

Laing Middle School of Science & Technology

Course Catalog

2025-2026



STUDENTS ARE
THE HEART



OF OUR WORK!

Charleston >excellence is our standard
County SCHOOL DISTRICT

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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 21st 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. 6th grade students will qualify for an honors level course if they score 4 out of 5 points. 7th and 8th 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 (7th and 8th 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 2025-26

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

7th/8th Grade Yearlong Classes (Band, Strings, Chorus, Spanish I – 8TH 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.

6th 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 5th day. If no request is received within the 5th 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 8th grade with the choice of a cluster area.** When the IGP is updated in the 10th 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 sixth-grade math course builds upon foundational concepts introduced in fifth grade, offering a more in-depth exploration of key mathematical standards. Instruction is organized into four main domains: *Numerical Reasoning (NR)*, *Data, Probability, and Statistical Reasoning (DPSR)*, *Measurement, Geometry, and Spatial Reasoning (MGSR)*, and *Patterns, Algebra, and Functional Reasoning (PAFR)*.

Data, Probability, and Statistical Reasoning (DPSR): Students will analyze data sets to identify statistical components and create visual representations such as graphs and plots. They will interpret measures of center (mean, median, mode) and spread (range) and explore basic probability through simple and complementary events. Students will also express probabilities as fractions, decimals, and percentages.

Measurement, Geometry, and Spatial Reasoning (MGSR): Using properties of two- and three-dimensional figures, students will calculate area, surface area, and volume through the use of models, nets, and formulas. They will apply angle measurements to identify and calculate complementary and supplementary angles and explore angle

relationships using a protractor. Students will also be introduced to the four-quadrant coordinate plane, where they will plot and graph ordered pairs, lines, and polygons.

Numerical Reasoning (NR): Students will develop fluency with real numbers through the use of multiple representations, applying concepts to both mathematical and real-world problems. Building on their knowledge of whole numbers, they will extend operations to include integers and positive rational numbers. Emphasis will be placed on ordering, comparing, and determining the absolute value of fractions, decimals, and percentages, with a particular focus on understanding negative numbers.

Patterns, Algebra, and Functional Reasoning (PAFR): This strand introduces students to key algebraic concepts, including functions and related terminology. They will learn to distinguish between expressions and equations, and between equations and inequalities. Students will solve one-step equations and inequalities involving positive rational numbers. Additionally, they will explore ratios and rates and apply them in real-life contexts.

Throughout all four strands, students will engage in meaningful problem-solving activities that promote critical thinking, collaboration, and real-world application.

Homework is an essential component of this course and reinforces classroom learning while building responsibility and independence.

Honors Math 6

Honors Math 6 is a standards-based course designed for students who are ready to engage with sixth-grade mathematics at a more rigorous and challenging level. This course provides an in-depth continuation of concepts introduced in fifth grade, with an emphasis on critical thinking, problem-solving, and real-world application. Instruction is structured around four major strands: *Numerical Reasoning (NR)*; *Data, Probability, and Statistical Reasoning (DPSR)*; *Measurement, Geometry, and Spatial Reasoning (MGSR)*; and *Patterns, Algebra, and Functional Reasoning (PAFR)*.

Data, Probability, and Statistical Reasoning (DPSR): Students will analyze data sets to identify statistical components and create visual representations such as graphs and plots. They will interpret measures of center (mean, median, mode) and spread (range) and explore basic probability through simple and complementary events. Students will also express probabilities as fractions, decimals, and percentages.

Measurement, Geometry, and Spatial Reasoning (MGSR): Using properties of two- and three-dimensional figures, students will calculate area, surface area, and volume through the use of models, nets, and formulas. They will apply angle measurements to identify and calculate complementary and supplementary angles and explore angle relationships using a protractor. Students will also be introduced to the four-quadrant coordinate plane, where they will plot and graph ordered pairs, lines, and polygons.

Numerical Reasoning (NR): Students will develop fluency with real numbers through the use of multiple representations, applying concepts to both mathematical and real-world problems. Building on their knowledge of whole numbers, they will extend operations to include integers and positive rational numbers. Emphasis will be placed on ordering, comparing, and determining the absolute value of fractions, decimals, and percentages, with a particular focus on understanding negative numbers.

Patterns, Algebra, and Functional Reasoning (PAFR): This strand introduces students to key algebraic concepts, including functions and related terminology. They will learn to distinguish between expressions and equations, and between equations and inequalities. Students will solve one-step equations and inequalities involving positive rational numbers. Additionally, they will explore ratios and rates and apply them in real-life contexts.

