# Intermediate and Middle School Course Catalog

School District Five of Lexington and Richland Counties  
1020 Dutch Fork Road, Irmo, SC 29063  
(803)476-8000  
**Superintendent:** Dr. Christina Melton  
**Chief Instructional Officer:** Mr. Michael Guliano

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Phone</th>
<th>Principal</th>
<th>Assistant Principal</th>
<th>School Counseling Director</th>
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<tbody>
<tr>
<td>Chapin Intermediate School</td>
<td>1130 Old Lexington Highway, Chapin, SC 29036</td>
<td>803-575-5700</td>
<td>Edward Davis</td>
<td>Rebecca Dilley</td>
<td>Dione Bell (575-5797)</td>
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<td>CrossRoads Intermediate School</td>
<td>6949 St. Andrews Road, Columbia, SC 29212</td>
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<td>Justin Thomas</td>
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<td>Laura Jones (476-8365)</td>
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<td>11661 Broad River Road, Chapin, SC 29036</td>
<td>803-722-5500</td>
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<td>Stephanie Huckabee</td>
<td>Thais West (722-5606)</td>
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<td>Dutch Fork Middle School</td>
<td>1528 Old Tamah Road, Irmo, SC 29063</td>
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<td>6051 Wescott Road, Columbia, SC 29212</td>
<td>803-476-3600</td>
<td>Cassandra Paschal</td>
<td>Erin Doty</td>
<td>Sheila Inabinet (476-3670)</td>
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The mission of School District Five of Lexington and Richland Counties, in partnership with the community, is to provide challenging curricula with high expectations for learning that develop productive citizens who can solve problems and contribute to a global society.

Vision

Pursuing Excellence for Tomorrow’s Challenges

Non-Discrimination Policy

School District Five of Lexington and Richland Counties does not discriminate on the basis of race, color, national origin, sex or disability in admission to, treatment in, or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies: Dr. Allison Jacques, Title IX Coordinator and Dr. Angie Slatton, 504/ADA Coordinator, 1020 Dutch Fork Road, Irmo, South Carolina 29063, (803) 476-8000.

http://www.lexrich5.org
<table>
<thead>
<tr>
<th>Page Range</th>
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<tr>
<td>1-6</td>
<td>General Information</td>
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<td>7</td>
<td>Profile</td>
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<td>English Language Arts</td>
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<td>Mathematics</td>
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<td>24-27</td>
<td>Exploratory</td>
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<td>28-29</td>
<td>Chapin Intermediate School Page</td>
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<td>CrossRoads Intermediate School Page</td>
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<td>Dutch Fork Middle School Page</td>
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<td>36-37</td>
<td>Irmo Middle School Page</td>
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School District Five is committed to providing a rigorous, relevant academic foundation, which fosters lifelong learning. Each school in District Five strives to meet the instructional needs of its students through planned standards, goals and objectives for each grade.

The middle school program is designed to meet the needs of emerging adolescents during the time when they are inquisitive about themselves, others, and the world. We recognize that students are experiencing a transitional period during which their intellectual, emotional, physical and social needs develop and change.

Middle schools provide a common basis of knowledge in core academic courses. All students take English language arts, math, science, and social studies. Career and life-long learner exploration opportunities and enrichment are offered through the fine arts, exploratory and physical education programs, as well as through career education activities such as service learning, job shadowing and Career Day.

1. Registration for Courses
During registration students should:
  ● participate in individual advisement with a counselor or teacher,
  ● review course offerings in the on-line district course catalog, and
  ● sign a waiver if a student and his/her parents disagree with the school’s recommended course(s).

Based upon projected class enrollment, the school and school district make plans for the very best educational program possible, including decisions regarding teacher assignments, teaching positions, budget, room assignments, and services to students. Therefore, please consider course selections.

Since the registration process is comprehensive and affords many opportunities for communication, schools have adopted procedures regarding schedule changes.

GENERAL REGISTRATION PROCEDURES

1. Course change requests must be submitted by June 15th. Changes after June 15 will be allowed for the following:
   ● When course requirements have been earned after the completion of the school year: Changes will be made if summer school completion warrants a change. Counselors will make schedule corrections upon completion of summer school. Counselors will make the required changes upon receiving final grades and/or transcripts prior to the first day of school.
   ● When there is a computer/clerical error: Corrections will be made as soon as school counseling staff, parents, students, or teachers discover errors. Efforts will be made to schedule changes within the same block; however, to accommodate the new schedule, changes in more than one block may occur.

2. A request for teacher change will be considered if the student has previously failed a course with a scheduled teacher and if space permits (see 2nd bullet under #3).

3. Course change requests prior to June 15 will be considered according to the following conditions:
   ● the change is requested in writing
   ● the proposed change will not result in a class having over the maximum of 25 students
   ● the proposed change is not in conflict with the master schedule

4. Course Withdrawals after June 15 will require principal approval and the following will apply:
   ● Students may not drop a required course.
   ● All COURSE WITHDRAWALS after the start of class will adhere to the course withdrawal policy.
   ● Requests for course level changes will be considered provided that the proposed change will not result in a class having over the maximum of 25 students and the proposed change is not in conflict with the master schedule.
   ● Second semester course changes should be submitted by December 1 to the appropriate school counselor.

5. Adding New Courses after June 15 will require principal approval and the following will apply:
   ● A student may not enroll in a semester course after the third-class meeting of the course.
   ● A student may not enroll in a yearlong course after the fifth-class meeting of the course.

GRADE CLASSIFICATION for MIDDLE SCHOOL

To be promoted from one grade to the next, a student must meet specific criteria as follows.

   ● Criterion 1: The student has earned passing grades as the final yearly average in English/ language arts, mathematics, science and social studies.
   ● Criterion 2: The student has met the attendance requirements of School District Five as specified in policy JH.
   ● Students who fail one or two core content area courses are required to attend and pass summer school in order to be promoted to the next grade level.
   ● Students who fail three or four core content area courses are not eligible for summer school. Final determination of promotion or retention rests with the principal.

Should your child elect to take a class that will earn high school credit or Carnegie Unit, you and your student should be aware that these classes are taught to the standards and to the level of rigor as the same class taught at the high school level. They will also begin to establish your student’s high school grade point average or GPA. It is important to note that students will need to adhere to the attendance policy set forth by the State of South Carolina, as well as the Uniform Grading Policy standards as it pertains to your student’s GPA. Please take a few minutes to familiarize yourself with the information on the next few pages.
A student must earn the following 24 total units:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
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<tr>
<td>Mathematics</td>
<td>4</td>
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<tr>
<td>Science</td>
<td>3</td>
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<tr>
<td>United States History and Constitution</td>
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<tr>
<td>Economics</td>
<td>½</td>
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<tr>
<td>United States Government</td>
<td>½</td>
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<tr>
<td>Other Social Studies Elective</td>
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<tr>
<td>Physical Education or Junior ROTC</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>World Language</td>
<td></td>
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<tr>
<td>OR</td>
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<tr>
<td>Career and Technical Education</td>
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<tr>
<td><strong>TOTAL CORE UNITS</strong></td>
<td>17</td>
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<tr>
<td>Electives:</td>
<td>7</td>
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<tr>
<td>(Includes Comprehensive Health Education Requirements)</td>
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<tr>
<td><strong>TOTAL UNITS</strong></td>
<td>24</td>
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</table>

- When a student's absences from class exceed those allowed by state regulation, he/she will not receive credit in that course. The student may appeal to the principal to excuse absences under the conditions specified in Policy JH and Administrative Rule JH-R Student Absences and Excuses. Final determination regarding awarding of credit based on excessive absences will be made by the principal.

**HONORS COURSES**

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the Profile of the South Carolina Graduate.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the Profile of the South Carolina Graduate.
- Assessments must align with the honors level curriculum and instructional best practices to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

**VIRTUALSC**

Students must have permission from the principal or the principal's designee to be enrolled in the South Carolina Virtual School Program. The district will transcribe the student's final numeric grade to the student's permanent grade and transcript. Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment. Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program. VirtualSC is a free state-sponsored online program serving students currently attending public, private and home schools in grades 7-12 and Adult Education Programs. VirtualSC offers rigorous online courses aligned to state standards that are developed and taught by Highly Qualified, SC licensed teachers. VirtualSC partners with schools to provide an individualized online learning solution for students on the path to high school graduation. Students should contact their school counselor for an information packet and then visit [http://ed.sc.gov/](http://ed.sc.gov/).

**GRADING POLICY**

Coursework completed after August 15, 2016, will be awarded quality points based on the 10-point grading scale with the weighting associated with the course. Quality points awarded are limited to the use of the three-decimal-place conversion factors specified in the South Carolina Uniform Grading Policy grade point conversion chart. Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios are listed below.

**GRADE POINT AVERAGES (GPA)**

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the formula below. The formula will yield each student’s GPA, which can then be ranked from highest to lowest rank in a class. Computations will be rounded to the third decimal place as outlined in the state’s uniform grading policy. All diploma candidates are included in the ranking.

\[
GPA = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}
\]

The board will establish the criteria for determining honor graduates and distinguished honor graduates and may establish earlier cutoffs (e.g. the seventh semester of high school, the third nine weeks of the senior year) when determining a rank for any local purpose. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.


**South Carolina Uniform Grading Scale Conversions**

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When a student successfully recovers the credit for a failed course with a 60 or higher, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course with a grade below a 60, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will display on the student’s transcript.

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**END-OF-COURSE EXAMINATION PROGRAM (EOCEP) COURSES**

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student’s final grade. The student will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time, and all requirements will apply. The State of South Carolina mandates an end-of-course examination after completion of Algebra 1. EOCEP examination scores count 20 percent in the calculation of the student’s final grade in gateway courses.

**FAILURE DUE TO ABSENCES**

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an “FA” (failure due to absences) on his/her transcript. The grade of “FA” will carry no Carnegie units but will be factored into the student’s GPA as a 50. As noted in Regulation 43-274VII (B), students with absences may make up work or demonstrate proficiency as determined by the local school district. All make-up time and work must be completed within 30 days from the last day of the course. The board or its designee may extend the time for a student’s completion of the requirements due to extenuating circumstances that include, but are not limited to, the student’s medical condition, family emergencies, and other student academic requirements that are considered to be a maximum load. Make-up requirements that extend beyond 30 days due to extenuating circumstances must be completed prior to the beginning of the subsequent new school year.

**INTERSCHOLASTIC ACTIVITIES**

Interscholastic Competitive (Co-Curricular) activities are school-sponsored activities that result in the presentation of a rating, trophy, or award. Visual and performing arts students participating in graded experiences outside of class are not included. Specific requirements for academic eligibility are as in accordance with the SCHSL (South Carolina High School League). Please direct all questions and inquiries to the school Athletic Director at the high school.

**THE NCAA AND NCAA ELIGIBILITY CENTER**

The National Collegiate Athletic Association (NCAA) serves as the athletics governing body for more than 1200 colleges, universities, conferences, and organizations. The NCAA Eligibility Center certifies the academic and amateur credentials for all college-bound student athletes who wish to compete in NCAA Division I, II, or III athletics. Contact the Athletic Director or school counselor at your school to have questions answered regarding NCAA eligibility. Creating an account is the first step to becoming an NCAA student-athlete. Visit www.eligibilitycenter.org to register. Students are responsible for ensuring NCAA eligibility.

