continually examines ways to best prepare students for high school and beyond by providing accelerated and rigorous course options. For this reason, we offer several high school courses that students can take for Carnegie credit while still in middle school. Each course offered is taught by a teacher certified in grades 6-12 in his/her specific content area.

Earning Carnegie credit while in middle school provides availability in a student's schedule for future opportunities such as Dual Enrollment, Advance Placement, and additional elective classes. Course enrollment is based on student interest, previous coursework and performance, and various assessment data. In this packet, we have provided a description of the high school courses offered to middle school students along with registration recommendations and important information regarding final grades and transcripts.

Your child has met the recommended criteria to enroll in one or more high school courses for Carnegie credit. If you would like for your student to enroll in the recommended course(s), please read through this packet carefully and return all signed documents to _____ by _____. We look forward to your support and developing a strong partnership with you as well as providing opportunities for your child to experience the highest level of academic rigor in Rockdale County Public Schools.

Sincerely,

_____, Principal

_____, Middle School

Middle School High School Carnegie Credit Opportunities Summary of Registration Guidelines

Rockdale County Public Schools continually examines ways to best prepare students for high school and beyond by providing accelerated and rigorous course options. For this reason, we offer several high school courses that students can take for Carnegie credit while still in middle school. Course enrollment is based on student interest, previous coursework and performance, and various assessment data as reflected in the summary of registration guidelines identified below.

Course Name	Registration Recommendations
Grade 8- Enhanced Literature & Composition	<p>Indicators for academic readiness include two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 80% or better final average in the Grade 7 ELA course <input type="checkbox"/> Expresses interest in pursuing advanced language arts in middle and high school (including courses beyond the four core English Language course options). <input type="checkbox"/> Parent request. <p>AND one (1) of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> score in Proficient or Distinguished level on the ELA Grade 7 Georgia Milestones <input type="checkbox"/> 40+ percentile ranking (PR) on the Winter or Spring STAR Reading administration. <input type="checkbox"/> Unified Scaled Score of 1054 on the Winter or Spring STAR Reading. <p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student Agreement signed before the course begins by the student and parent/guardian containing the criteria for maintaining course enrollment.
Grade 8- Enhanced Algebra: Concepts and Connections	<p>Indicators for academic readiness include two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 70%+ final grade in Grade 7 Mathematics. <input type="checkbox"/> Expresses interest in pursuing advanced mathematics in middle and high school (including courses beyond the four core mathematics course options). <input type="checkbox"/> Parent request. <p>AND one (1) of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 80+ percentile ranking (PR) on the Winter or Spring STAR Math administration. <input type="checkbox"/> Scaled Score of 1106+ on the Winter or Spring STAR Math. <input type="checkbox"/> Score in Proficient or Distinguished level on the Mathematics Grade 7 Georgia Milestones. <input type="checkbox"/> 80+ national percentile ranking on the mathematics portion of the IOWA in Grade 7. <p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student Agreement signed before the course begins by the student and parent/guardian containing the criteria for maintaining course enrollment.
Business and Technology	<p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising eighth-grade student <input type="checkbox"/> Expresses interest in taking more than two years of Business and Technology, Entrepreneurship, or Human Resources Management courses <input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins.
Peer Facilitation I	<p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising seventh or eighth-grade student <input type="checkbox"/> Submission of completed application <input type="checkbox"/> Submission of grades (along with the completed application)