In addition to the standard curriculum, students in Honors Math 6 will be challenged with more complex, multi-step problems that enhance their critical thinking and analytical reasoning. Homework and projects are integral components of the course and are essential for reinforcing learning, encouraging deeper exploration, and building responsibility and independence. Students are expected to consistently complete assignments, communicate their reasoning clearly, and collaborate effectively with peers.

Math 7

This standards-based seventh-grade math course builds upon the foundational concepts introduced in sixth grade, offering a deeper exploration of mathematical skills and reasoning. Instruction is organized into four main strands: *Data, Probability, and Statistical Reasoning (DPSR)*, *Measurement, Geometry, and Spatial Reasoning*

(MGSR), Numerical Reasoning (NR), and Patterns, Algebra, and Functional Reasoning (PAFR).

Data, Probability, and Statistical Reasoning (DPSR): Students will deepen their understanding of data analysis by creating and interpreting various displays, including stem-and-leaf plots and histograms. They will calculate and analyze both experimental and theoretical probabilities, enhancing their ability to evaluate and interpret real-world data.

Measurement, Geometry, and Spatial Reasoning (MGSR): In this strand, students will explore and discover the concepts of circumference and area of circles. They will solve problems involving two- and three-dimensional figures, including calculating area, surface area, and volume. Additionally, students will identify congruent angles and solve equations related to angles formed by intersecting lines.

Numerical Reasoning (NR): Students will expand their understanding of operations with rational numbers, including positive and negative values. Emphasis will be placed on applying rational numbers in real-world contexts, promoting deeper number sense and flexible thinking.

Patterns, Algebra, and Functional Reasoning (PAFR): Building on prior knowledge, students will develop a thorough understanding of proportional relationships. They will represent algebraic concepts through tables, graphs, verbal descriptions, and equations. Students will learn to distinguish between proportional and non-proportional relationships and make meaningful connections between unit rate and constant of proportionality.

Throughout all strands, students will engage in purposeful problem-solving that promotes critical thinking, collaboration, and real-world application. Homework is an essential component of the course, reinforcing classroom instruction and supporting student growth and independence.

Honors Math 7

This accelerated course combines all seventh-grade math standards with targeted eighth-grade standards to provide an enriched learning experience. The curriculum is designed to deepen conceptual understanding and prepare students for the *Geometry and Statistics course in the following year. Instruction is organized into four key strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and*

Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

Data, Probability, and Statistical Reasoning (DPSR): Students will continue their exploration of data by creating and interpreting displays, including stem-and-leaf plots and histograms. They will calculate and analyze both experimental and theoretical probabilities, applying these concepts to solve real-world problems.

Measurement, Geometry, and Spatial Reasoning (MGSR): Students will discover the concepts of circumference and area of circles through hands-on activities and inquiry-based learning. They will work with two- and three-dimensional figures to solve problems involving area, surface area, and volume. As part of the accelerated pathway, students will apply geometric formulas to determine the volume of cones, cylinders, and spheres in both mathematical and real-world contexts. They will also explore transformations on and off the coordinate plane and analyze angle relationships formed by parallel lines cut by a transversal.

Numerical Reasoning (NR): Students will deepen their understanding of rational numbers and operations, extending this knowledge to real-world applications. The accelerated component includes converting between different forms of rational numbers—such as repeating decimals and fractions—and classifying and ordering subsets of real numbers within the number system.

Patterns, Algebra, and Functional Reasoning (PAFR): Students will develop a comprehensive understanding of proportional relationships. They will represent algebraic concepts using tables, graphs, equations, and verbal descriptions. They will learn to distinguish between proportional and non-proportional relationships and connect unit rate to the constant of proportionality.

Throughout all strands, students will engage in meaningful problem-solving that fosters critical thinking, communication, collaboration, and mathematical reasoning. Students are expected to consistently complete classwork and homework, take initiative in their learning, and clearly communicate their thought processes. Homework is an essential component of the course and reinforces daily instruction.

Geometry, 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 taking this course are a part of the accelerated progression. Students should have a strong foundation of all operations of decimals, fractions, and integers, as well as basic geometry concepts. Previous SC Ready scores should show these students as Exceeding standards.

This course will be a combination of eighth grade math indicators and Geometry with Statistics (GS) indicators. The indicators from eighth grade that were chosen to be embedded in this course are those that align with the indicators for Geometry along with others that will help prepare students to be successful in this Geometry course. Standards and indicators from both eighth grade and GS are found in the same strands as in the original course: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

GS is a newly designed course that builds on the students' experiences in the middle grades. It is the first of four required courses in high school mathematics, providing a common experience for all students entering high school-level mathematics. GS builds essential concepts necessary for students to meet their post-secondary goals (whether they pursue additional study or enter the workforce), to function as effective citizens, and to recognize the wonder, joy, and beauty of mathematics (NCTM, 2018). It is important because it develops mathematical knowledge and skills through visual representations prior to the more abstract development of algebra.