**Note: Courses Taken Before High School**

If a student takes a high school class (such as Algebra I or Spanish I) before the ninth grade, the class may count toward the 16 core courses if it appears on the high school’s list of NCAA approved courses and is shown on the high school transcript with grade and credit.
**SOUTH CAROLINA JUNIOR SCHOLARS PROGRAM**

The South Carolina Junior Scholars Program was developed by the South Carolina Department of Education (SCDE) during the 1985-86 school year to identify eighth grade students with exceptional academic talent and to develop strategies for inclusion into special programs.

Eighth grade students are identified based on the following criteria:

- Students who scored 550 or higher on the Evidence-Based Reading and Writing or 530 or higher on the Math portion of the PSAT/NMSQT; or
- Students who participated in Duke University's Talent Identification Program (TIP) during their seventh-grade year, who met the eligibility requirements as outlined by that program, and were identified and recognized by Duke TIP at the State Recognition or Grand Recognition ceremony will be identified as South Carolina Junior Scholars.

**DUKE TIP 7th GRADE TALENT IDENTIFICATION**

Students will be notified in writing each Fall regarding Duke TIP 7th grade Talent Identification. The 7th Grade Talent Search is open to current seventh-grade students who qualify through one of three methods:

1. Scoring at or above the 95th national percentile on an accepted grade-level national standardized achievement or abilities test
2. Scoring at or above the 95th percentile on a state assessment
3. Scoring 125 or above (full scale or composite) on an accepted IQ test

Students who qualify are encouraged to register for the SAT in order to possibly qualify for State Recognition or Grand Recognition.

**MIDDLE SCHOOL PSAT TESTING**

Each Fall PSAT testing information is made available to 8th grade students. Students may sign up for the PSAT test with the school AGP Coordinator. The PSAT is given during the school day to registered 8th grade students. This test is a qualifying test for the SC Junior Scholars Program.

**MINIMUM REQUIREMENTS FOR SOUTH CAROLINA PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES**

The Commission on Higher Education (CHE) established the minimum course requirements for students who plan to attend a public college in South Carolina. CHE recommends students include these courses as a part of their high school course selection along with other elective classes. Some colleges require courses in addition to those listed below (see college catalogs for admission requirements) for entering college freshmen beginning in the academic year 2019-2020. For more information please visit the CHE website at https://www.che.sc.gov/.

**ENGLISH (Four units):**

Completion of College Preparatory English 1, 2, 3 and 4 will meet this criterion.

**MATHEMATICS (Four units):**

These include Algebra 1, Algebra 2 and Geometry. Foundations Algebra and Intermediate Algebra may count together as a substitute for Algebra 1 if a student also successfully completes Algebra 2. No other courses may be substituted for the three required mathematics courses (Algebra I, Algebra II, and Geometry). In addition, students must also successfully complete a fourth higher-level mathematics course. Students may select from the following higher-level mathematics courses: Algebra 3, Pre-calculus, Calculus, Statistics, Discrete Mathematics, and Computer Science (Computer Science should involve significant programming content, not simply keyboarding or using applications.), IB Mathematics Courses, AP Mathematics Courses and AP Computer Science.

**LABORATORY SCIENCE (Three units):**

Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among Biology, Chemistry, Physics, or Earth Science. Biology is required for graduation. The third unit may be from the same field as the first two units (Biology, Chemistry, Physics, or Earth Science) or from any laboratory science for which Biology, Chemistry, Physics or Earth Science is a prerequisite. Courses in general or introductory science for which one of these four units is not a prerequisite will not meet this requirement. It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics and earth science.

**SOCIAL SCIENCE (Three units):**

One unit of United States History is required; a half unit of Economics and a half unit in Government and one additional Social Studies elective are required for high school graduation.

**WORLD LANGUAGES (Two Units of the same WORLD LANGUAGE):**

Most colleges require three units. Refer to the admission requirements of the college or university of your choice for the number of world language units needed.

**PHYSICAL EDUCATION/ROTC:**

One unit of Physical Education or JROTC

**FINE ARTS:**

One unit of Visual and/or Performing Arts

**ELECTIVES (two units):**

Two units must be taken as electives. A college preparatory course in Computer Science (i.e. one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (courses for which Biology, Chemistry, Physics, or Earth Science is a prerequisite).

**MINIMUM REQUIREMENTS FOR ADMISSION TO SOUTH CAROLINA TECHNICAL COLLEGES**

* Applicants must possess a high school diploma or its equivalent or must be 18 years old to be considered for admission into curriculum programs and courses offered by the college.
* Technical Colleges use placement examinations to help students identify what level of courses will best fit into their educational plans. Testing is available on a walk-in basis at all technical colleges.
* Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school’s master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian. As many as two Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades 9-12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate in arts or associate in science degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school’s curriculum.
Parents and students should contact the admissions office of the college or university the student wishes to attend concerning course requirements for admissions.

GENERAL ELIGIBILITY CRITERIA

SCHOLARSHIPS & GRANTS

To be eligible for South Carolina Scholarships and Grants students:

- Must be a South Carolina resident
- Must be a U.S. citizen or legal permanent resident
- Must be enrolled as a degree-seeking student at an eligible South Carolina public or independent institution
- Must not owe a refund or repayment on any State or Federal financial aid and not be in default on a Federal student loan
- Must not have been convicted of any felonies and not have been convicted of any second or subsequent alcohol/drug-related misdemeanor offenses within the past academic year

NOTE: All eligibility requirements are based on information available at the time of printing. If State requirements are revised, changes will be made on the online version of this document until new catalogs are printed.

PALMETTO FELLOWS SCHOLARSHIP

The South Carolina General Assembly established a Palmetto Fellows Scholarship Program in 1988 to retain academically talented high school graduates in the state through awards based on merit. Eligible full-time students may receive up to $6,700 each academic year toward the cost of attendance at an eligible four-year institution in South Carolina for a maximum of eight terms. Amounts may vary based on legislative funding.

For current information see: http://www.che.sc.gov

Initial Eligibility Requirements (Early Awards)

Applications for early awards must be submitted to the Commission on Higher Education for the Palmetto Fellows Scholarship by May 1st of the junior year and April 15th of the senior year. High school seniors may apply if they meet one of the following academic requirements:

- Score at least 1200 on the SAT or 27 on the ACT by the November test administration, earn a minimum 3.50 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year, and rank in the top six percent of the class at the end of either sophomore or the junior year
- Score at least 1400 on the SAT or 32 on the ACT by the November test administration and earn a minimum 4.00 cumulative GPA using the SC Uniform Grading Policy (UGP) at the end of the junior year

Students cannot use these criteria to meet the final award criteria.

Final Awards

Applications for final awards must be submitted to the Commission on Higher Education for the Palmetto Fellows Scholarship by the date established in June each academic year. High school seniors may apply if they meet one of the following academic requirements:

- Score at least 1200 on the SAT or 27 on the ACT by the June national test administration of the senior year, earn a minimum 3.50 cumulative GPA using the SC UGP at the end of the senior year, and rank in the top six percent of the class at the end of the senior year
- Score at least 1400 on the SAT or 32 on the ACT by the June national test administration and earn a minimum 4.00 cumulative GPA using the SC UGP at the end of the senior year

Palmetto Fellows Scholarship awardees must not be a recipient of the LIFE, HOPE or Lottery Tuition Assistance.

LIFE SCHOLARSHIP

The South Carolina General Assembly established the Legislative Incentives for Future Excellence (LIFE) Program in 1998 to increase access to higher education, improve employability of South Carolina’s students, provide incentives for students to be better prepared for college, and encourage students to graduate from college on time. Eligible full-time students may receive the following awards.

Four Year Colleges: Up to $5,000 (including a $300 book allowance) each academic year towards the cost of attendance at an eligible four-year institution in South Carolina;

Initial Eligibility: Students must meet two of the following three criteria:

- Earn at least a cumulative 3.0 GPA based using the UGP upon high school graduation
- Rank in the top 30 percent of the graduating class
- Score at least 1100 on the SAT or 24 on the ACT through June of the senior year. Only the math and critical reading scores of the SAT may be included.

Two Year Colleges: Up to the cost of tuition plus a $300 book allowance each academic year at an eligible two-year public or technical institution in South Carolina.

Initial Eligibility: Students must graduate from high school with at least a cumulative 3.0 GPA using the UGP.

Students must be South Carolina residents at the time of graduation and college enrollment. LIFE scholarship awardees may not be recipients of Palmetto Fellows, HOPE or Lottery Assistance.

Colleges and universities may charge additional fees not covered by the Life Scholarship.

There are no applications for LIFE or HOPE Scholarships. Eligible institutions notify students if they qualify for the Scholarship.

THE ENHANCED LIFE AND PALMETTO FELLOWS SCHOLARSHIPS

The South Carolina General Assembly has passed legislation that enhances the value of the Palmetto Fellows and LIFE Scholarship awards for students majoring in science and mathematics related disciplines. Eligible students for the Enhanced Palmetto Fellows may receive up to $10,000. Enhanced LIFE scholarship students may receive $7500. These awards begin after the completion of 30 college credit hours, declaration of an eligible major and fourteen credit hours in math and science courses. The student must also meet the basic requirements for the LIFE and Palmetto Fellows Scholarships.

As a result of the complexity of these new regulations, it is recommended that parents and students check the eligible majors at http://www.che.sc.gov

HOPE SCHOLARSHIP

The South Carolina HOPE Scholarship Program was established under the South Carolina Education Lottery Act in 2001. It is a one-year, merit-based scholarship created for eligible first-time entering freshmen attending an eligible four-year institution in South Carolina. Eligible full-time students may receive up to $2,800 (including a $300 book allowance) toward the cost of attendance for a maximum of two terms.

Initial Eligibility Requirements:

- Earn a cumulative 3.0 GPA using the South Carolina Uniform Grading Policy upon high school graduation.
• Reside in South Carolina at the time of high school graduation and college enrollment.
• Not be a recipient of the Palmetto Fellows Scholarship, LIFE Scholarship or Lottery Tuition Assistance, and meet all general eligibility criteria.

There are no applications for LIFE or HOPE Scholarships. Eligible institutions notify students if they qualify for the Scholarship.

CURRICULUM FRAMEWORKS

Curriculum Frameworks organize both core courses and elective courses into schools of study in order to help students select clusters of study and majors as required by the Education and Economic Development Act of 2005 (EEDA). Rigorous academic courses required for high school graduation as well as relevant career-related courses and extended learning opportunities will prepare students to be college and career ready.

School District Five Curriculum Frameworks include Schools of Study, Clusters of Study, and Majors.

District Five offers four schools of study:
• School of Fine Arts and Humanities
• School of Business Management and Information Systems
• School of Engineering, Manufacturing and Industrial Technology
• School of Health Science and Human and Public Services

The purpose of choosing a Career Cluster in the 8th grade and a Career Major in the 9th or 10th grade for the Individual Graduation Plan (IGP) is to promote students’ awareness and exploration of career opportunities related to the various career clusters and majors and to focus elective credits. While the process of selecting a cluster and major is required for 8th and 9th grade students in South Carolina by state law (EEDA), completion of the IGP major is recommended, not required, for graduation. Students who complete the four credit requirements for their major will be recognized at graduation.

Each of the four high schools in District Five attempts to offer elective courses which will meet a variety of student interests and needs. However, course requests, the availability of properly certified teachers, and budget constraints determine which electives will be taught. Completion of the IGP does not guarantee course availability
PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents’ Roundtable
ENGLISH LANGUAGE ARTS

Grade 5  Grade 6  Grade 7  Grade 8

ELA CP 5  ELA CP 6  ELP CP 7  ELA CP 8

ELA 5  AGP  ELA 6  Honors  ELP 7  Honors  English 1

Literacy Lab 11106200
(CIS, CRIS, IMS) Grade: 6 Semesters: 2
Literacy Lab is an academic course designed to extend learning in order to accelerate growth toward meeting and exceeding grade level expectations. This class is limited in size and focuses on the use of strategies that help students to improve as readers while also reinforcing literacy skills across subject areas. Students are recommended for this course based on assessments and teacher recommendation.

