Beaufort County School District

Middle School Course Catalog 2026-2027

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Beaufort County School District

District Mission

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

Vision

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

CORE BELIEFS

We believe:

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

General Information

Introduction

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

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

South Carolina College and Career Ready Assessment (SC READY)

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that will meet all the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.

All students in grades 3–8 are required to take the SC READY except those who qualify for the South Carolina National Center and State Collaborative (SC-NCSC).

SC READY Assessments are not timed, and both computer-based and paper-based testing will be available. Data Recognition Corporation (DRC) is the contractor.

End-of-Course Examination Program (EOCEP) for High School Credit

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in EOCEP courses in which the curriculum standards corresponding to these subjects are taught, regardless of name or number, must take the appropriate EOC tests. Tests will count as twenty percent of each student's final grade. Algebra 1 taken at the middle school level for high school credit requires an end-of-course exam.

Special Services

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

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

Student Progress Reports

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

Parents can check the academic progress of students by logging into the Beaufort County School District's Power School's Parent Portal. At this site, parents will be able to view a myriad of school related information including student's grades, attendance, and tardies.

At the beginning of each school year, parents are given their login information to the Parent Portal. If you have forgotten your login information, please contact the school counselor at your child's school.
Access the **Parent Portal**.

Uniform Grading Scale

The State Board of Education has approved a **Uniform Grading Policy** that affects all South Carolina high school graduates. The policy governs courses that students take to earn high school diplomas. The Uniformed Grading Scale requires that grades be recorded numerically and outlines the calculation to be used to ascertain a student's grade point ratio. The following numerical scale will be used consistently throughout the school district for high school credit courses that are also offered at a middle school level:

(A) 100 – 90	Excellent
(B) 89 - 80	Above Average
(C) 79 - 70	Average
(D) 69 - 60	Passing, Needs Improvement
(F) 59 or below	Failing

Attendance

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

- 60 hours of a semester course.
- 120 hours of a year-long course.

Those students with unexcused absences in excess of the allowed excused absences (as stated above) may not receive credit even if they have a passing grade for the course. Their final grade may be designated as FA and will be factored as a 50. Unexcused absences may be made up by obtaining administrator and teacher approval to attend designated make-up sessions. For non-Carnegie unit credits, reference your school's Student Code of Conduct for attendance policies.

Make-Up Work

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

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

Honor Roll Criteria

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

- A student will be named to the Principal's Honor Roll if he/she attains a grade of 90 or above in all subjects/classes for the grading period.
- A student will be named to the Honor Roll if he/she attains a grade of 80 or above in all subject/classes for the grading period.

Junior Scholars Criteria

Beaufort County School District annually recognizes Junior Scholars in our middle schools. South Carolina Junior Scholar qualifications are those eligible students who meet one of the following categories:

- Score 550 or higher on the Evidence-Based Reading and Writing portion of the PSAT/NMSQT
- Score 530 or higher on the Mathematics portion of the PSAT/NMSQT

Students who meet the qualification will be notified by their principal and will be allowed to participate in a special recognition event.

Gifted Program

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

- Dimension A – Aptitude (typically measured by CogAT administered in grade 2 to all students and/or the Naglieri General Ability Tests administered as needed through grade 6)
- Dimension B – Achievement (Diagnostic assessment such as SC READY, IReady). Diagnostic assessment scores can be used from any administration of the assessment (fall, winter, spring).
- Dimension C – Intellectual or Academic Performance (Performance Task Assessment (PTA) in grades 2-5; GPA of at least 3.75 on a 4.0 scale in the core academic subjects in Grades 6+)

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

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

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

BCSD Middle School Course Placement Criteria

The course paths and criteria outlined below are intended for the use of teachers and counselors as they advise students regarding course placement for the next school year. Multiple criteria have been identified for use in triangulation of data so that a student's true ability can be examined. A ***sole*** criterion should not be used to the exclusion of the other recommended criteria to deny a student access to a given Honors course.
Nonverbal-academic G/T identifed students are eligible for services in advanced, accelerated, or high school Math courses and/or advanced or high school Science courses. Verbal-academic G/T identified students are eligible for services in advanced or high school ELA courses and/or advanced Social Studies courses.

Assessments used for consideration:

- State Testing Score (SC Ready/ EOC)
- IReady Benchmark Assessments Access testing
- Naglieri
- Specific Learning Disability evaluation tools
- PSAT scores

Other considerations for placement:

- Gaps in student education
- Previous student success

MIDDLE SCHOOL

Criteria	**Indicators**
Academic Gifted and Talented (GT) Identification	All students identified as academically gifted should be placed in advanced/honors courses that align with their area of identification.
ACCESS Literacy Scores	Students with a Literacy ACCESS score of 3.7 or above should be considered for placement in an advanced pathway. (Focus on literacy level, not always composite score)
Aptitude score in Cognitive Test (Naglieri, CogAT, Special Education Evaluation Academic Achievement Information)	Using any Aptitude score within the last 3 school years of testing, students placing in the 75th percentile in any subtest (verbal for ELA and nonverbal/quantitative for math) should be placed in an accelerated pathway.
iReady Benchmark Scores * Should be considered prior to SC Ready score confirmation	Students with a projection of 'Exceeds' should be placed in an advanced pathway. Students with a projection of 'Meets' should be considered for placement in an advanced pathway.
Out of State Normed Assessment	If a student scores the 65th national percentile or above they shall be considered for placement in an

	advanced pathway.
SC READY Scores	If a student scores 'Exceeds' on SC Ready, they are automatically placed in an advanced pathway. If a student scores 'Meets' on SC Ready at the 65th percentile or above they shall be considered for placement in an advanced pathway.