	<ul style="list-style-type: none"> <input type="checkbox"/> Recommendation letters from all teachers (most current teachers - core and connections) <input type="checkbox"/> Student interview <input type="checkbox"/> Review of discipline and attendance (via Infinite Campus) <input type="checkbox"/> The School Coordinator presents the final list of candidates to the School Principal, Administration, and the School Counselors for final approval. <input type="checkbox"/> Parent Orientation to communicate guidelines for participation <input type="checkbox"/> RCPS Peer Helper Oath acknowledging the NAPPP Code of Ethics must be signed and returned at mandatory student orientation of the course. <input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins. <input type="checkbox"/> Students will be selected for the course once parents have accepted all of the guidelines which are communicated during the parent orientation. Once all parties are aware of the shared responsibilities, the students are selected for the course and the school registrar is notified of the need for a revised schedule to reflect the addition of the course. <input type="checkbox"/> Mandatory student training.
Personal Fitness and Health	<p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising eighth or rising ninth-grade student <input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins. <p><i>Additional information on the state mandated standards for Physical Education and Health is available on the Georgia Department of Education's website:</i></p> <p>Physical Education: https://www.georgiastandards.org/Georgia-Standards/Documents/Physical-Education-9-12-Georgia-Standards.pdf</p> <p>Health: https://www.georgiastandards.org/Georgia-Standards/Documents/HealthEducation-K-12-Georgia-Standards.pdf</p> <p>Georgia Code 20-2-143: Georgia Code § 20-2-143 (2023) - Sex education and AIDS prevention instruction; implementation; student exemption :: 2023 Georgia Code :: US Codes and Statutes :: US Law :: Justia</p>
Physical Science	<p>Indicators for academic readiness include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final average, 70% or better in the current Grade 7 science course <input type="checkbox"/> Final average, 80% or better in the current Grade 7 grade math course <input type="checkbox"/> At least a Spring STAR Math Scaled Score of 1081 <input type="checkbox"/> At least a Spring STAR Lexile of 1045L <p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins.
Spanish I and Spanish II	<p>Indicators for academic readiness include two othe following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising seventh or eighth-grade student <input type="checkbox"/> Expresses interest in taking more than two years of World Language <ul style="list-style-type: none"> <input type="checkbox"/> For Spanish II, 70% or better final average in Spanish I. <p>For all students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins.
French I and French II	<p>Indicators for academic readiness include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising seventh or eighth-grade student <input type="checkbox"/> Expresses interest in taking more than two years of World Language

	<p><input type="checkbox"/> French II, 70% or better final average in French I.</p> <p>For all students:</p> <p><input type="checkbox"/> Parent/Student Agreement signed before the course begins by the student and parent/guardian containing the criteria for maintaining course enrollment.</p>
Visual Arts/ Comprehensive I	<p>Indicators for academic readiness include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rising eighth-grade student <input type="checkbox"/> Art Teacher Recommendation or acceptable portfolio of artwork (if transferring in) <input type="checkbox"/> Possesses talent and interest in the area of Visual Arts <input type="checkbox"/> Expresses interest in taking additional courses in Visual Arts while in high school. <p>For all students:</p> <p><input type="checkbox"/> Parent/Student Agreement signed by the student and parent/guardian before the course begins.</p>

Carnegie Credit Enhanced Literature and Composition

Descriptions and Registration Recommendations

Description:**Course Number: 23.06140**

The Enhanced Literature and Composition I course is designed for students who have mastered the Grade 7 English language arts standards who are seeking an advanced option that blends the expectations addressed in 8th grade English language arts and those addressed in Literature and Composition I. Students engage in the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. The content of this course prepares students for the federal assessment requirements, including the content assessed on the Grade 8 End-of-Grade Georgia Milestones. *This course must utilize both Georgia's K-12 English Language Arts Standards 8th grade and 9th grade expectations.*

Considerations for Rising 8th Graders: When deciding the best next English Language Arts course for you/your student, it is important to consider multiple factors. Indicators for academic readiness include two of the following:

- 80% or better final average in the Grade 7 ELA course
- Expresses interest in pursuing advanced language arts in middle and high school (including courses beyond the four core English Language course options).
- Parent request.

AND one (1) of the following:

- score in Proficient or Distinguished level on the ELA Grade 7 Georgia Milestones
- 40+ percentile ranking (PR) on the Winter or Spring STAR Reading administration.
- Unified Scaled Score of 1054 on the Winter or Spring STAR Reading.