Literacy Lab 11106200
(CMS) Grade: 7,8 Semesters: 2
Literacy Lab is an academic course designed to extend learning in order to accelerate growth toward meeting and exceeding grade level expectations. This class is limited in size and focuses on the use of strategies that help students to improve as readers while also reinforcing literacy skills across subject areas. Students are recommended for this course based on assessments and teacher recommendation.

English Language Arts CP 6 19026000
(CIS, CRIS, IMS) Semesters: 2
This course is designed to strengthen and refine the foundation of literacy skills designated in the South Carolina State Standards for English Language Arts. Students will develop reading skills in literary texts from a variety of cultures, a variety of informational texts, and non-print texts. Students will learn strategies for making predictions, inferring, and drawing conclusions in various genres. Students will engage in the writing process to write a variety of products for different audiences and purposes. Through inquiry, students will explore a variety of text and will learn to support their thinking, writing, and speaking with evidence from those texts. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing, as well as how authors craft their writing to impact readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich classroom instruction with homework to extend the learning. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing.

English Language Arts HN 6 19106000
(CIS, CRIS, IMS) Semesters: 2
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. This course is planned to support mastery of core areas of learning in terms of pace, depth, and complexity. Students will apply skills they learned in earlier grades to make sense of longer, more challenging texts. They will focus on how authors make their points and support their arguments with evidence and reasoning to help sharpen their ability to write and speak with more clarity and coherence. Students will engage in the writing process to write a variety of products for different audiences and purposes. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing, as well as how authors craft their writing to impact readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich classroom instruction with homework to extend the learning. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing.

English Language Arts 6, Escolares 10016E00
(IMS) Semesters: 2
Prerequisite: Acceptance in the I Am Escolares Program
This course is designed to develop skill 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
and evaluation of concepts. Students will engage in the writing process to write a variety of products for different audiences and purposes. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing, as well as how authors craft their writing to impact readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich classroom instruction with homework to extend the learning. All students will take SC READY, our state summative assessment which includes two days of testing for reading and writing. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

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<th>English Language Arts CP 7</th>
<th>20017200</th>
<th>Semesters: 2</th>
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<td>(CMS, DFMS, IMS)</td>
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<td>This course is designed to guide students in developing skills and strategies in reading literary texts from a variety of cultures, reading informational texts, and comprehending print and non-print resources, including digital formats. Through inquiry, students will analyze primary and secondary sources and learn the procedures for documenting and citing sources to avoid copyright issues. In writing and oral communication, students will develop clarity, organization, the use of detail, and identification of audience and purpose. Students will engage in the writing process to generate a variety of writing products. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing, as well as how authors craft their writing to impact readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing.</td>
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Students will be challenged to use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners, or constructively evaluating others’ use of evidence. In writing and oral communication, students will develop clarity, organization, the use of detail, and identification of audience and purpose. Students will engage in the writing process to generate a variety of writing products. Through inquiry, they will analyze primary and secondary sources and will continue to develop skills and strategies in comprehending print and non-print resources. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing. |

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<th>English Language Arts HN 7</th>
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<td>This course is designed to challenge and extend the learning of students who demonstrate commitment and ability to engage in this rigorous curriculum. This course develops proficiency in communicating abstract and complex ideas, relationships, and issues. Students will analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. They will continue to analyze how themes in literary texts develop over the course of a writing. Through inquiry, students will analyze and synthesize across primary and secondary sources, as well as non-print resources, and learn the procedures for documenting and citing sources to avoid copyright issues.</td>
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<tr>
<td>(IMS)</td>
<td>Semesters: 2</td>
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<td>Prerequisite: Acceptance in the I Am Escolares Program</td>
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<td>This course is designed to challenge and extend the learning of students who demonstrate commitment and ability to engage in this rigorous curriculum. This course develops proficiency in communicating abstract and complex ideas, relationships, and issues. Students will analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. They will continue to analyze how themes in literary texts develop over the course of a writing. Through inquiry, students will analyze and synthesize across primary and secondary sources, as well as non-print resources, and learn the procedures for documenting and citing sources to avoid copyright issues. Students will be challenged to use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners or constructively evaluating others’ use of evidence. In writing and oral communication, students will develop clarity, organization, the use of detail, and identification of audience and purpose. Students will engage in the writing process to generate a variety of writing products. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. All students will take SC READY, our state summative assessment which includes two days of testing for reading and writing. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.</td>
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<th>English Language Arts CP 8</th>
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<td>(CMS, DFMS, IMS)</td>
<td>Semesters: 2</td>
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| This course will challenge students to grapple with major works of fiction and nonfiction texts that extend across cultures and
centuries. As they work diligently to understand precisely what an author or speaker is saying, students will also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. Students in this course will expand their skills in the area of research through the analysis of both print and non-print resources. Students will develop skills and strategies in reading literary and informational texts including primary and secondary sources. Students will analyze and synthesize across texts to compare ideas, themes, and information. Students will develop clarity, organization, the use of detail, and identification of audience and purpose in writing and oral communication. Language instruction will focus on the correct use of Standard American English including a study of grammar, conventions and usage, as well as author's craft to influence readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students will be expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing.

**English Language Arts HN 8 (CMS, DFMS, IMS)**

This course is designed to challenge and extend the learning of students who demonstrate commitment and ability to engage in this rigorous curriculum. This course develops proficiency in communicating abstract and complex ideas, relationships, and issues. Students will analyze, define, compare, and evaluate ideas when reading, writing, speaking, and listening. In this course, students will continue to develop reading skills through structured study and independent reading of literary and informational texts. Through extensive reading, students will study various themes and cultural perspectives and will focus on reading to draw evidence from literary and informational texts in order to support analysis, synthesis, reflection, and research. Students will be challenged to use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners, or constructively evaluating others' use of evidence. Students will produce clear and coherent writing that focuses on arguments to support claims and writing informatively to convey complex ideas. Students will participate in research that is based on focused questions and will learn how to gather information from and assess the credibility of both print and digital sources. Language instruction will focus on the correct use of Standard American English including a study of conventions of grammar and usage in writing, including the author's use of craft to influence and communicate to readers. Students will apply vocabulary skills to include word analysis such as words in context and Greek and Latin stems. Students are expected to reinforce and enrich their knowledge, fluency, and skills through completion of homework. All students will take SC READY, the state summative assessment which includes two days of testing for reading and writing.

**English 1 Honors (CMS, DFMS, IMS)**

This course meets the state requirement for honors courses and meets the requirements for English 1. In this course, students will continue to develop reading skills through structured study and independent reading of literary and informational text. Through extensive reading, students will grapple with works of exceptional craft and thought whose range extends across genres, culture, and centuries. The focus of reading instruction will be drawing evidence from literary and informational text in order to support analysis, synthesis, reflection, and research. Additionally, this course will challenge students to apply their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Students will produce clear and coherent writing that focuses on arguments to support claims and writing informatively to convey complex ideas. Students will participate in research that is based on focused questions and will learn how to gather information from and assess the credibility of both print and digital sources. Students will study author's craft to understand how language, structure, and punctuation can be used to influence the reader and enhance writing. Language and vocabulary instruction will focus on the conventions of standard American English as well as teaching students how language is used to convey meaning in a text. Because of the pace, depth, and rigor of this course, it is highly recommended for students who plan to take Advanced Placement English courses.

**English 1 Escolares (IMS)**

This course meets the state requirement for honors courses and meets the requirements for English 1. In this course, students will continue to develop reading skills through structured study and independent reading of literary and informational text. Through extensive reading, students will grapple with works of exceptional craft and thought whose range extends across genres, culture, and centuries. The focus of reading instruction will be drawing evidence from literary and informational text in order to support analysis, synthesis, reflection, and research. Additionally, this course will challenge students to apply their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Students will produce clear and coherent writing that focuses on arguments to support claims and writing informatively to convey complex ideas. Students will participate in research that is based on focused questions and will learn how to gather information from and assess the credibility of both print and digital sources. Students will study author’s craft to understand how language, structure, and punctuation can be used to influence the reader and enhance writing. Language and vocabulary instruction will focus on the conventions of standard American English as well as teaching students how language is used to convey meaning in a text. Because of the pace, depth, and rigor of this course, it is highly recommended for students who plan to take Advanced Placement English courses. All English 1 students must take South Carolina's End-of-Course exam which counts as 20 percent of the final grade. The SC End-of-Course exam includes both reading items and writing to a text dependent analysis question. All students will also take SC READY, our state summative assessment which includes two days of testing for reading and writing. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.
This course focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division using concepts of ratio and rate to solve problems; (2) understanding division of fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Problem solving and applications to real-life situations are infused throughout the curriculum. The use of manipulatives and technology is emphasized throughout the course. This course aligns with the South Carolina College and Career Ready Standards for Mathematics for Grade 6.

PRE-ALGEBRA 6, HONORS, Escolares 11106E00
(CIS, CRIS, IMS) Grade: 6 Semesters: 2
Prerequisite: Grade 5 AGP Math and Acceptance in the I AM Escolares Program
This course is intended for students who have successfully complete grade five AGP Math and are able to work at an accelerated pace and with above grade level content. This course contains prerequisite content to prepare students for Algebra 1 and demands a faster pace for instruction and learning. Accelerated content includes: exploring the real number system to include irrational numbers; extending concepts of linear equations and inequalities to more complex multi-step equations and inequalities; understanding and applying laws of exponents to simplify numerical expressions; recognizing the three types of solutions to linear equations; investigating and evaluating square roots and cube roots; investigating and applying properties of rigid transformations; applying the Pythagorean Theorem to model and solve problems; extending concepts of volume to include cones, cylinders and spheres; extending properties of angles and angle relationships; and extending the concepts of probability to include compound events. This course aligns with the South Carolina College and Career Ready Standards for Mathematics for Grades 7 and part of 8. The I AM Escolares designation is the result of unique
Mathematics instruction will focus on mastery of these concepts: developing understanding of operations with rational numbers and applying the concepts of linear equations and inequalities; applying properties to simplify and factor algebraic expressions; developing understanding of and applying proportional relationships; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; applying concepts of theoretical and experimental probabilities; and drawing inferences about populations based on samples. This course aligns with the South Carolina College and Career Ready Standards for Mathematics for Grade 8.

Prerequisite: Math 6

Pre-Algebra 7 Accelerated 21107200
(CMS, DFMS, IMS) Grade: 7 Semesters: 2

This course is recommended for grade seven students who are able to work at an accelerated pace and above grade level content. This course contains prerequisite content to prepare students for Algebra 1 and includes the Math 7 content but extends by including 8th grade concepts such as: exploring the real number system to include irrational numbers; extending concepts of linear equations and inequalities to more complex multi-step equations and inequalities; understanding and applying laws of exponents to simplify numerical expressions; recognizing the three types of solutions to linear equations; investigating and evaluating square roots and cube roots; recognizing the three types of solutions to linear equations; investigating and applying properties of rigid transformations; applying the Pythagorean Theorem to model and solve problems; extending concepts of volume to include cones, cylinders and spheres; extending properties of angles and angle relationships; and extending the concepts of probability to include compound events. This course aligns with the South Carolina College and Career Ready Standards for Mathematics for Grades 7 and 8.