Beaufort County School District School Choices

BCSD families will have an opportunity to indicate their preference for school assignments based on participation in school choice options available in their attendance zones. All schools will continue to offer their current core academic programs. All schools in the district may offer approved choice programs. For more information, visit the BCSD School Choice Headquarters **website**.

Middle School Course Level Information

BCSD has approved the adoption of course progressions, transitions, and implementation of credit bearing high school courses based on South Carolina State Standards, in Math, Science, English, World Language, and Related Arts classes at the middle school level. The purpose is to provide educational opportunities for eligible middle school students to accelerate learning and engage our students in rigorous and relevant coursework. This will enable students to take advanced courses while in high school, participate in career pathways leading to a certificate or diploma aligned with a high school career cluster, college credits leading to college transfer and/or completion of an associate degree.

Students are placed into classes using the placement criteria outlined below. However, if a student believes they are capable of successfully completing a course at a higher level, the student and parent may request placement into the next higher-level course by agreeing to the criteria listed below.

1. Acknowledgement that this waiver is not recommended based upon the historical academic record to date.
2. Once in the course the student **will not** be removed for any reason. This includes academic performance up to and including failing the course.
3. If discipline becomes an issue, the administration will take appropriate action in accordance with the student code of conduct to ensure the successful academic experience for students within the classroom.
4. If at the conclusion of the school year it is determined this was a misplaced student assignment, the administration will ensure proper academic assignments in future years to match the ability of the student, without the ability to waive into another class or section.

The district Waiver Agreement form, which indicates agreement to the above conditions must be completed, signed, and submitted to the school's administration.

According to the Uniform Grading Policy, a student who has taken a course for a unit of high school credit prior to his or her ninth grade year may retake that course regardless of the grade he or she has earned. **A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school.** A student in grades nine through twelve, must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

In such a case, only the highest grade will be used in calculating the student's GPA, however all course attempts will remain on the official transcript. The student may not retake the course if the course being replaced has been used

as a prerequisite for enrollment in a subsequent course.

Middle School Course Paths						
Grade	**Level**	**ELA**	**Math**	**Science**	**Social Studies**	**World Languages**
6	**On Grade level**	ELA 6	Math 6	Science 6	Social Studies 6	Spanish 6 Chinese 6
	Advanced	Advanced ELA 6	Advanced Math 6	Advanced Science 6	Advanced Social Studies 6	Advanced Spanish 6 Advanced Chinese 6
	Accelerated					Advanced Spanish 6 Advanced Chinese 6
Grade	**Level**	**ELA**	**Math**	**Science**	**Social Studies**	
7	**On Grade level**	ELA 7	Math 7	Science 7	Social Studies 7	Spanish 7 Chinese 7
	Advanced	Advanced ELA 7	Advanced Math 7	Advanced Science 7	Advanced Social Studies 7	Advanced Spanish 7 Advanced Chinese 7
	High School		Geometry Honors			Advanced Spanish 7 Advanced Chinese 7
Grade	**Level**	**ELA**	**Math**	**Science**	**Social Studies**	
8	**On Grade level**	ELA 8	Math 8	Science 8	Social Studies 8	Spanish 8 Chinese 8
	Advanced	Advanced ELA 8	Geometry Honors	Advanced Science 8	Advanced Social Studies 8	Advanced Spanish 8 Advanced Chinese 8
	High School	English I Honors	Geometry Honors Algebra I Honors	Earth Science Honors		Spanish 1/Spanish I H Chinese 1/Chinese 1H

SC Honors Framework

Honors courses must be developed and implemented to: Provide depth in rigor, complexity, challenges, and creativity beyond the college preparatory (CP) level course as outlined in the Profile of the South Carolina Graduate. Be more challenging than CP level courses in order to foster growth for advanced learners. Offer a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests.

Course Descriptions

Language Arts

Overview for Language Arts Courses

Language Arts instruction is developed to the specification of the State Standards of South Carolina. The South Carolina English Language Arts Standards establish the instructional expectations for the teaching and learning of transacting with text across all content. South Carolina English Language Arts Standards also specify the instructional sequence of the foundations of reading, writing process and products including editing and revising; and accessing information through inquiry.

Language Arts Grade 6

This course focuses on the South Carolina College and Career Ready Standards for English Language Arts. Students will learn reading strategies, develop vocabulary skills, and participate in the writing process according to grade level expectations. Skills and strategies in literacy are developed through reading texts from a variety of genres in print and digital formats and applying reading strategies. In addition, students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. This course will include 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

Advanced Language Arts Grade 6

Advanced Language Arts further strengthens and refines the foundation of literacy skills designated in the state standards. Students develop skills and strategies in reading literary texts, reading informational texts and comprehending print and non-print resources. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. Students are expected to meet district guidelines to enroll in this course.

Language Arts Grade 7

This course focuses on the South Carolina College and Career Ready Standards for English Language Arts. Students will learn reading strategies, develop vocabulary skills, and participate in the writing process according to grade level expectations. Skills and strategies in literacy are developed through reading texts from a variety of genres in print and digital formats and applying reading strategies. In addition, students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. This course will include 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

Advanced Language Arts Grade 7

Advanced Language Arts further strengthens and refines the foundation of literacy skills designated in the state standards. Students develop skills and strategies in reading literary texts, reading informational texts and comprehending print and non-print resources. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. Students are expected to meet district guidelines to enroll in this course.