For all students:

- Parent/Student Agreement signed before the course begins by the student and parent/guardian containing the criteria for maintaining course enrollment.

Carnegie Credit Enhanced Algebra: Concepts and Connections Course

Descriptions and Registration Recommendations

Description:

Course Number: 27.09110

This blended course option is offered for all learners seeking to pursue accelerated mathematics content in Grade 8 regardless of the course taken previously. The new Enhanced Algebra: Concepts and Connections course will be provided for students interested in pursuing advanced mathematics courses in middle and high school, including courses that go beyond the four core mathematics course options. The course, designed for students who have mastered the Grade 7 Mathematics standards, is a blend of the topics addressed in Grade 8 Mathematics (i.e., linear functions) and the topics addressed in Algebra: Concepts and Connections (i.e., non-linear functions). The content of this course prepares students for the federal assessment requirements, including the content assessed on the Grade 8 EOG and the HS Algebra EOC. Students who successfully complete Enhanced Algebra: Concepts and Connections will be prepared for Geometry: Concepts and Connections as a subsequent course. NOTE: Per federal requirements, students will take the Grade 8 End of Grad (EOG) and Algebra End of Course (EOC.) The percent of grade weight, 20%, is determined by the Georgia State Board of Education.

Considerations for Rising 8th Graders: When deciding the best next math course for you/your student, it is important to consider multiple factors. Indicators for academic readiness include two of the following:

- ☐ 70%+ final grade in Grade 7 Mathematics
- ☐ Expresses interest in pursuing advanced mathematics in middle and high school (including courses that go beyond the four core mathematics course options).
- ☐ Parent request

AND one (1) of the following:

- ☐ 80+ percentile ranking (PR) on the Winter STAR Math administration.
- ☐ Scaled Score of 1106+ on the Winter STAR Math.
- ☐ Score in Proficient or Distinguished level on the Mathematics Grade 7 Georgia Milestones.
- ☐ 80+ national percentile ranking on the mathematics portion of the IOWA in Grade 7.

For all students:

- ☐ Parent/Student Agreement signed before the course begins by the student and parent/guardian containing the criteria for maintaining course enrollment.

Carnegie Credit Introduction to Business and Technology Course

Descriptions and Registration Recommendations

Description:**Course Number: 07.44130**

Introduction to Business & Technology is the foundational course for the Business and Technology, Entrepreneurship, and Human Resources Management pathways. This course is designed as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn the essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready.

Registration Guidelines:**For all students:**

- ☐ Rising eighth-grade student
- ☐ Expresses interest in taking more than two years of Business and Technology, Entrepreneurship, or Human Resources Management courses
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.

Carnegie Credit Peer Facilitation I

Course Descriptions and Registration Recommendations

Description:**Course Number: 35.04100**

The purpose of this course is to train and certify students as peer facilitators or leaders in Rockdale County Schools. Students gain critical life skills through training and practice in the eight peer helping/communication skills. Additionally, the course will help peer facilitators/leaders learn problem-solving techniques, decision-making strategies, and basic concepts of human behavior as they relate to helping others (i.e. peer tutoring, peer mentoring, peer mediation, and peer listening). Additionally, students will be provided the opportunity to complete modules in the areas of office procedures, student orientation, mandated reporting, ethics, suicide prevention, mediation, bullying prevention, time management, and self-care. In addition, students have the opportunity to receive community service hours at their specific school site. Rockdale County Peer Leaders' course is a Certified Peer Program through the National Association of Peer Program Professionals (NAPPP) and demands the highest commitment to the standards of the program.