Prerequisite: Pre-Algebra 6 Honors

ALGEBRA 1 Honors 411400HW
(CMS, DFMS, IMS) Grade: 7 Semesters: 2

This course is foundational for grade eight students to prepare them for Algebra 1. Grade 8 mathematics instruction will focus on mastery of these concepts: exploring the real number system, linear equations and inequalities, polynomials and factoring, graphing and modeling of functions and relations, quadratic and exponential relationships, as well as irrational numbers and descriptive statistics. Students will work at an accelerated pace and with above grade-level content. This course uses a graphing calculator and other graphing utilities. This course is intended to challenge the highly motivated and high-performing student desiring an advanced study of mathematics. This course meets the state requirements for honors courses and is based on South Carolina College and Career Ready Standards for Mathematics for Algebra 1. All Algebra 1 students will be required to participate in the statewide End-of-Course Examination Program, which counts as 25% of the final grade. Upon completion of the course, students will receive a Carnegie unit which will be included in both grade-point-average and class rank on their high school transcript.

Prerequisite: Pre-Algebra 6 Honors and Acceptance in the I AM Escolares Program

ALGEBRA 1 HONORS, ESCOLARES 41140EHW
(IMS) Grade: 7,8 Credit: 1 Semesters: 2

ALGEBRA 2 21108200
(CMS, DFMS, IMS) Grade: 8 Semesters: 2

This course is foundational for grade eight students to prepare them for Algebra 1. Grade 8 mathematics instruction will focus on mastery of these concepts: exploring the real number system, linear equations and inequalities, polynomials and factoring, graphing and modeling of functions and relations, quadratic and exponential relationships, as well as irrational numbers and descriptive statistics. Students will work at an accelerated pace and with above grade-level content. This course uses a graphing calculator and other graphing utilities. This course is intended to challenge the highly motivated and high-performing student desiring an advanced study of mathematics. This course meets the state requirements for honors courses and is based on South Carolina College and Career Ready Standards for Mathematics for Algebra 1. All Algebra 1 students will be required to participate in the statewide End-of-Course Examination Program, which counts as 20% of the final grade. Upon completion of the course, students will receive a Carnegie unit which will be included in both grade-point-average and class rank on their high school transcript. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem solving skills as well as analysis, synthesis, and evaluation of concepts.

Prerequisite: Math 7

Pre-Algebra 8 21107100
(CMS, DFMS, IMS) Grade: 7 Semesters: 2
square roots and cube roots; formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation; solving linear equations and systems of linear equations; recognizing the three types of solutions to linear equations; grasping the concept of a function and using functions to describe quantitative relationships; investigating and applying properties of rigid transformations; applying the Pythagorean Theorem to model and solve problems; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and extending concepts of volume to include cones, cylinders and spheres. This course aligns with the South Carolina College and Career Ready Standards for Mathematics for Grade 8.

ALGEBRA 1, Honors Credit: 1 411400HW
(CMS, DFMS, IMS) Grade: 8 Semesters: 2
Prerequisite: Pre-Algebra 7 Accelerated
Algebra uses variables to generalize and extend the laws of arithmetic. The student will acquire facility in applying algebraic concepts and skills to real world problems. This course is the basis for all further study of honors level mathematics. A student enrolling in this course should have demonstrated a high-level of mastery of K-8 fundamental concepts and operations of arithmetic and a basic understanding of linear relationships. This course will include the study of the real number system, linear equations and inequalities, polynomials and factoring, graphing and modeling of functions and relations, quadratic and exponential relationships, as well as irrational numbers and descriptive statistics. Students will work at an accelerated pace and with above grade-level content. This course uses a graphing calculator and other graphing utilities. This course is intended to challenge the highly motivated and high-performing student desiring an advanced study of mathematics. This course meets the state requirements for honors courses and is based on South Carolina College and Career Ready Standards for Mathematics for Algebra 1. All Algebra 1 students will be required to participate in the statewide End-of-Course Examination Program, which counts as 20% of the final grade. Upon successful completion of the course, students will receive a Carnegie unit which will be included in both grade-point-average and class rank on their high school transcript.

GEOMETRY, HONORS ESCOLARES 41220EHW
(IMS) Grade: 8 Semesters: 2
Credit: 1
Prerequisite: Algebra 1 Honors
Building on their mastery of algebraic skills, students will investigate in greater depth the basic structure of geometry by exploring deductive reasoning through formal proofs and problem solving, developing powers of spatial visualization, building knowledge of the relationships among geometric elements, and developing precision of mathematical language. This course enables students to solve problems about objects and shapes in two- and three-dimensions, including theorems about universal truths and spatial reasoning. In this course, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Mathematical modeling involves creating appropriate equations, graphs, diagrams, or other mathematical representations to analyze real-world situations and solve problems. Use of mathematical tools is important in creating and analyzing the mathematical representations used in the modeling process. In order to represent and solve problems, students should learn to use a variety of mathematical tools and technologies including graphing utilities and dynamic geometry software. This course is intended to challenge the highly motivated and high-performing student desiring an advanced study of mathematics. This course meets the state requirements for honors courses and is based on South Carolina College and Career Ready Standards for Mathematics for Geometry. Upon successful completion of the course, students will receive a Carnegie unit which will be included in both grade-point-average and class rank on their high school transcript. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem solving skills as well as analysis, synthesis, and evaluation of concepts.
Recommended Core Science Course Sequence

SCIENCE   Grade: 6  12016000  
(CIS, CRIS, IMS)   Semesters: 2
This course is based on the South Carolina Academic Standards and Performance Indicators for Science. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Science standards support active engagement in learning, and students will be exposed to a wide variety of experiences, materials, and instructional strategies that accommodate all learners. Sixth grade students will take the South Carolina Palmetto Assessment of State Standards (SCPASS) in Science.

The core areas of the grade six standards are:
- Earth’s Weather and Climate
- Energy Transfer and Conservation
- Diversity of Life – Classification and Animals
- Diversity of Life – Protists, Fungi, and Plants

SCIENCE   Grade: 6 Honors  12016300  
(CIS, CRIS, IMS)   Semesters: 2
This rigorous honors-level course is based on the South Carolina Academic Standards and Performance Indicators for Science and is designed to extend learning opportunities, depth, and complexity for the advanced learner. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Students will be challenged to explore expanded topics, to demonstrate advanced problem-solving and critical thinking skills, and meet expectations that go beyond standard coursework. Sixth grade students will take the South Carolina Palmetto Assessment of State Standards (SCPASS) in Science.

The core areas of the grade six standards are:
- Earth’s Weather and Climate
- Energy Transfer and Conservation
- Diversity of Life – Classification and Animals
- Diversity of Life – Protists, Fungi, and Plants

I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

SCIENCE   Grade: 7  22217000  
(CMS, DFMS, IMS)   Semesters: 2
This course is based on the South Carolina Academic Standards and Performance Indicators for Science. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Science standards support active engagement in learning, and students will be exposed to a wide variety of experiences, materials, and instructional strategies that accommodate all learners.

The core areas of the grade seven standards are:
- Classification and Conservation of Matter
- Organization in Living Systems
- Heredity – Inheritance and Variation of Traits
- Interactions of Living Systems and the Environment

SCIENCE   Grade: 7 Honors  22217300  
(CMS, DFMS, IMS)   Semesters: 2
This rigorous honors-level course is based on the South Carolina Academic Standards and Performance Indicators for Science and is designed to extend learning opportunities, depth, and complexity for the advanced learner. Students will engage
in science and engineering practices and use the crosscutting concepts to make connections and master content. Students will be challenged to explore expanded topics, to demonstrate advanced problem-solving and critical thinking skills, and meet expectations that go beyond standard coursework.

The core areas of the grade seven standards are:
- Classification and Conservation of Matter
- Organization in Living Systems
- Heredity – Inheritance and Variation of Traits
- Interactions of Living Systems and the Environment

**SCIENCE Grade: 7 Escolares 22217E00 (IMS)**

**Prerequisite:** Acceptance in the I AM Escolares Program

This rigorous honors-level course is based on the *South Carolina Academic Standards and Performance Indicators for Science* and is designed to extend learning opportunities, depth, and complexity for the advanced learner. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Students will be challenged to explore expanded topics, to demonstrate advanced problem-solving and critical thinking skills, and meet expectations that go beyond standard coursework.

The core areas of the grade seven standards are:
- Classification and Conservation of Matter
- Organization in Living Systems
- Heredity – Inheritance and Variation of Traits
- Interactions of Living Systems and the Environment

I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

**SCIENCE Grade: 8 22518000 (CMS, DFMS, IMS)**

This course is based on the *South Carolina Academic Standards and Performance Indicators for Science* and supports active engagement in learning while working collaboratively with peers in a small group learning environment. Courses with I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

The core areas of the grade eight standards are:
- Forces and Motion
- Waves
- Earth’s Place in the Universe
- Earth Systems and Resources
- Earth’s History and Diversity of Life

**SCIENCE Grade: 8 Honors 22518300 (CMS, DFMS, IMS)**

This rigorous honors-level course is based on the *South Carolina Academic Standards and Performance Indicators for Science* and is designed to extend learning opportunities, depth, and complexity for the advanced learner. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Students will be challenged to explore expanded topics, to demonstrate advanced problem-solving and critical thinking skills, and meet expectations that go beyond standard coursework.

The core areas of the grade eight standards are:
- Forces and Motion
- Waves
- Earth’s Place in the Universe
- Earth Systems and Resources
- Earth’s History and Diversity of Life

**SCIENCE Grade: 8 Escolares 22518E00 (IMS)**

**Prerequisite:** Acceptance in the I AM Escolares Program

This rigorous honors-level course is based on the *South Carolina Academic Standards and Performance Indicators for Science* and is designed to extend learning opportunities, depth, and complexity for the advanced learner. Students will engage in science and engineering practices and use the crosscutting concepts to make connections and master content. Students will be challenged to explore expanded topics, to demonstrate advanced problem-solving and critical thinking skills, and meet expectations that go beyond standard coursework.

The core areas of the grade eight standards are:
- Forces and Motion
- Waves
- Earth’s Place in the Universe
- Earth Systems and Resources
- Earth’s History and Diversity of Life

I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.
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.

The sixth grade Social Studies Honors 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. This course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

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.
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 honors 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.

Social Studies Grade: 7, Escolares 23107E00

(IMS) Semesters: 2

The seventh grade Social Studies Honors 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 honors 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. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

Social Studies Grade: 8 23208000

(CMS, DFMS, IMS) Semesters: 2

The eighth 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 the history of South Carolina within the context of the United States from the settlement and colonization of North America to the present day. Throughout the course, students will use historical thinking skills which will help them develop into informed, responsible citizens. As an honors 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 Honors and 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. The I AM Escolares designation is the result of unique instructional approaches that provide students with opportunities to experience the content through an integrated approach while working collaboratively with peers in a small group learning environment. Courses with the I AM Escolares designation focus on problem-solving skills as well as analysis, synthesis, and evaluation of concepts.

Social Studies Grade: 8, Honors 23208300

(CMS, DFMS, IMS) Semesters: 2

The eighth 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 the history of South Carolina within the context of the United States from the settlement and colonization of North America to the present day. Throughout the course, students will use historical thinking skills which will help them develop into informed, responsible citizens. As an honors 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 Honors and 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.
World Language Middle School courses offerings may vary by school. Level 1 courses are taught as college preparatory courses and are open to eighth grade students. It is highly recommended that students who plan to take Advanced Placement or International Baccalaureate World Language courses at the high school level take Level 1 in the eighth grade.