Language Arts Grade 8

This course focuses on the South Carolina College and Career Ready Standards for English Language Arts. Students will learn reading strategies, develop vocabulary skills, and participate in the writing process according to grade level expectations. Skills and strategies in literacy are developed through reading texts from a variety of genres in print and digital formats and applying reading strategies. In addition, students develop vocabulary skills to include word analysis such as Latin and Greek stems. Students develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Additionally, in writing, students adhere to Standard English including a study of grammar conventions and usage in context. This course will include 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

Advanced Language Arts Grade 8

Advanced Language Arts further strengthens and refines the foundation of literacy skills designated in the state standards. Students develop skills and strategies in reading literary texts, reading informational texts and comprehending print and non-print resources. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. Students are expected to meet district guidelines to enroll in this course.

English 1 H **High School 1 unit**

Course Code: 302400CW

This High School level course provides a foundational study of literary genres (novels, short stories, poetry, drama, and literary nonfiction) and informative/explanatory texts. All high school courses include a focus on argumentative, informational and explanatory writing. Opportunities for rich discussions and conversations are provided regularly. Academic vocabulary, as well as other opportunities to explore the conventions of language occur frequently. This course is designed to develop skills of critical thinking, problem-solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners, as well as to develop proficiency in communicating abstract and complex ideas, relationships and issues. Students are expected to meet district guidelines to enroll in this course.

Mathematics

Overview for Mathematics Courses:

In grades 6 - 8, students extend their understanding and proficiency in all areas of mathematics. The courses are organized according to the Standards for Mathematics and describe the mathematical knowledge, skills, and conceptual understandings students are expected to master. The content in each course includes those proficiencies that all students must demonstrate as they move forward in order to be college and career ready.

Mathematics Grade 6

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

Advanced Mathematics Grade 6

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

Mathematics Grade 7

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

Advanced Mathematics Grade 7

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

Mathematics Grade 8

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

Geometry (Honors) Grade 8 **High School 1 unit**

Pre-requisite: Advanced Mathematics Grade 7.
In Geometry (Honors), students build upon the mathematical understandings that are addressed in the State Standards for Mathematics. Students explore geometric structure using constructions, logical reasoning, interactive software, and conjectures. Other topics of study include two- and three-dimensional geometric figures, coordinate geometry, transformations, measurement, similarity and congruence. The use of geometry software that supports a dynamic, interactive approach is essential to the instruction and assessment of geometry, especially in the exploration of multiple geometric relationships and the resulting analysis and proof. This course is intended to challenge the highly motivated and capable student desiring an extensive study of mathematics. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced math placement.

Algebra I (Honors) Grade 8 **High School 1 unit**

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

Science

Overview for Science Courses

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

Science Grade 6

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven crosscutting concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school science courses, by providing a range of content in the life, earth, and physical sciences. Aligned with the 2021 Science Standards, the 6th grade core curriculum is composed of Physical Science, Life Science, and Earth Systems Science. At the end of this course, students will be assessed by the state test SC Ready. Participation in science fair is encouraged.

Advanced Science Grade 6

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

Science Grade 7

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven crosscutting concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school science courses, by providing a range of content in the life, earth, and physical sciences. During 7th grade, a focus will be given to the following standards to prepare students to be successful in Biology: LS1-6, LS1-6, LS2-1, LS2-5 (Reproduction and Growth, and Cycling of Matter). Participation in science fair is encouraged.

Advanced Science Grade 7

Advanced science is designed for 7th grade students working above grade level and who desire a more intense challenge in science. *The South Carolina Academic Standards and Performance Indicators for Science* listed for 7th Grade Science are covered at an increased pace, rigor, and depth. These students should be committed to the increased workload, both inside and outside the classroom. Students enrolled in this course must meet the Beaufort County School District's criteria for advanced science placement. Participation in science fair is expected

Science Grade 8

In grades six through eight, the standards and performance indicators for the science and engineering practices and core science content, transition students to developing and planning controlled investigations to create more explicit and detailed models and explanations. The seven crosscutting concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) are reinforced in the appropriate context of the core science content through hands-on instruction in the classroom. Science in the middle school provides students with the foundation to be successful in high school

science courses. Aligned with the 2021 Science Standards, the 8th grade core curriculum is composed of Physical Science, Life Science, and Earth Systems Science. During 8th grade, a focus will be given to the following standards to prepare students to be successful in Biology: LS1-4, LS1-5, LS3-2, LS4-1, LS4-2, LS4-4, LS4-5 (Reproduction and Growth, Heredity, Biological Evolution). Participation in science fair is encouraged.

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

Earth Science H **High School 1 unit**
Course Code: 326500HW
Earth Science, designed to explore the earth and its place in the universe, emphasizes developing laboratory and process skills. Topics are drawn from the fields of geology, oceanography, meteorology, and astronomy. From these areas of study, students gain both an appreciation for the basic processes of science and an acquaintance with the current problems and ideas in the earth sciences. By the end of this course, students will gain a better understanding of the planet on which they live. At the Honors level Earth Science extends topics in greater depth and students conduct more field research. Field trips, guest speakers, and independent research are integral parts of the curriculum. Students are required to complete a science fair project as a part of the honors program. During Earth Science 8th grade, there will be the addition of the following standards as a focus to prepare students to be successful in Biology: LS1-4, LS1-5, LS3-2, LS4-1, LS4-2, LS4-4, LS4-5 (Reproduction and Growth, Heredity, Biological Evolution). Participation in science fair is expected**. *This course counts as a lab science*.**

Social Studies

Overview for Social Studies Courses

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

Social Studies Grade 6

The sixth grade Social Studies curriculum is designed to enable students to master the South Carolina Social Studies College- and Career-Ready standards. The course is a study of World Civilizations from prehistory to present day, and major topics included in the course are civilizations, increased global interactions, development of the Atlantic World, global exchanges and revolutions, and global interdependence. Throughout the course, students will use historical thinking skills which will help them develop into global citizens with a global perspective.