Registration Guidelines:

To foster a climate where character, academia and leadership development are fostered, students partake in the following prior to participation:

- ☐ Rising seventh or eighth grade student
- ☐ Submission of completed application
- ☐ Submission of grades (along with the completed application)
- ☐ Recommendation letters from all teachers (most current teachers - core and connections)
- ☐ Student interview
- ☐ Review of discipline and attendance (via Infinite Campus)
- ☐ The School Coordinator presents the final list of candidates to the School Principal, Administration and the School Counselors for final approval.
- ☐ Parent Orientation to communicate guidelines for participation
- ☐ RCPS Peer Helper Oath acknowledging the NAPPP Code of Ethics must be signed and returned at mandatory student orientation of the course.
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.
- ☐ Students will be selected for the course once parents have accepted all of the guidelines which are communicated during the parent orientation. Once all parties are aware of the shared responsibilities, the students are selected for the course and the school registrar is notified of the need for a revised schedule to reflect the addition of the course. Mandatory student training.

Carnegie Credit Physical Science

Course Descriptions and Registration Recommendations

Description:**Course Number: 40.01100**

Physical Science will offer a blended approach of the fundamental concepts from chemistry and physics while extending the ideas and skills of 8th grade physical science. Unlike the middle school course, the performance expectations of the high school course focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations.

Registration Guidelines:

- ☐ Rising eighth-grade student
- ☐ At least a Spring STAR Math Scaled Score of 1081
- ☐ At least a Spring STAR Lexile of 1045L
- ☐ Final average, 70% or better in the current Grade 7 science course
- ☐ Final average, 80% or better in the current Grade 7 math course
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.

Carnegie Credit Spanish I and Spanish II Course

Descriptions and Registration Recommendations

Description:**Course Numbers: Spanish I - 60.07100****Spanish II - 60.07200**

Spanish I is the first high school course in the world languages pathway, which includes Spanish II, Spanish III, Spanish III, Spanish IV, and AP Spanish Language. Two credits of Carnegie world language are required for enrollment in four-year colleges and universities; however, some universities may require at least three credits.

Spanish I introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures. It assumes that the student has minimal or no prior knowledge of the language and culture.

Spanish II assumes that the students have successfully completed a Level I course. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language.

Spanish I and Spanish II may be offered as a traditional course or online via Rockdale Virtual Campus (RVC). Students enrolling in RVC will complete the coursework online using their school-issued laptop in a supervised location during the school day.

Registration Guidelines:

- ☐ Rising seventh or eighth grade student
- ☐ Expresses interest in taking more than two years of World Language
 - ☐ For Spanish II, 70% or better final average in Spanish I.
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.

Carnegie Credit French I and French II Course

Descriptions and Registration Recommendations

Description:

Course Numbers: French I - 60.01100

French II - 60.01200

French I is the first high school course in the world languages pathway, which includes French II, French III, French III, French IV, and AP French Language. Two credits of Carnegie world language are required for enrollment in four-year colleges and universities; however, some universities may require at least three credits.

French I introduces the French language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. It includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures. It assumes that the student has minimal or no prior knowledge of the language and culture.

French II assumes that the students have successfully completed a Level I course. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language.

French I and French II may be offered as a traditional course or online via Rockdale Virtual Campus (RVC). Students enrolling in RVC will complete the coursework online using their school issued laptop in a supervised location during the school day.

Registration Guidelines:

- ☐ Rising seventh or eighth grade student
- ☐ Expresses interest in taking more than two years of World Language
 - ☐ For French II, 70% or better final average in French I.
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.

Carnegie Credit Visual Arts/Comprehensive I Course

Descriptions and Registration Recommendations

Description:**Course Number: 50.02110**

Visual Arts/Comprehensive I is the first high school course in the Visual Arts pathway and serves as a pre-requisite for all other visual arts courses. The course introduces art history, art criticism, aesthetic judgment and studio production. Instruction emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Students also explore master artworks for historical and cultural significance.

Registration Guidelines:

- ☐ Rising eighth grade student
- ☐ Art Teacher Recommendation or acceptable portfolio of artwork (if transferring in)
- ☐ Possesses talent and interest in the area of Visual Arts
- ☐ Expresses interest in taking additional courses in Visual Arts while in high school
- ☐ Parent/Student Agreement signed by the student and parent/guardian before the course begins.