**INTRODUCTION TO LATIN**  16300000  
(CIS, CRIS)  Quarter: 1  Grade: 6  
This course is an introduction to the classical Latin language and ancient Rome. It aims to inspire students to become lifelong world language learners and serves as a foundation for world language courses in middle and high school. Students will learn basic elements of the language which may also include history, geography and culture. This course stresses the development of skills needed to be successful in learning a world language and provides students with samples of the world language options available in District Five.

**INTRODUCTION TO SPANISH**  16506000  
(CRIS)  Quarter: 1  Grade: 6  
This course is designed to both introduce and continue the study of Spanish in the sixth grade. Oral communication is emphasized, with some reading and writing. Students will be exposed to interesting facts about the Spanish-speaking world and experience various aspects of the Hispanic culture through art, music and cuisine. Students completing this course will be well equipped to continue Spanish at the middle school and high school levels.

**INTRO TO WORLD LANGUAGES**  16506000  
(CMS)  Semester: 1  Grade: 7  
This seventh-grade semester-long course serves as an opportunity for students to study two world languages. Through thematic units, which relate to language specific content, students will experience various aspects of the Francophone and Hispanic cultures and the French and Spanish languages. This course stresses the development of skills needed to be successful in learning a world language and provides students with an exciting taste of the world language options available.

**FRENCH PREP**  26100100  
(IMS)  Semester: 1  Grade: 7, 8  
This course is an introduction to the study of the French language and Francophone culture. It lays the foundation for language study and prepares students for French 1.

**GERMAN PREP**  26200100  
(IMS)  Semester: 1  Grade: 7, 8  
This course is an introduction to the study of the German language and German culture. It lays the foundation for language study and prepares students for German 1.

**SPANISH PREP**  26500100  
(IMS)  Semester: 1  Grade: 7, 8  
This course is an introduction to the study of the Spanish language and Hispanic cultures. It lays the foundation for language study and prepares students for Spanish 1.

**FRENCH 1**  Credit: 1  361100CW  
(CMS, IMS)  Semester: 2  Grade: 8  
This course is designed as an introduction to the French language and Francophone cultures. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

**GERMAN 1**  Credit: 1  362100CW  
(IMS)  Semester: 2  Grade: 8  
This course is designed as an introduction to the German language and culture. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.

**SPANISH 1**  Credit: 1  365100CW  
(CMS, DFMS, IMS)  Semester: 2  Grade: 8  
This course is designed as an introduction to the Spanish language and Hispanic cultures. Language skills (listening, speaking, reading, writing) are integrated into thematic units with an emphasis on the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will be engaged in activities that promote the ability to interact appropriately in real-world contexts.
This course is designed to use the elements and principles of design to prepare students for the middle and high school art curriculum. Students will work in a variety of art media to create artworks based around the Elements of Art and Principles of Design. This is a skills-based course in which students will concentrate on various techniques and media. Students will use higher order thinking skills to solve various art problems and come up with their own creative solutions.

This course is designed to use the elements and principles of design to increase students’ skills and experience with various media and techniques.

The projects planned for this course will provide the opportunity to be creative and explore new ideas in an introductory setting. The basic skills and knowledge studied in this course will prepare students for future art classes and hopefully inspire a lifelong interest and appreciation for art. This course, like all other art courses is based on the Elements and Principles of Art as well as SC standards. Students will be graded based on four major categories, directly related to the SC State Standards: Technical Mastery, Design Resolution, Creative Expression, and Presentation. All exceptional A and B work will be displayed at a school art show at the end of each semester (one fall and one spring art showcase).

Students are eligible for this course based on recommendation/audition based on evaluation by both previous 6th grade art teachers and the visual arts team. This course is the advanced track for the 7th grade state curriculum and will challenge students during a semester of rigorous projects and exploration of different cultures and approaches to creating works of fine art. By excelling in this course, students will be eligible to enroll in the 8th grade honors course for the next school year. This course, like all other art courses is based on the Elements and Principles of Art as well as SC standards. Students will be graded based on four major categories, directly related to the SC State Standards: Technical Mastery, Design Resolution, Creative Expression, and Presentation. All exceptional work will be displayed at a school art show.

This course is designed to use the elements and principles of design to prepare students for the high school art curriculum. This is a skills-based course where students will concentrate on various techniques and media. Students will use their higher order thinking skills to solve various art problems and come up with their own creative solutions.

This semester course is designed to introduce students to the elements and principles of design to increase student’s skills and experience with various media and techniques. Whether the student has previously taken art classes or they have no experience at all, each student will be challenged at his/her own level to create various 3-D and 2-D artworks using various media. As with all art classes, students will have the opportunity to exhibit their artwork in a school wide art show each semester.

This semester course is designed to use the elements and principles of design at an advanced level and to prepare students for the high school visual art curriculum. All projects are based on higher order thinking skills as part of the differentiated curriculum for students who are gifted in art. Acceptance into this class requires an audition process. Students will be challenged through different media and techniques, and will keep a portfolio in class which will be used for class notes, reflections on projects, and for drawing activities. As with all art classes, students will have the opportunity to exhibit their artwork in a school wide art show.

This semester course is designed to use the elements and principles of design at an advanced level and to prepare students for the high school visual art curriculum. All projects are based on higher order thinking skills as part of the differentiated curriculum for students who are gifted in art. Acceptance into this class requires an audition process. Students will be challenged through different media and techniques, and will keep a portfolio in class which will be used for class notes, reflections on projects, and for drawing activities. Part B will focus on clay, sculpture, cardboard, found objects, environmental art, and many other hands on projects. During the end of the semester, students will exhibit their artwork in an art show which they are required to attend.
Art 2-D Design 25012000
(CMS, DFMS, IMS)
This course is offered to both 7th graders and 8th graders in order to present the opportunity for students to take multiple art classes in one school year. 2-D Design may be taken by itself or students enrolled in it may also take Art 7, Art 8, 3-D Design or Honors Art (schedule permitting) simultaneously or within the same year. The projects planned for this course will provide the opportunity to be creative and explore new ideas in a focus area of 2-Dimensional Design (drawing, painting, printmaking, and photography). The basic skills and knowledge your students will receive from this course will prepare them for future art classes and hopefully inspire a lifelong interest and appreciation for art. This course, like all other art courses is based on the Elements and Principles of Art as well as SC standards. Students will be graded based on four major categories, aligned to the SC State Standards: Technical Mastery, Design Resolution, Creative Expression, and Presentation. All exceptional A and B work will be displayed at a school art show at the end of each semester (one fall and one spring art showcase).

Art 3-D Design 25013000
(CMS, DFMS, IMS)
3-D Design is a semester course designed for both 7th and 8th grade students and was implemented to allow students who possess an interest in art to take two art courses in one year. 3-D Design may be taken by itself or students enrolled in it may also take Art 7, Art 8 or Honors Art (schedule permitting) simultaneously or within the same year. The main emphasis of 3D Design is to strengthen the student’s awareness of different media techniques including but not limited to various forms of sculpture and three-dimensional drawing. This course, like all other art courses is based on the Elements and Principles of Art as well as SC standards. 3-D Design can be taken in both the 7th and 8th grades without offering the same curriculum twice and will still challenge the individual needs of each student. As with all art classes, students will have the opportunity to exhibit their artwork in a school wide art show each semester.
The Performing Arts programs of School District Five of Lexington and Richland Counties offer a series of semester and/or year-long courses in specific areas of concentration, providing students with an opportunity to focus efforts and to acquire in-depth instruction and experiences in their chosen area. **After-school rehearsals and performances are required for all performing arts programs.**

**BEGINNING BAND**

(CIS, CRIS, IMS)  
Semesters: 1  
Grade: 6  
15310000  
The sixth-grade band allows students to enjoy music by learning to play an instrument and participating in a performing ensemble. The sixth-grade band also prepares students for future participation in award winning Chapin, Dutch Fork, and Irmo bands. The band will perform in at least one concert in which band members are expected to participate. All students interested in band are encouraged to begin in the sixth grade.

**BAND**

(DFMS)  
Semesters: 1  
Grade: 7  
25317000  
Prerequisite: Band, 6th grade  
(Bands)  
Semesters: 2  
Grade: 8  
25318000  
Prerequisite: Band, 7th grade  

**CHORUS**

(CIS, CRIS, IMS)  
Grade: 6  
15416000SEM, 15416100/YR  
Students will learn the correct technique for voice production and perform numerous unison, two, and three-part pieces of music reflecting on our rich musical heritage. Music from other time periods and cultures will not only be performed, but also studied and discussed in class. Performances and rehearsals will be required throughout the school year, both during the school day and in the evening. A commitment to these performances is expected for this class.

**CHORUS HONORS**

Part A and Part B  
(DFMS)  
Semesters: 1  
Grade: 7  
25417300  
Prerequisite: Audition Required  
Students are selected for honors chorus by audition only. Students who have participated in the Greater Columbia Children’s Choir and/or the Tri-District Arts Consortium are not required to audition. Students who qualify will have the opportunity to perform throughout the school year for concerts, assemblies, competitions, and the community. Students will sing a variety of choral literature and styles (from classical to contemporary) as well as learn to read more challenging music. Students are expected to maintain a high quality of performing standards to remain in this group. Performances and rehearsals will be required throughout the school year, both during the school day and in the evening. Students may register for both Part A (1 semester) and Part B (1 semester). Students who are not enrolled in any year-long electives are encouraged to register for Parts A and B. Students who wish to enroll in Honors Chorus but are also enrolled in a year-long elective should register for Part A only.

**CHORUS HONORS**

(CMS, IMS)  
Semesters: 1  
Grade: 7  
25417300  
Prerequisite: Audition Required  
Teacher recommendation with preferably one year of Chorus 1 and/or audition is required. A variety of music will be studied with a continuation of sight-reading skills. Students will adhere to the national, state, and local standards for music education. Students will learn effective techniques of demonstrating higher order thinking skills in the following areas: rhythm, harmony, dynamics, form, notating, history of music, improvisation, diction, tone quality, style, creativity, stage presence, multiculturalism, analyzing, and evaluation. Music will be chosen from the South Carolina Music Educators’ List. Teamwork, self- respect, and self-discipline will be reinforced throughout the year. All after school rehearsals/performances
explore music: exploring contemporary popular music (dfms) 25610100
Do you love to listen to music? Why does your favorite music make you want to dance? Why does music make us happy or sad? These are questions that students will explore in this class. From Beethoven to Beyonce, we will try to find out what makes music such an important part of our cultures. Students will learn to read music and study various types of music. No previous musical experience is required.

strings i 15515000
(cris, ims) semesters: 2 grade: 6
the orchestra program includes instruction on violin, viola, cello, and bass. Basic instrumental skills and orchestral techniques will be taught through large and small ensembles, heterogeneous grouping, and creative performance activities. Students are also exposed to Music History and Music Theory in a practical approach to the orchestra repertoire. Performance activities include assembly programs, concerts, festivals, and clinics.

strings ii, 15516100
(cris, ims) grade: 6
prerequisite: one year of previous strings experience
the orchestra program includes instruction on violin, viola, cello, and bass. Basic instrumental skills and orchestral techniques will be taught through large and small ensembles, heterogeneous grouping, and creative performance activities. Students will be exposed to musical styles and a variety of string orchestra literature. Performance activities for students include assembly programs, concerts, festivals, and clinics.

orchestra 15515000
(cis) semester: 2 grade: 6
this course develops skills on the violin, viola, cello, and bass by learning advanced techniques (shifting, vibrato, etc.) and performing in school, district, and community concerts. Basic instrumental skills and orchestral techniques will be taught through large and small ensembles, heterogeneous grouping, and creative performance activities. Students are also exposed to Music History and Music Theory in a practical approach to the orchestra repertoire. The class will perform several times during the school year. A commitment to these performances is expected for this class. Parents will need to rent or purchase an instrument for their child.

concert orchestra 7 25517000
(cms, dfms, ims) semester: 2 grade: 7
this course is designed to allow students who have successfully completed strings in grade six to develop as musicians. The orchestra program includes instruction on the violin, viola, cello, and bass. Basic instrumental skills and orchestral techniques will be taught through large and small ensembles, heterogeneous grouping, and creative performance activities. Students will be exposed to musical styles and a variety of string orchestra literature. Performance activities for students include assembly programs, concerts, festivals, and clinics.
ORCHESTRA HONORS 7  25517300
(CMS, DFMS, IMS) Semester: 2 Grade: 7
Prerequisite: Audition Required
Students who show success in orchestra are encouraged to audition for Honors Orchestra. Students in grades seven and eight are accepted according to their audition. Many orchestra students participate in district and youth orchestras, and audition for All-Region and All-State ensembles. The orchestra Honors performs music at a higher level for students that need an extra challenge. Members of this class are required to perform in three evening performances, concert festival, and other field studies/performances.