Advanced Social Studies Grade 6

The sixth grade Social Studies Advanced curriculum is designed to enable students to master the South Carolina Social Studies College and Career-Ready standards. The course is a study of World Civilizations from prehistory to present day, and major topics included in the course are civilizations, increased global interactions, development of the Atlantic World, global exchanges and revolutions, and global interdependence. Throughout the course, students will use historical thinking skills which will help them develop into citizens with a global perspective. As an advanced course, this course will include additional rigor, depth of content, and an emphasis on primary source documents in order to serve as a foundation for Social Studies courses in 7th Grade, 8th Grade, and Honors/Advanced Placement courses in high school. This course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. Students will learn to construct and express their views orally and in writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research-based projects will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum.

Social Studies Grade 7 Global Geography

The seventh grade Social Studies curriculum is designed to enable students to master the South Carolina Social Studies College- and Career-Ready standards. The course is a study of Earth from a regional perspective through the themes of places and regions, environment and resources, human systems, and applied geography. Students will study geography by learning about the seven continents of the world. Throughout the course, students will use the skills of geographers.

Advanced Social Studies Grade 7 Global Geography

The seventh grade Social Studies Advanced curriculum is designed to enable students to master the South Carolina Social Studies College and Career-Ready standards. The course is a study of Earth from a regional perspective through the themes of places and regions, environment and resources, human systems, and applied geography. Students will study geography by learning about the seven continents of the world. Throughout the course, students will use the skills of geographers. As an advanced course, this course will include additional rigor, depth of content, and an emphasis on geospatial data in order to serve as a foundation for Social Studies courses in 8th Grade and Honors/Advanced Placement courses in high school. This course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. Students will learn to construct and express their views orally and in writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research-based projects will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum.

Social Studies Grade 8 South Carolina and US History

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

Advanced Social Studies Grade 8

The 8th grade advanced curriculum addresses the *South Carolina Social Studies Academic Standards* and focuses on the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students will draw on information from the five fields of learning which include: geography, history, economics, government, and culture as they become familiar with the important role that South Carolina has played in the history of our country. As an advanced course, this class will distinguish itself from other grade eight social studies classes by rigor, pace, depth of content and emphasis on the use of primary documents. Using a variety of materials students will deepen their understanding of American and South Carolina History and of political, social, and economic concepts. Students will learn to think analytically as they use primary documents to compare events, consider cause and effect relationships, identify links between historical and modern-day issues, and examine historical trends or themes. Students will develop their ability to construct and express their views through research-based writing. The development of writing skills will include the formation of a thesis supported by factual evidence, argument and the analysis of primary documents. Research will be incorporated using technology with the understanding that research skills and presentations are an integral part of the social studies advanced curriculum. Participation in the National History Day Historical Analysis project is a component of this course. It requires students to determine a topic based on an annual theme established by the National History Day program and research primary and secondary sources to develop a project in one of the competition's categories; historical paper, documentary, performance, website, or exhibit. This course establishes the foundation for success in the Advanced Placement courses at the high school level and requires motivated students who desire a more in-depth study of history.

Academic Arts

The following courses are provided by the Beaufort County School District. Please contact each school, individually, to get specific course offerings. Additionally, the course codes were updated to align with the South Carolina Department of Education Course Code Database and to incorporate course codes for Gifted and Talented (GT) offerings.

Course Name	Course Number
Health/Phys Ed 6th	14990600
The physical education program addresses the *South Carolina Academic Standards for Physical Education* and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 6th grade: Drinking and Driving: The Dangers of Alcohol; Importance of Good Nutrition/ Health; Sex Education Unit	
Health/Phys Ed 7th	24600700
The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 7th grade: Smoking/smokeless tobacco, Drug abuse, Sex Education STD's	
Health/Phys Ed 8th	24600800
The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose the student to a variety of individual and team sports, as well as health and physical fitness related concepts. The program provides experiences, which enhance the development of student responsibility, leadership, competencies, cooperation and self-direction. The overall goal of the program is to refine basic, physical movement and sport skills and to develop a positive attitude toward health-related physical fitness. Students will be exposed to lifetime activities, team sports, and individual sports. Emphasis will be placed on the Fitnessgram as each student will be tested on cardiovascular fitness, muscular strength and flexibility, and body composition. During this testing, students will develop attitudes and skills needed to form and maintain healthy lifestyles. All students will have a Health Unit as part of their PE requirement for 6 weeks. The following areas will be covered in: 8th grade: Infectious/Non-Infectious Diseases, Birth Defects, Sex Education HIV/AIDS	
Digital Literacy	18530600 28530700 28530800
Digital Literacy is designed to equip students with many of the needed digital and computer literacy skills necessary to prepare for creating, finding, and evaluating data and information. Students will be exposed to a broad range of computer technology along with a working knowledge of computer software and hardware. Students benefit from an understanding of a wide range of applications (e.g., document processing, presentations, spreadsheets, and web-based resources). Safety, use of technology, career, as well as critical thinking and problem-solving skill attainment are embedded.	
Financial Literacy (SCDE phasing out June 30, 2025)	2705
Financial Literacy is designed to introduce the student to basic financial literacy skills to help them make responsible financial decisions. Concepts covered include financial planning, bank accounts, credit and loans, wages and taxes, investments, and insurance.	
Intro to Health Professions X	2839

Course Name	Course Number

The course will enable students to receive initial exposure to healthcare skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare provider. Students will be introduced to the five career pathways developed by the National Consortium on Health Science Education (NCHSE): therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

PLTW (Project Lead the Way) Gateway is a program featuring a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software and gain knowledge and the skills students build to create a strong foundation for further STEM learning in high school and beyond.