Offering Geometry Honors in seventh grade allows accelerated students the opportunity to build their reasoning and sensemaking skills, see the applicability of mathematics, and prepare more effectively for further studies in algebra. The course also focuses on statistics in analyzing data, which provides students with tools to describe, show, and summarize data in the world around them.

In Geometry Honors, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. In the content area of Geometry and Measurement, students build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry concepts. Informal explorations of transformations provide a foundation for more formal considerations of congruence and similarity, including development of criteria for triangle congruence and similarity. An emphasis on reasoning throughout the content area promotes exploration, conjecture testing, and informal and formal justification. In the content area of Algebra and Functions, students perform algebraic calculations with specific application to geometry that build on foundations of algebra from seventh and eighth grades. Probability is important because it educates one in the logic of uncertainty and randomness, which occur in almost every aspect of daily life. Therefore, studying probability structures will enhance students' ability to organize information and improve decision making.

The course is fast-paced and homework plays an integral part of the coursework. A final exam, which counts 20% of the final average, is given to every student enrolled in the course. These students will also take the 7th grade end of the year state standardized test based on their current grade math state standards.

Math 8

This standards-based eighth-grade math course builds upon the foundation concepts introduced in sixth and seventh grades. Instruction is organized into four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

Data, Probability, and Statistical Reasoning (DPSR): Students will compare bivariate (two-variable) data, the first time they work with two variables simultaneously. They will use scatter plots to organize bivariate data from real-world situations, and describe associations among the data points in a scatter plot based on direction, form, and strength. Eighth graders will identify sample spaces and calculate and interpret the probability of compound events, using fractions, decimals, or percentages to report the probability of events.

Measurement, Geometry, and Spatial Reasoning (MGSR): Students will use technology to explore volume and other formulas to include the Pythagorean Theorem. They will focus on the relationship among the measures of triangles' interior and exterior angles and sums of angle measures of polygons decomposed into triangles, as well as study angle relationships of parallel lines. Eighth graders will study transformations and dilations of polygons graphed on or off the coordinate plane. Students will also use proportional reasoning to determine congruence or similarity among polygons, finding the missing side lengths and identifying corresponding angles.

Numerical Reasoning (NR): Students will convert any form of rational numbers to other forms, which—for the first time—includes translating repeating decimals to their fraction form. This strand also has students identify the subsets of real numbers and contrast rational and irrational numbers, which will include working with perfect squares and cubes and their roots. They will write equations and inequalities to compare real numbers given in real-world settings. Students will apply the Laws of Exponents learned in seventh grade to include algebraic expressions.

Patterns, Algebra, and Functional Reasoning (PAFR): Students will concentrate on functions, learning the slope-intercept form of a linear function. Students identify and interpret constant rate of change (slope) and y-intercept. Students will analyze multiple representations of functions to determine if they represent a linear or nonlinear function or represent a non-function. For the first time, students compare two equations to determine if they represent functions with one solution, no solution, or infinite solutions.

Also, for the first time, they solve one-variable multi-step equations and inequalities with the same variable on both sides.

Woven throughout all four strands are concepts building on students' understanding with problem solving to provide context to the problems they are solving, which will foster critical thinking and collaboration skills. Homework is an essential component of the course, reinforcing classroom instruction and supporting student growth and independence.

Honors Math 8

Honors Math 8 is foundational for eighth grade students not quite ready for Geometry Honors. This standards-based eighth-grade math course builds upon the foundation concepts introduced in sixth and seventh grades. Instruction is organized into four main strands: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

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interpret constant rate of change (slope) and y-intercept. Students will analyze multiple representations of functions to determine if they represent a linear or nonlinear function or represent a non-function. For the first time, students compare two equations to determine if they represent functions with one solution, no solution, or infinite solutions. Also, for the first time, they solve one-variable multi-step equations and inequalities with the same variable on both sides.

In addition to the standard curriculum, students in Honors Math 8 will be challenged with more complex, multi-step problems that enhance their critical thinking and analytical reasoning. This course will move at a faster pace and go more in depth than Math 8. Homework and projects are integral components of the course and are essential for reinforcing learning, encouraging deeper exploration, and building responsibility and independence. Students are expected to consistently complete assignments, communicate their reasoning clearly, and collaborate effectively with peers.

Geometry Honors (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 taking this course are a part of the accelerated progression. Students should have a strong foundation of all operations of decimals, fractions, and integers, as well as basic geometry concepts. Previous SC Ready scores should show these students as Exceeding standards.