CONCERT ORCHESTRA 8  25518000
(CMS, DFMS, IMS) Semester: 2 Grade: 8
Students who show success in 7th Grade Orchestra are encouraged to continue their progress in the 8th Grade Orchestra. Students should demonstrate the ability to shift, vibrate, and perform in advanced keys. Some 8th Grade Orchestra students participate in district and youth orchestras, and audition for All-State ensembles. Festival competitions in the spring provide students a great way to experience teamwork and cooperation. Members of this class are required to perform in three evening performances and are expected to rehearse after school to prepare for these concerts. 8th Grade Orchestra is designed for students who have completed two or more years of string instruction.

ORCHESTRA HONORS 8  25518300
(CMS, DFMS, IMS) Semester: 2 Grade: 8
Prerequisite: Audition Required
Students who show success in orchestra are encouraged to audition for Honors Orchestra. Students in grades seven and eight are accepted according to their audition. Many Honors Orchestra students participate in district and youth orchestras, and audition for All-Region and All-State ensembles. The orchestra Honors performs music at a higher level for students that need an extra challenge. Members of this class are required to perform in three evening performances, concert festival, and other field studies/performances.

DANCE I  25250110
(CMS, DFMS, IMS) Semester: 1 Grade: 6,7,8
This class offers students the opportunity to explore various styles of dance, to include jazz, modern dance, and ballet. Students will learn dance terminology, the history of dance, how to create dances, and how dance relates to life and subjects beyond the dance course. Students enrolled in dance must obtain attire appropriate for class as specified by the instructor. No audition is necessary, and both 7th and 8th grade students may enroll in this elective course.

ADVANCED DANCE   25250300
(CMS, IMS) Semester: 2 Grade: 7, 8
Prerequisite: Audition and instructors approval required
This course will build on the skills and knowledge gained in Dance. It is designed to instruct students in the advanced techniques of ballet, modern, jazz, world dance, and social dance, lyrical, contemporary, and hip-hop. The course includes more challenging dance combinations and instruction in body control, strength, stamina, style, and placement. Students will explore choreography, creative expression, history of dance, and essential aspects of dance production. There will be an emphasis on developing skillful use of the body as an instrument of expression, experiences in the creative process, and knowledge of technical aspects of dance production and performance. Out of school rehearsals and performances are required. Specific attire and shoes are required for the course.

DANCE I  GR 6  15250600
(IIMS) Semester: 1 Grade: 6
This class offers students the opportunity to explore various styles of dance, to include jazz, modern dance, and ballet. Students will learn dance terminology, the history of dance, how to create dances, and how dance relates to life and subjects beyond the dance course. Students enrolled in dance must obtain attire appropriate for class as specified by the instructor. No audition is necessary, and both 7th and 8th grade students may enroll in this elective course.

DRAMA I    15216000
(CIS.CMS, DFMS, IMS) Semester: 1 Grade: 5,6,7,8
This class offers students the opportunity to study acting, improvisation, character development, design, and a variety of other theatre topics. In addition to learning the elements of theatre, Drama 1 provides an excellent opportunity for students to develop individual communication skills, self-confidence, proper posture, and diction. No audition is necessary and students are encouraged to sign up for this semester course.

DRAMA, Honors   25218310
(CMS, DFMS, IMS) Semester: 1 Grade: 5,6,7,8
Prerequisite: Audition Required
This semester course is an audition only class designed for students who are identified through an audition process and a teacher recommendation. The curriculum is based on the SC state theatre standards. This course provides students with advanced instruction in acting, design, voice and movement, and improvisation. The projects and assignments require higher order thinking skills and are meant to challenge the students. This course will include classroom performances.
ACADEMIC ENRICHMENT 089963Q00/08996300
(CMS, CIS, CRIS) Quarter/Semesters Grade: 6
(CMS) Quarter/Semesters Grade: 7.8
This course is designed as an intervention course, which provides a small group environment to engage students with individualized activities that are intended to improve academic progress and increase achievement. Students will have one-on-one instruction with an emphasis on study skills, organization and test taking strategies; with access to an individualized curriculum-based intervention program.

CAREERS IN TECHNOLOGY 18405S00
(CIS) Grade: 6
This course provides an opportunity for students to utilize various types of technology to complete projects individually as well as in team situations. Teams complete modules in areas including space and rocketry, weather, graphic communications, research and design, robotics, landscape, aviation, and house design. Equipment and software used in the home and industry are introduced. Instruction is provided on the use of the computer, proper keyboarding technique, word processing, and Internet safety. This course provides requisite skills for the Keyboarding course, available in 7th and 8th Grades for ½ unit of Carnegie credit.

FOUNDATIONS OF LEADERSHIP 27996100
(CMS) Quarter:1 Grade: 7.8
This course revolves around increasing personal effectiveness by focusing on and analyzing principles of character and competence. Time management, study skills, and organization, along with goal setting will also be covered. We will be using the book, Seven Habits of Highly Effective Teens, to focus on applying the habits into our lives in order to achieve a high level of effectiveness. As a result of taking this course, you will have a better understanding of how to apply personal leadership to your life.

FUNDAMENTALS OF COMPUTING 1 502300CH
(CMS, IMS) Semester: 1 Credit: .5 Grade: 7
Fundamentals of Computing introduces students to the field of computer science through an exploration of engaging and accessible topics. Rather than concentrating entirely on learning particular software tools or programming languages, students focus on the conceptual ideas of computing and get an understanding of the tools and languages that might be used to solve particular problems. The goal of this course is to develop students’ problem solving and critical thinking skills within the context of problems that are relevant to their lives. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course will be limited 7th grade students who wish to take Fundamentals of Computing I in 7th grade and Fundamentals of Computing II in the 8th grade.

FUNDAMENTALS OF COMPUTING 2 502300CH
(CMS, IMS) Semester: 1 Credit: .5 Grade: 8
Prerequisite: Fundamentals of Computing I
Fundamentals of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students’ lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

INTRO to GOOGLE PLATFORMS 17010600
(IMS) Semester:1 Grade: 6
This course is designed to introduce the student to basic Google tools and applications through the completion of real-world, student-centered activities.

INTRODUCTION TO MULTIMEDIA 2701MM00
(IMS) Semester: 1 Grade: 7.8
Students taking Introduction to Multimedia will explore the vast and ever-changing field of media communications. Instruction will focus on providing students an overview in television, film, social media, and news media industries. Learners will get hands-on experience in basic production techniques including digital video editing, photo-editing, social media writing, and news broadcast. Students taking part in the class will benefit from an international connection with a production firm in London, England, working with the CATE center and learning from local industry leaders. This course will prepare students to study media in greater detail at the International Academic Magnet at Irmo Middle.

INTRO TO STEM SYSTEMS 2701ST00
(IMS) Semester: 1 Grade: 7.8
Prerequisite:
6th Graders: Successfully completed AGP Math in 5th grade, and be concurrently enrolled in Pre-Algebra.
7th Graders: Successfully completed Pre-Algebra with a B or higher, and be concurrently enrolled in Algebra I Honors; or successfully completed Math 6 with a B or higher, and be concurrently enrolled in Pre-Algebra.
8th Graders: It is recommended that an 8th graders taking the course have a strong foundation in math.
This introductory STEM program consists of modular-based instruction (working at stations) in six varied curriculum topics delivered through a combination of hands-on activities and multimedia instruction. The six curriculum titles are “Eco-Architecture”, “Carbon Footprint”, “Mission to Mars”, “Plastics and Polymers”, “Rocketry and Space”, and “Garbology”. Some of the activities that students will complete
include performing various experiments with plants, building and launching a model rocket, designing and constructing a model of an eco-friendly home, using injection molders to form various plastic products for analysis of their properties, and constructing and testing a wind turbine. Each station’s curriculum is delivered in seven or more sessions and is rich in math, science, technology, and engineering designed to provide each student with relevant, real-world learning experiences. The work is student directed, giving students control of their own learning experience. Because students work with a partner to complete the curriculum, the experiences they share in common promote positive communication, teamwork, inquiry learning, and social skills.

INTRO TO STEM SYSTEMS 6th Grade 1701ST00 (CRIS, IMS) Semester: 1 Grade: 6
Prerequisite:
6th Graders: Successfully completed AGP Math in 5th grade, and be concurrently enrolled in Pre-Algebra.
This introductory STEM program consists of modular-based instruction (working at stations) in six varied curriculum topics delivered through a combination of hands-on activities and multimedia instruction. The six curriculum titles are “Eco-Architecture”, “Carbon Footprint”, “Mission to Mars”, “Plastics and Polymers”, “Rocketry and Space”, and “Garbology”. Some of the activities that students will complete include performing various experiments with plants, building and launching a model rocket, designing and constructing a model of an eco-friendly home, using injection molders to form various plastic products for analysis of their properties, and constructing and testing a wind turbine. Each station’s curriculum is delivered in seven or more sessions and is rich in math, science, technology, and engineering designed to provide each student with relevant, real-world learning experiences. The work is student directed, giving students control of their own learning experience. Because students work with a partner to complete the curriculum, the experiences they share in common promote positive communication, teamwork, inquiry learning, and social skills.

LEADERSHIP 17996400/17996500 (CIS, IMS) Quarter/Semester: 1 Grade: 5-6
This course for 5th and 6th grade students will revolve around increasing personal effectiveness by focusing on and analyzing principles of character and competence. Time management, study skills, and organization, along with goal setting will also be covered. As a result of taking this course, you will have a better understanding of how to apply personal leadership to your life.

LEADERSHIP II 27996300 (IMS) Semester: 1 Grade: 7-8
Our student-led project teams will work with community partners to address needs in the community. Interpersonal skills will be strengthened by the team approach with emphasis on the development of effective communication, empathy, and conflict resolution. Global themes, action research project, and case studies will help to develop our students’ world awareness and civic responsibility as we build our leaders of tomorrow. Students will learn to construct and express views and judgements both orally and in writing, with an emphasis on the development of persuasive writing. Technology will be incorporated into class activities with the knowledge that research skills and presentations are an integral part of the Leadership II curriculum.

LEADERSHIP IN PRACTICE 27996200 (CMS) Quarter: 1 Grade: 7-8
This course centers on developing learners who will be able to empower others as they develop their potential in leadership. Students will explore key principles of healthy character with the power of images, conversations, and experiences. Students will be coached on developing a growth mindset, embracing perseverance, and how to have a positive influence on others.