GTT - Design & Modeling	2841DM00

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

GTT - Automation & Robotics	2841AR00

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

GTT - Flight & Space	2841FS00

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

GTT – Science of Technology	17860600

Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

GTT - Green Architecture	2841GA00

Today's students have grown up in an age of "green" choices. In this course, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.

GTT - Medical Detectives	2841MD00

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

GTT – Computer Science for Innovators & Makers	2841CS00

Students learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts by creating tangible projects introduced to coding.

GTT – App Creators	2841AC0

Students learn to analyze and develop solutions to authentic problems through mobile app development, and convey the positive impact of the application to other disciplines and to society.

Introduction Career Clusters	1830 & 2830

Introduction to Career Clusters introduces students to career possibilities in the 16 national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to postsecondary education and the workplace. They will learn skills needed for success in college and careers, supported by course content directly tied to South Carolina's academic standards. This course provides exposure to various careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade. [2830 (for 7th & 8th gr); 1830 (for 6th gr)]

Effective 2015-16, CTE certified teachers who instruct this course must obtain the Career Development Facilitator (CDF) add-on certification. (Contact CTE District Dept. for Details)

Course Name	Course Number
Math Assistance 6th	11010600
Math Assistance 7th	21010700
Math Assistance 8th	21010800
Math Assistance 6-8: Addresses problem solving, reasoning, communication and connections between basic math functions and real-world applications.	
Reading Assistance 6th	10240600
Reading Assistance 7th	20240700
Reading Assistance 8th	20240800
Reading Assistance 6-8: Addresses basic reading skills for students through instruction incorporating technology and student data to improve reading performance.	
Student Support Reading 6th (Read 180)	10260600
Student Support Reading 7th (Read 180)	20260700
Student Support Reading 8th (Read 180)	20260800
Student Support Reading 6-8: Read 180 is as constantly challenging the individual to the next level of proficiency. Read 180 surrounds and supports the student with guided whole-group instruction, instructor-led small group, independent reading and software interface. Read 180 will help your student recognize and spell words correctly, read with fluency, and comprehend various text. The Read 180 text is expertly selected for high interest content and ranges from fiction to non-fiction. The goal of the program is for your student to read grade level material independently, with confidence and fluency in all subjects.	
Chinese Language Exploratory 6th grade	16700600
Students will study Chinese for a full semester. They will begin their study of Chinese by learning basic conversational vocabulary, be introduced to basic Chinese characters and will also learn about Chinese culture and geography.	
Chinese 7th grade	26700700
1 or 2 semesters. This semester course is for students who want to expand and build on the Chinese vocabulary and language that they have previously studied. Seventh grade students will begin to study some basic sentence stems and expand on their basic vocabulary. They will also begin to use vocabulary in questions and sentences about their family, friends and themselves. Everyday activities and related vocabulary will be emphasized. Students will also learn about the geography of China and the daily lives of the Chinese people. Students will be introduced to some character writing and letter/word recognition; however, the skills of speaking and listening are stressed.	
Chinese 8th grade	2700800
1 or 2 semesters. Students will continue their studies of the Chinese language and culture. They will learn how to communicate in basic sentences about school life, pastimes and hobbies in the target language. They will also learn how to describe people and places in the Chinese culture. The geography and daily life in China will continue to be explored. Skills focusing on speaking and listening with some reading and writing are stressed.	
Chinese I (1 credit)	461100CW
This two-semester course introduces students to effective strategies for basic Chinese language learning and aspects of Chinese-speaking culture. The course focuses on speaking, listening and writing in Chinese and stresses forms of address, greetings, and brief and guided conversation. Focus will be placed on development of reading comprehension skills, such as recognizing letters, sounds, familiar words and oral directions. Students will write sentences and descriptions using characters and expand their recognition of words through stroke order and stroke count of the written Chinese language. Students will examine the practices, products and perspectives of the Chinese-speaking culture and recognize basic practices and routines existent in daily life. **High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank**	