This course will be a combination of eighth grade math indicators and Geometry with Statistics (GS) indicators. The indicators from eighth grade that were chosen to be embedded in this course are those that align with the indicators for Geometry along with others that will help prepare students to be successful in this Geometry course. Standards and indicators from both eighth grade and GS are found in the same strands as in the original course: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

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more effectively for further studies in algebra. The course also focuses on statistics in analyzing data, which provides students with tools to describe, show, and summarize data in the world around them.

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The course is fast-paced and homework plays an integral part of the coursework. A final exam, which counts 20% of the final average, is given to every student enrolled in the course. These students will also take the 8th grade end of the year state standardized test based on their current grade math state standards.

Algebra 1 Honors (for High School Credit) - not being offered in 2025-2026 school year

Prerequisite: A 90 or higher in Geometry

Not offered due to change in state standards in the 2025-2026 school year.

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 and Temperature; Behavior of Mechanical and Light Waves; Cells - structure, function, response to the environment, and interaction of body systems; Earth's Geosphere - minerals, rocks, and fossil record; 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: Energy Transfer, Conservation, and Work; Matter and Its Interactions; Ecosystems - organization and interactions; Distribution of Natural resources; and the 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

In this World Civilizations course, students will explore the development of human societies from prehistory to the present, focusing on how geography, culture, and global interactions have shaped civilizations across Africa, the Americas, Asia, and Europe. The course emphasizes the defining features of civilizations, the evolution of social systems and hierarchies, and the lasting cultural, intellectual, and technological contributions of ancient and classical societies. Guided by inquiry-based learning and historical thinking skills aligned with the Profile of the South Carolina Graduate, students will investigate key themes such as cultural and intellectual development, global exchanges, environmental interaction, social structures, and state formation and conflict. This thematic approach supports both chronological and project-based learning, helping students make meaningful connections across time and place.

Social Studies 7

In this regional geography course, seventh grade students will study the continents by exploring the connections between Earth's physical features and human activity. Students will examine how climate, landforms, and natural resources interact with cultural, political, economic, and population systems to shape human experiences and

regional identities. The course emphasizes how people adapt to and modify their environments, and how geography influences challenges and opportunities around the world. Through map skills, data analysis, and geographic inquiry, students will develop spatial awareness and a deeper understanding of global connections. Instruction is organized around four key themes—Places and Regions, Environment and Resources, Human Systems, and Applied Geography—and is aligned with the Profile of the South Carolina Graduate to foster world-class knowledge, skills, and real-world readiness.

Social Studies 8th

This course examines the history of South Carolina within the broader framework of United States history, beginning with its colonial origins and continuing to the present day. Students will explore South Carolina’s key role in major national events, including the American Revolution, the Constitutional Convention, the Civil War, and Reconstruction. The course follows the state’s political, economic, and social evolution through industrialization, the Civil Rights Movement, and modern developments in the 21st century. Emphasizing historical thinking and inquiry-based learning, instruction is organized around core themes—civic participation, cultural interactions, political development, economic decision-making, and geographic relationships—aligned with the Profile of the South Carolina Graduate to promote world-class knowledge and skills.

World Languages

Exploratory Spanish

6th 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

7th grade only (Prerequisite if student plans to take Spanish 1 in 8th 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)

8th grade only

Prerequisite: Students must have a C or higher in ELA to participate in Spanish I and must participate in 7th 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 - Fundamental of Computer Science (0.5 High School Credit)

Students will complete Part 1 in 7th grade and Part 2 in 8th 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 – 8th 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 7th and 8th 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.

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

Band 8

Prerequisite: Band 7

8th 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 (Invitation Only)

Select students from both 7th and 8th grade bands will combine to form the Laing Symphonic Band. This is the highest level performing honor group in the program. Rehearsals occur both in class and before school.

Jazz Band (Extracurricular Opportunity)

Band students have the opportunity to participate in the Jazz Band, which meets once a week after school. This is an auditioned ensemble and also includes any band students that also play guitar, bass, or piano.

8th Grade "Fast Start" Beginner Band (S1/S2)

Does your child have a hidden musical talent just waiting to be discovered? Did they miss out on joining band in 6th grade but now wish they had a chance to learn an instrument? We have fantastic news! This fall, we're launching a brand new 8th Grade Beginner Band specifically designed for students who are new to instrumental music and Band at Laing. The class will be hosted all year but split into semesters. Students who take the class in the first semester will have the option to continue in the second semester but are not required to. This is an incredible opportunity for your child to explore the world of music, learn a new skill, and become part of our vibrant band program—all without any prior experience needed!

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 - 6th 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 – 7th 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.

Introduction to 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.

Introduction to 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.