MULTIMEDIA II 2830M200 (IMS) Semester: 1 Grade: 7-8
Prerequisite: Introduction to Multimedia
Students taking Multimedia 2 will gain in-depth knowledge in the ever-changing field of media communications. Instruction will focus on working in a live news studio, editing for news media, creating documentaries, and writing for social media and multimedia instruction. Learners will get hands-on experience in television production, digital video editing, photo-editing, social media writing, and news broadcast. Student taking part in the class will focus on working in a live news studio, editing for news media, creating documentaries, and writing for social media and multimedia instruction. Learners will get hands-on experience in television production, digital video editing, photo-editing, social media writing, and news broadcast. Student taking part in the class will benefit from an international connection with a production firm in London, England, working with the CATE center, and learning from local industry leaders. This course will create a daily live news show that will air at the International Academic Magnet at Irmo Middle, and set students up for further media study at the high school level.

MUSIC TECHNOLOGY LAB 25997000 (IMS) Semester: 1 Grade: 7-8
MUSIC TECHNOLOGY LAB 15996000 (IMS) Semester: 1 Grade: 6
Prerequisite: Introduction to Multimedia
This course is designed for those students interested in exploring music via the Internet and introduces MIDI (Musical Instrument Digital Interface) Technology. Each student will gain a hands-on experience in configuring a music workstation comprised of an electronic keyboard and general MIDI synthesizer attached to a computer. Students will be able to compose music using MIDI sequencing software and/or music notation software, design multimedia projects and enhance theory skills creatively. Activities are used to strengthen, develop and support the Music Education Curriculum Standards. No previous computer experience required.
The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose students to a variety of individual and team sports, as well as health and fitness-related concepts. Emphasis is placed on experiences that enhance the development of student responsibility, initiative, leadership, cooperation, and self-direction. The overall goal of the program is to refine basic physical movement and sports skills and to develop a positive attitude toward health-related physical fitness. The health curriculum is based on the South Carolina Academic Standards for Health and Safety Education and meets the requirements of the Comprehensive Health Education Act.

The physical education program addresses the South Carolina Academic Standards for Physical Education and consists of numerous activities that expose students to a variety of individual and team sports, as well as health and fitness-related concepts. Emphasis is placed on experiences that enhance the development of student responsibility, initiative, leadership, cooperation, and self-direction. The overall goal of the program is to refine basic physical movement and sports skills and to develop a positive attitude toward health-related physical fitness. The health curriculum is based on the South Carolina Academic Standards for Health and Safety Education and meets the requirements of the Comprehensive Health Education Act.

The ProTeam Program seeks to attract academically talented, minority middle school students to the teaching profession before they become “turned off” to the possibility of a career in education. Positive learning experiences and role models are essential to the Program’s success. Students take part in this semester long course full of hands-on student-driven activities that create opportunities for students to grow as learners.

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. It includes an emphasis on career development competencies and can be considered the beginning course in the Education and Training career cluster model. Students take part in a semester, hands-on course with student driven activities that create opportunities for students to grow as learners. Students will learn to self-reflect, effectively communicate, embrace diversity, set goals, make good decisions, and think positively

This Project Lead the Way (PLTW) course addresses the interest and energy of middle school students while incorporating national standards in math, science, and technology. It is a hands-on, project and problem-based program, which shows students how technology is used in engineering to solve everyday problems. The program motivates students to use their imaginations and teaches them to be creative and innovative, while gaining the skills they need to develop, produce and use products and services. This class is encouraged for students considering any career in the Engineering Cluster.

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.

In this course students trace the history, development and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use a robust robotics platform to design, build, and program a solution to solve an existing problem.

In this STEM course, students receive modular-based instruction (working at stations) in four units that include Environmental Science, Healthy Living, Digital Manufacturing, and Robots, Rockets and Cars. Each module requires students to work with one or more partners in the processes of researching, planning and experimenting. In Environmental Science, students research renewable and nonrenewable energy resources, examine the environmental impact of personal choices regarding the use of household items, and explore alternative fuel vehicles. They will work together to build and operate a maglev train and a solar powered water heater, and perform efficiency experiments using a wind turbine. In Healthy Living, students prepare and eat snacks, and use a Web-based diet tracking tool to evaluate the nutritional value of each snack. They also examine the molecular structure of the nutrients. Students will learn about factors affecting heart fitness, particularly diet and exercise, and use medical tools to evaluate blood pressure and pulse rate. They will explore the structure and functions of the 11 body systems and participate
in hands-on activities to illustrate their importance (respiration rate, CO2 production, binocular vision, and digestive tract, etc.). In Digital Manufacturing, students will build a mobile app through programming test applications and using tutorials to learn the basic functions of a GUI app builder. They will learn the facets of video production (write scripts, outline a storyboard, shoot video and edit their productions) to produce a public service announcement. Students will also explore 3-D animation and create their own 3-D animations. In Robots, Rockets and Cars, students will learn about the history and role that robots play in our lives, and the scientific principles of flight, propulsion, and aerodynamics. They will examine the Universal Systems Model and how it relates to technology and innovation. Ultimately, students will: program a robotic arm to operate by using sensors as inputs to solve a challenge; construct and launch a water-fueled Stratoblaster® rocket; and design a TETRIX® Building System vehicle to compete against other classmates in challenges for endurance, speed and torque.

**YEARBOOK** 1701YBQ0/1701YB00
(CIS) Quarter/Semester: Grade: 6
This course is designed in a manner that students will plan, design, produce and sell the school yearbook. The production process allows students to take photographs, write copy-captions, headlines and body, and create layouts.

**YEARBOOK** 2701YBS0
(IMS) Semester: 1 Grade: 7,8
Prerequisite: Application required
The Stinger is planned, designed, produced and sold by the students in this class. The production process allows students to take photographs, write copy-captions, headlines and body, and create layouts. These students will produce the yearbook.
A MESSAGE FROM OUR PRINCIPAL

I am excited and humbled to join Chapin Intermediate School. At Chapin Intermediate, our faculty and staff are committed to growing our students academically, socially and emotionally. Our staff and faculty understands and provides for the unique needs of fifth and sixth-grade students.

We believe all Eagles must go through the process of “Earning Their Wings”. The theme “If I Never Forever Endeavor” encouraged our students to take risks, honor individual strengths and to recognize and respect personal differences. Our students inspired us all as they truly progressed forward and Earned their Wings!

- Ed Davis

A Focus on Achievement

Chapin Intermediate School launched into year four with inspiration, energy, new initiatives. Emphasis on Social-Emotional Health, a Chapin SIC cluster focus, meant the schedule had ASE-Academic, Social, Emotional time built into each day. Along with a new A/B academic rotation with double the math and ELA instruction, there was a common bell schedule for fifth and sixth grades for the first time. Recess before lunch and new PBIS incentives enlivened our rich and rigorous academics, celebrating the unique energy and joy of fifth and sixth grade!

Students excelled in service, beginning their fundraising months in advance for Relay for Life.
Academic Excellence

The Profile of the S.C. Graduate could seem daunting for today's learner. However, for a student at our school, all work done in our classrooms melds their efforts into a larger outcome - a love of learning!

The core content in ELA, math, science, and social studies (World-Class Knowledge) is started at the appropriate level for each learner and our highly qualified faculty embeds creativity, collaboration, critical thinking and communication (World-Class Skills) into each activity. Staying focused on the whole child, we encourage self-direction, perseverance, and work ethic (Life and Career Characteristics) by one-on-one conversations to help each child mature into ownership of their learning. The resulting standardized test scores on SC Ready and SC PASS exceed the state averages in all areas this year.

Student Activities

Every child has gifts and strengths. Great Intermediate Education provides both time and opportunities for students to discover unknown passions, as well as develop interests already found. Rich classroom experiences provide new exposure for students, but clubs and activities extend these.

Chapin Intermediate offers student activities in Leadership and Service, such as Random Acts of Kindness, Student Council, FCA, Environmental Club, or Recycling Club. Health and Wellness includes Golf, Sports Club, or Run Hard. Even broader, our Special Interests range widely with Photography Club, Gardening Club, Cooking Club, Chess Club, Book Club, Computer Science Club or Yearbook. Multiple performances in Orchestra, Band, and Choir each play to a full gymnasium, with both evening performances for families, as well as school day shows for the student body.

Both individually, as well as members of a cohesive group, student participation in clubs and activities is vital to a well-rounded education.

On Measures of Academic Progress (MAP) students consistently meet or exceed yearly growth targets. Most importantly, our students gain confidence and build stepping stones to the future.

CONNECT WITH US

@ChapinInter

CHAPIN INTERMEDIATE (5–6)

575-5700; FAX 575-5721
1130 Old Lexington Highway
Chapin, SC 29036

TOP 5 Accolades

PARENT LEADERSHIP
Michelle Mayer, PTO President, was recognized as the School District Five Outstanding Intermediate/Middle School Volunteer.

WHOLE CHILD FOCUS
SC-ASCD awarded our school the Whole Child Award in the Tenet: Challenged for recognition of their instructional program which inspires a passion for learning and serving.

GENEROUS FACULTY
Our faculty received the 2018 Trailblazer Award from United Way for increased giving of 10% over $500.

STUDENT LEADERSHIP
The student body was recognized as a Top Fundraising School by the Leukemia and Lymphoma Society for raising over $8000 and the All-Star from Relay for Life Team for raising over $3000.

COMMUNITY INVOLVEMENT
The CIS SIC, PTO, and Student Council collaborated to sponsor a Screaming Eagles Special Needs Athletics spring game on our athletic field with students and parents providing volunteers, bottled water, and snacks.
A MESSAGE
FROM OUR
PRINCIPAL

I am thrilled to be at CrossRoads Intermediate School. It is truly a unique school that specializes on the 6th grade student. When students enter CrossRoads, they come as elementary students, but in the end leave as secondary learners.

CrossRoads continues to excel and explore learning through the lens of STEAM (Science, Technology, Engineering, Arts and Math)-themed curriculum.

I look forward to working with each one of our students, their families, and our community as we continue CrossRoads excellence.

- Justin Thomas

A Focus on Achievement

CrossRoads Intermediate is a sixth grade only school, where our mission is to educate sixth graders at the crossroads of childhood and adolescence in a nurturing environment characterized by high academic standards and rigorous curriculum, while providing the necessary tools for lifelong learning in an ever-changing and diverse society.

A key strategy we use for our students is the use of smaller learning communities that contain four core teachers. This approach provides students with support as they navigate the changes that will become commonplace in middle and high school, such as changing classrooms, using lockers, and increased independence and responsibility.

Students work together to complete a STEAM challenge.
Academic Excellence

Students at CrossRoads continue to be challenged with a rigorous and relevant curriculum that ensures our students exceed established standards. Teachers constantly look for ways to make lessons meaningful and engaging by looking outside of the box. Many of our social studies classes experienced virtual reality, taking trips across the world to explore history. In science, break out boxes were used to foster teamwork and problem solving skills. Some of our classes were able to work with Dutch Fork High students in real time on a lesson thanks to modern technology. Students are able to take their math skills to the next level by joining our Math Olympiad team. These are just some examples of how our students are able to grow as learners.