Course Name	Course Number
Spanish for Advanced Language Learners	
Spanish for Advanced Learners / is designed for students in grade 7 who have been raised in a Spanish speaking environment and possess varying degrees of proficiency in the language. This course builds upon students' existing listening and speaking skills while developing strong reading, writing, and academic Spanish proficiency. Through a culturally rich curriculum, students will refine their command of formal and informal registers, expand their vocabulary, and strengthen grammatical accuracy.	
Spanish 6th Exploratory	16500600
Students will study Spanish for one quarter or a semester. They will begin their studies of the Spanish language learning basic conversational vocabulary. They will also learn about the cultures of Spanish speaking countries.	
Spanish Advanced 6th	16500601
Students will study Spanish for one or two semesters. They will continue study of the Spanish language with emphasis on basic conversational vocabulary and culture (students in this class must have studied Spanish on a daily basis in elementary school for 3+ years).	
Spanish 7th Exploratory	26500700
Seventh grade students will study Spanish for one or two semesters. Students will learn to speak about themselves and their friends. They will also learn how to talk about the weather, tell time and order food in a café. They will continue their studies about the cultures of Spanish speaking countries. The skills of speaking, listening, reading and writing are stressed.	
Spanish 8th Exploratory	26500800
Students will continue their studies of the Spanish language and cultures, for one or two semesters. They will learn to communicate about school life, pastimes and hobbies in target language. They will learn how to describe people and places, and make plans. They will continue exploring the contributions of the different Spanish speaking cultures. Speaking, reading, writing and listening skills will be expanded.	
Spanish 1 (1 credit)	365100CW
1 High School Unit of Credit. Introduction to the language and culture of the Spanish speaking world. It stresses the development of a working vocabulary and mastery of basic sentence structure and grammatical patterns. **High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank**	
Chinese 1 (1credit)	
1 High School Unit of Credit. Introduction to the language and culture of the Chinese speaking world. It stresses the development of a working vocabulary and mastery of basic sentence structure and grammatical patterns. **High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank**	
Spanish 1 Lab	36510800
Accompanying lab to coincide with Spanish 1. Incorporates adaptive technology to facilitate the practice of skills learned in Spanish 1.	
French 6th	16100600
Students will study French for one semester. They will begin their studies of the French language learning basic conversational vocabulary. They will also learn about the cultures of Francophone countries.	
French 7th	26100700
Seventh grade students will study French for one semester. Students will learn to speak about themselves and their friends. They will also learn how to talk about the weather, tell time and order food in a café. They will continue their studies about the cultures of France, Canada (Québec) and other francophone countries. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.	
French 8th	26100800
Students will continue their studies of the French language and of Francophone cultures. They will learn to communicate about school life, pastimes and hobbies in target language. They will learn how to describe people and places, and make plans. They will continue exploring the contributions of the different francophone cultures. Speaking, reading, writing and listening skills will be expanded. Students will have the opportunity to use Rosetta Stone to enhance their studies.	
French 1 (1 credit)	361100CW
Carnegie Credit – 1.0 This course is oriented around conversational expressions and dialogues currently in use in France. This is a rigorous year-long course, which follows the high school curriculum. Upon successful completion of the course's requirements, including taking the End of Course Exam, students will receive a Carnegie Unit of credit and will be able to take French II at the high school. Students will study a variety of topics including learning to express likes, dislikes, learning to talk about their daily life, family, friends, home, school, food,	

Course Name	Course Number
plans and travels. They will learn to ask and give directions. Cultural knowledge is developed in depth and is an important part of the curriculum. Students will continue to learn about Francophone culture and their contributions to the world. Speaking, reading, writing and listening skills will be expanded. Students will continue to use Rosetta Stone to enhance their studies. **High school credit is awarded. Course grade will be included in both high school grade-point-ratio and class rank.**	
Media Art 6th	15160600
Media Art GT Grade 6	15170600
Media Art I Grade 7 and 8	25170700/25170800
Media Art II Grade 7 and 8	25180700/25180800
Media Art GT Grade 7 and 8	25190700/25190800
Sixth, seventh and eighth grade media arts students explore a balanced range of media arts basic concepts and processes that address the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency . Students experience a variety of new media forms, separately and in combination, including photography, video and film, web design and graphic design, commercial design, animation, sound design, and digital art. By exploring various media arts productions, tools, methods, vocabularies, and ideas, students develop increased abilities to express intended artistic meaning. Students develop critical thinking skills in aesthetic problem solving and media analysis and appreciation. They also develop enduring arts literacy through complex, aesthetically driven interactions with media texts, and through these develop stronger relationships with their peers, environment, community and technology. 6th – 1 quarter, 7th – 1 semester, 8th – 1 year.	
Art 6th	15010600
Art GT Grade 6	15030600
Visual Art I Grade 7 and 8	25010700/25010800
Visual Art II Grade 7 and 8	25080700/25080800
Visual Art GT Grade 7 and 8	25090700/25090800
Art 6th - 8th: Sixth, seventh, and eighth grade art students will explore a balanced range of foundational art concepts and processes that address the 2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Proficiency. Students will be exposed to art history and aesthetic development. Students are exposed to and involved in areas of drawing, painting, crafts, design printmaking and art history.	
ART I : Carnegie Unit Course Aligned with the 2017 South Carolina College and Career Ready Standards for Visual Art Proficiency, this introductory course explores the principles and elements of art through design. Students learn foundational knowledge of 2-D and 3-D art forms, basic art concepts, terminology and techniques, tools and materials, cultural literacy and art history.	
Art I	350100CW
Film and Animation	25050800
Film and Animation 8th grade: In following the 2017 South Carolina College and Career Ready Standards for Film Proficiency, this course introduces students to animation design through analysis, application and discussion of the space, mechanics, and the design decisions that create animated sequences. Through in-class discussion and design exercises, students explore the design process through the concepts of challenge, conflict and reward. Ultimately, students decide on a target audience and create a game designed for that audience. Students will provide critical feedback to their peers on their own designs.	
Theatre Grade 6	15210600
Theatre GT Grade 6	15220600
Theatre I Grade 7 and 8	25210700/25210800
Theatre II Grade 7 and 8	25220700/25220800
Theatre GT Grade 7 and 8	25230700/25230800
Drama 6-8: This class is designed to introduce students to the world of theatre. This course will provide students skills to help them in the workforce, expand interpersonal and communication skills, heighten understanding of self-concept, expand on individual and group problem solving, and compare and contrast theatre with real life situations. Instructional goals are based on the 2017 South Carolina College and Career Ready Standards for Theatre Proficiency which include script writing, acting, designing, directing, researching, connecting, valuing and responding, and relating to history and culture. Activities include the study of reader's theatre, oral interpretation, improvisation, and the technical and performance elements of theatre, culminating in a required performance.	
Dance 6th	15250600