Student Activities

Ingrained in the foundation of CrossRoads Intermediate School is a commitment to making sixth grade an unforgettable experience for all of our students. They get a plethora of choices throughout the year to make it such a wonderful time. It starts with the opportunity to choose to be a part of the visual arts, band, orchestra, chorus, or STEAM programs. Our award-winning performing and visual arts programs continue to excel and foster creative growth for our students. The CrossRoads STEAM program allows students to work in teams as they increase their ability to learn in a collaborative and innovative environment. We are proud of the academic excellence that our students experience every day at CrossRoads Intermediate School. On our early release days, students participate in one of many clubs that they get to choose from. Other exciting opportunities that students enjoyed include CRIS Ambassadors, Student Council, Beta Club, Math Olympiad, and our award-winning Recycling Club.

CONNECT WITH US

@CrossRoadsCougars

CROSSROADS INTERMEDIATE (6)
476-8300; FAX 476-8320
6949 St. Andrews Road
Columbia, SC 29212

TOP 5 Accolades

GRAND CHAMPIONS
Our Band earned Grand Champion in the Instrumental Middle School Division at the Orlando Music Festival.

SUPERIOR ORCHESTRA
The CRIS Orchestra earned a Superior rating and 2nd place middle school at the Orlando Music Festival.

SCIENCE FAIR WINNERS
Aamina A. and John L. each placed second in the district science fair.

AWARD-WINNING ORGANIZATION
CrossRoads Intermediate PTO received the “Best Middle Level PTO” award at the district’s annual Community Involvement Celebration.

ROBOTS IN ACTION
The newly formed Robotics Team placed 2nd overall at the University of South Carolina College of Engineering and Computing Vex IQ Tournament.
A MESSAGE FROM OUR PRINCIPAL

Our motto is We aRe Chapin: Respectable, Responsible, Remarkable, and how truly remarkable our achievements have been. We celebrated local, state, and national award winners, and I was honored by SCASA as SC Middle School Principal of the Year.

We scored 100% on our Positive Behavior Interventions and Supports evaluation, raised over $5,500 for charity, volunteered 1100+ hours, and celebrated our students attending Special Olympics with our annual school-wide, confetti parade send-off.

Our faculty and staff are the most incredible people in the world, and we work hard each day to ensure that Chapin Middle School will be a place where all students are safe, happy, and learning.

- Anna Miller

A Focus on Achievement

Chapin Middle School prides itself on implementing a unique, developmentally responsive approach to educating adolescents as they encounter the growing challenges of the world around them. Working collaboratively with families and the extended Chapin community, the faculty and staff of Chapin Middle School provide opportunities for academic, social, and emotional growth within a safe and supportive learning environment. By setting high academic standards and creating a culture that encourages and celebrates the array of extraordinary talents and abilities of all students, Chapin Middle School assists students in developing a strong foundation for future college and career success.

Chapin Middle School students won the 2019 District Chopped competition.
Academic Excellence

Chapin Middle School provides a challenging and nurturing environment for all students with an emphasis on the 3 Rs: Respectful, Responsible, and Remarkable. We strive to embody the idea of “One Happy School” by creating a safe, supportive learning environment focused on intellectual, social, and emotional growth.

Recent awards include national recognition as a School To Watch and state recognition as Palmetto’s Finest. These honors reflect high academic expectations for all students, strong academic achievement and growth, and a positive school culture. The academic achievements of our students are evidenced by exemplary scores on state assessments in Reading, Writing, Math, Science, and Social Studies.

Individual student achievements include 5 TriDac participants, 8 Duke Tip scholar recognitions, and 69 Junior Scholars. By valuing mutual respect for one another, developing personal responsibility, and demonstrating remarkable character, Chapin Middle School students continue a legacy of academic excellence and achievement.

Student Activities

Chapin Middle School experienced another successful year competing at the middle school level in baseball, basketball, cheerleading, cross country, dance, football, golf, track and field, volleyball, and wrestling. Students also demonstrated their artistic abilities through our Visual and Performing Arts classes. Our art students showcased their talents with art shows in the fall and spring semesters. The 7th-grade honors drama students performed A Lighter Shade of Noir and the 8th grade honors drama students performed The Super Non-Heroes. Chapin Middle bands received ratings of Superior with Distinction at the 2019 SCBDA Concert Performance Assessment and thirteen students were selected for All-Region Band. Chorus and orchestra also received superior ratings and one student was selected for All-State Chorus. Students involved in clubs like Mock Trial, Science Olympiad, Math Counts, SchoolsNext, Unity Club and Beta Club also received several honors and awards, and all students enjoyed our Academy classes such as Zumba and Coding.

Multi-media students assist one another in class to Break Out of a Digital Citizen Online game.

Chapin Middle basketball in action.

Students collaborate to produce a television program.

CHAPIN MIDDLE (7-8)
722-5500; FAX 722-5521
11661 Broad River Road
Chapin, SC 29036

CONNECT WITH US

@ChapinMiddleSchool

TOP 5

Accolades

SC MIDDLE SCHOOL PRINCIPAL OF THE YEAR
Principal Anna Miller was named as the 2019 South Carolina Middle School Principal of the Year by SCASA.

ACADEMIC EXCELLENCE
Chapin Middle School students took first place for middle schools participating in the state-wide Algebra Nation Test Yourself Challenge.

COMMUNITY & SCHOOL ACHIEVEMENTS
Chapin Middle School had two district-level winners at the Community Involvement Celebration: Outstanding School Mentor and Outstanding Middle School Business Partner.

EMPLOYEE RECOGNITION
Chapin Middle School Teacher of the Year Jessica Bower and Support Employee of the Year Kim Carroll were selected as District Honor Roll finalists. Kim Carroll was named as the District Support Employee of the Year.

CHOPPED CHAMPIONS
Chapin Middle School students won the 2019 District Chopped competition.
A MESSAGE FROM OUR PRINCIPAL

Dutch Fork Middle has a rich history of excellence and this is attributed to the collection of stakeholders that are truly invested in developing the “whole” student.

Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus will continue to prepare students for “College and Career Readiness,” while increasing student engagement and exposing students to a deeper level of problem solving.

I am looking forward to another exceptional year at Dutch Fork Middle School.

- Vernon Sava

A Focus on Achievement

Dutch Fork Middle School is home to 1,038 seventh and eighth grade students and consistently receives top ratings. The mission of our school, in partnership with our community, is to ensure that our students succeed through a rigorous academic program in a nurturing environment.

We are committed to creating an educational environment that will ensure all students succeed in school and in life. Teachers and staff understand that the knowledge, skills, and competencies acquired now will be the foundation for future learning.

Student Council was nominated for six South Carolina Association of Student Councils (SCASC) awards and won five of the six.

Boys C-Team Basketball wins the PAC 15 Conference Championship.
Academic Excellence

STEAM Activities Lead the Way to College and Career Readiness

STEAM focus is central to all instruction at Dutch Fork Middle. It’s about looking at the connections in our learning. As part of the curriculum, teachers develop lessons requiring students to make connections between their areas of study with real-world experiences, current events and future careers of interest. Campus-wide, we engage, plan, act and reflect to solve complex problems or think through a process.

Students have the opportunity to engage in several school-wide college and career readiness opportunities, including a STEAM-related Career Day, as well as a Student Professional Development Day.

In both of these experiences, students attended interest-based seminars with national, state, and local business leaders and gained a deeper understanding of the relationship between STEAM and career.

Student Activities

STUDENT ACTIVITIES: Connecting Beyond the Classroom

Students at Dutch Fork Middle School connected with our community in multiple ways this year. Our BETA Club partnered with several local organizations, including The Lowman Home, Harvest Hope, Operation Spread the Joy, Clean of Heart, Ronald McDonald House, Columbia Presbyterian Home, Animal Mission, and Happy Wheels.

In total, students provided over 2,200 hours of community service and raised approximately $2,500.

In addition, our Bowties and Pearls groups harnessed the idea of designing and building an incentive based outdoor area that is called the “Fox Pride Zone!” Students can earn the privilege of using this space based on positive behaviors in association with our PBIS program.

In both of these experiences, students attended interest-based seminars with national, state, and local business leaders and gained a deeper understanding of the relationship between STEAM and career.

DUTCH FORK MIDDLE (7-8)
476-4800; FAX 476-4820
1528 Old Tamah Road
Irmo, SC 29063

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@DutchForkMS

Orchestra students perform at the Carowinds Festival of Music.
A MESSAGE FROM OUR PRINCIPAL

Irmo Middle School International Academic Magnet continues the tradition of instructional excellence and a positive school environment year after year. Being a Professional Development School with the University of South Carolina (UofSC) as well as developing our working relationship with UofSC's International School of Business has afforded rich educational opportunities for the teachers and students.

The Positive Behavior Interventions and Supports program has enhanced this year by creating a more productive learning environment. As my second year as the principal of Irmo Middle comes to a close, I am inspired by the accomplishments of the students and teachers.

-A Cassandra Paschal

A Focus on Achievement

Change is inevitable; growth is a choice. Irmo Middle's cohesive leadership team implemented student-focused changes this year to intentionally connect our school community with each other and with the world. Through full implementation of Positive Behavior Interventions and Supports (PBIS) and increased integration of our international theme, our school has experienced an intentional culture shift toward awareness of our differences, acceptance of others, and mindfulness of self. Our designation as a Professional Development School (PDS), in partnership with the University of South Carolina, has taken our teachers to the next level of excellence in instruction. Small group instruction has been the focal point of this partnership through our professional growth opportunities for teachers and on-site coaching by our PDS liaison. As a result of this emphasis, we have seen growth in our students and teachers and look forward to continuing this professional relationship.
Academic Excellence

Irmo Middle School is focused on producing students who are lifelong learners who are prepared to meet the challenges of tomorrow. Our International Academic Magnet (I AM) fosters a transnational mindset by building students’ understanding of global issues and their impact on the world we live in.

The students at Irmo Middle School work hard everyday to achieve academic excellence. Our students consistently score higher on standardized assessments than the state average. This year, our Science Olympiad team placed 1st in the Regional Science Olympiad and 4th in the State Science Olympiad. Hands-on instruction in all courses increases student engagement and success, especially in our Pitsco STEM lab and technology classes such as Multimedia and Gateway, and in our Music Technology lab. Irmo Middle offers three foreign languages (Spanish, French, German), enhancing students’ exposure to other cultures and laying the foundation for bilingual development.

Student Activities

Our students strive for greatness not only in the classroom but through their interest and involvement in the community. Our artists submit work both locally and nationally to showcase their skills. Our students’ accolades include: 2nd in the Magnet Schools of America Poster contest, multiple students achieving the designation of Region or All-State Band, and students achieving the designation of Regional Orchestra. Orchestra students earned an excellent rating from the SC Music Educators Association. The entire school participated in Toys for Tots, canned food drives, Pennies for Patients, and March of Dimes.

ACTION club students participated in different therapy programs for caregivers and patients with dementia and Alzheimer’s in our community. Our school, along with all the Irmo area schools, hosted the IrmoStrong 5k Fun Run with over 300 people participating. We also partnered with Chick-Fil-A in Columbiana Mall to provide students with opportunities to practice interviewing skills. Students who interviewed, received feedback and three students were selected for employment at Chick-Fil-A once they turn fourteen. Each of these experiences, provided students with opportunities to learn and grow outside of the classroom.

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TOP SCIENCE TEAM
The Science Team placed 1st in the Regional Science Olympiad and 4th in the State Science Olympiad.

PERFECT TEST SCORES
Twelve students earned a perfect score on either SCReady or SCPASS.

OUTSTANDING BAND
The Band won the South Carolina Band Directors Association Outstanding Performance Award for the 2018-19 school year.

NATIONAL POSTER WINNER
Justin Torres placed second in the National Magnet School of America Poster Contest in the middle school category.

MUSICAL SPIRIT
The Band and Orchestra programs earned the Esprit de Corps Award.