Course Name	Course Number
Dance GT Grade 6	152620600
Dance I Grade 7 and 8	25250700/25250800
Dance II Grade 7 and 8	25270700/25270800
Dance GT Grade 7 and 8	25280700/25280800
Dance 5-8: Dance 5th - 8th: In following the 2017 South Carolina College and Career Ready Standards for Dance Proficiency, these classes will instruct students on proper dance technique through various forms of dance with the perspective that all dance forms are world dance forms and have a cultural basis that shape their evolution throughout time. Students will receive instruction in history and origin of dance forms through individual and collaborative experiences. Student instruction will be focused on creating, performing, responding to, and connecting artistic ideas with personal meaning and external context. Performances are expected and required.	
Chorus 6th	15410600
Chorus GT Grade 6	15420600
Chorus I Grade 7 and 8	25400700/25400800
Chorus II Grade 7 and 8	25410700/25410800
Chorus GT Grade 7 and 8	25420700/25420800
Chorus 6-8: Chorus 6th - 8th: Following the 2017 South Carolina College and Career Ready Standards for Choral Music Proficiency, students will receive choral instruction on the artistic process and develop skills that assist in improving knowledge and competencies of future musicians and consumers. Students will also develop the critical skills of higher order thinking and cultural competencies for relationship building in a safe and authentic way. Music from diverse cultural backgrounds will be taught as well as appropriate music terminology. Performances are expected and required.	
General Music 6th	15610600
General Music GT 6th	15620600
General Music I Grade 7 and 8	25610700/25610800
General Music II Grade 7 and 8	25620700/25620800
General Music GT Grade 7 and 8	25630700/25630800
General Music 6-8: General Music 6th-8th: Aligning with the 2017 South Carolina College and Career Ready Standards for General Music Proficiency, student instruction will focus on the four artistic processes of Creating, Responding, Performing and Connecting through a framework that represent a comprehensive course of study and are interconnected and aligned with the National Core Arts Standards. Students will be guided through foundational music skills including note naming and identification, rhythmic notation, basic composition, and solfege. The ultimate goal of general music is to provide foundational support for the development of each student as a musician and leads them to continued participation in choral and/or instrumental music as well as expanding their knowledge and interest as growing composers, theorists, and consumers of music. Performances are expected and required.	
Instrumental Music: Orchestra Grade 6	15510600
Instrumental Music: Orchestra GT Grade 6	15510600
Instrumental Music: Orchestra I Grade 7 and 8	25500700/25500800
Instrumental Music: Orchestra II Grade 7 and 8	25510700/25510800
Instrumental Music: Orchestra GT Grade 7 and 8	25460700/25460800
Instrumental Music Strings 6-8: Instrumental Music Strings 6th-8th: Beginning to Intermediate instruction on Orchestral Instruments (violin, viola, cello, and double bass) that aligns with the 2017 South Carolina College and Career Ready Standards for Instrumental Music Proficiency. Students will learn basic music notation reading as well as identify and perform the Elements of Music in a String Orchestra. Students begin new music experiences at different ages and progress toward music proficiency at different rates. Learners at similar ages frequently demonstrate varying proficiency levels. These courses permit flexibility in acknowledging that students will developmentally progress through the artistic processes at varying degrees over time. Students will rehearse in large or small group settings a variety of music from different cultural backgrounds and genres. Performances are expected and required.	
Instrumental Music Band 6th	15310600

Course Name	Course Number
Instrumental Music: Band GT (6th)	15330600
Instrumental Music Band I Grade 7 and 8	25310700/25310800
Instrumental Music Band II Grade 7 and 8	25310700/25310800
Instrumental Music: Band GT (7 and 8)	25430700/25430800
Instrumental Music Band 6-8: Instrumental Music Band 6th-8th: This course follows the 2017 South Carolina College and Career Ready Standards for Instrumental Music Proficiency. Students will receive instruction on a wind or percussion instrument of their choice in addition to basic music notation reading as well as identify and perform the Elements of Music in a Wind and Percussion Ensemble. Students begin new music experiences at different ages and progress toward music proficiency at different rates. Learners at similar ages frequently demonstrate varying proficiency levels and these courses permit flexibility in acknowledging that students will developmentally progress through the artistic process at varying degrees over time. Students will rehearse in large or small group settings a variety of music from different cultural backgrounds and genres. Performances are expected and required.	
Instrumental Music Band I	353100CW
Instrumental Band I: Aligned with the 2017 South Carolina College and Career Ready Standards for Instrumental Music Proficiency, this course is a performance based program that concentrates on basic techniques, music literacy, and music vocabulary. Students are expected to participate in various ensembles and participate in District and State band division events. Students are expected to use current technology to submit recorded playing assessments. Specified performance attire is expected. After school practices may be required. Performances are expected and required.	
Instrumental Music: Piano Grade 6	15430600
Instrumental Music: Piano GT (Grade 6)	15440600
Instrumental Music: Piano I (7 and 8)	25670700/0800
Instrumental Music: Piano II (7 and 8)	25680700/0800
Instrumental Music: Piano GT (Grade 7 and 8)	25690700/0800
Aligned with the 2017 South Carolina College and Career Ready Standards for Instrumental Music Proficiency, the piano course is designed for students with an intermediate level of piano experience to advanced students who want to improve their basic piano keyboard skills. Students will receive instruction on a piano keyboard to include learning music notation reading. Students begin new music experiences at different ages and progress toward music proficiency at different rates. Learners at similar ages frequently demonstrate varying proficiency levels and this course permits flexibility in acknowledging that students will developmentally progress through the artistic process at varying degrees over time. Students will learn in a group setting a variety of music from different cultural backgrounds and genres. Performances are expected and required.	
Instrumental Music: Guitar Grade 6	15380600
Instrumental Music Guitar GT Grade 6	15390600
Instrumental Music Guitar I Grade 7 and 8	25380700/25380800
Instrumental Music Guitar II Grade 7 and 8	25390700/25390800
Instrumental Music Guitar GT Grade 7 and 8	25450700/25450800
Aligned with the 2017 South Carolina College and Career Ready Standards for Instrumental Music Proficiency, these three leveled guitar courses are designed from beginners with no previous guitar experience to advanced students who want to improve their guitar skills. Students will receive instruction on a guitar to include learning music notation reading and learning various chords. Students begin new music experiences at different ages and progress toward music proficiency at different rates. Learners at similar ages frequently demonstrate varying proficiency levels and these	

Course Name	Course Number

courses permit flexibility in acknowledging that students will developmentally progress through the artistic process at varying degrees over time. Students will learn in a group setting a variety of music from different cultural backgrounds and genres. Performances are expected and required.

Environmental Studies 6th	12990600
Environmental Studies 7th	22990700
Environmental Studies 8th	22990800

The goal of Environmental Studies class is to educate the students about the ecosystem of the Lowcountry so they can become good stewards of this fragile and beautiful land. With inside and outside experiential education activities, the student will examine biotic and a biotic factor in the ocean and tidal salt marsh and the interdependency of all the factors in the ecosystem. Students will learn about environmental concerns of Beaufort County, see the connection between government and environment and actively become stewards of the Lowcountry environment.

Exploratory Cultures 6th	17011600
Exploratory Cultures 7th	27011700

Exploratory Cultures 5th, 6th & 7th: This semester course is for students who want to start Spanish or build on vocabulary they already know. Sixth – Seventh grade students will study Spanish for one semester. Students will learn to speak about themselves, their family and friends. They will also learn how to talk about the weather, tell time and order food in a restaurant. They will learn about daily life in Spanish speaking countries, as well as the life of Hispanics and Latinos in the U.S. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.

Exploratory Cultures 8th	27011800

Students will continue their studies of the Spanish language and Hispanic cultures. They will learn how to communicate about school life, pastimes and hobbies in the target language. They will also learn how to describe people and places and make plans. The diverse cultures of Latin countries and Latin heritage in the United States will continue to be explored. The skills of speaking, listening, reading and writing are stressed. Students will have the opportunity to use the program Rosetta Stone to enhance their studies.

Multilingual Learner Program- 6th grade	10840600
Multilingual Learner Program- 7th grade	20840700
Multilingual Learner Program- 8th grade	20840800

Multilingual Learner Program (MLP): The goal of the Multilingual Learner Program courses for 6, 7, and 8 grade is to provide services and support to increase language proficiency and content knowledge for multilingual students. During registration students are identified and administered a screener which provides an English Language Proficiency score (ELP). **Students with ELP composite scores ranging between 1.0 and 4.3 AND an ELP Literacy score of 3.8 or lower will be placed in a multilingual learner program course or serviced through another program service delivery model based on multiple data**. Instruction will focus on English language proficiency in listening, speaking, reading, and writing. WIDA English Language Development Standards (ELD 2020 Edition, adopted by South Carolina in May 2021), and SC CCR will be implemented to enhance content knowledge through collaborative and interpretive activities across all content areas.

PAES Lab 6th	19990600
PAES Lab 7th	29990800
PAES Lab 8th	29990700
General Ed Exploratory 6th	17010600
General Ed Exploratory 7th	27010700
General Ed Exploratory 8th	27010800
ProTeam	27015800

ProTeam 7th – 8th: This course is designed to help students set realistic goals for the future that include the steps to prepare for successful completion of high school and college. The ProTeam Program can be considered the beginning course in the education and training career cluster model and is comprised of seven modules and 51 descriptors with an emphasis on character development, career readiness skills, and an exploration of teaching and education professions. Each module has required components as well as optional ones and family involvement activities are infused throughout the curriculum.

Course Level Waiver Agreement

As the parent/ guardian of _____, I am requesting that my child be placed in the following course: _____ at _____(Name of School) with the understanding that he/she does not meet the criteria for the course placement. I understand and agree to the following criteria by signing below,

1. Acknowledgement that this waiver is not recommended based upon the historical academic record to date.
2. Once in the course the student WILL NOT be removed for any reason. This includes academic performance up to and including failing the course.
3. If discipline becomes an issue, the administration will take appropriate action in accordance with the student code of conduct to ensure the successful academic experience for students within the classroom.
4. If at the conclusion of the school year it is determined this was a misplaced student assignment, the administration will ensure proper academic assignments in future years to match the ability of the student, without the ability to waive into another class or section.

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

_____ _____
Principal Signature Date