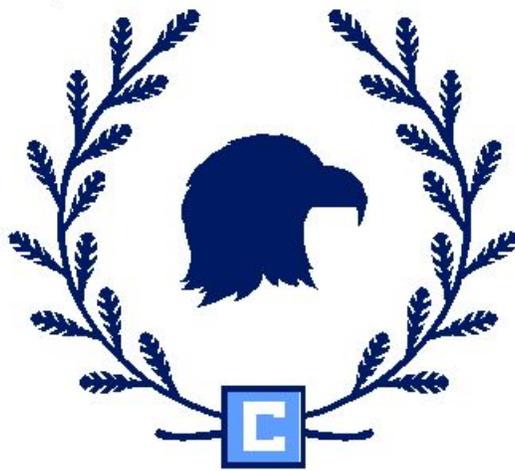


Chapin Middle School

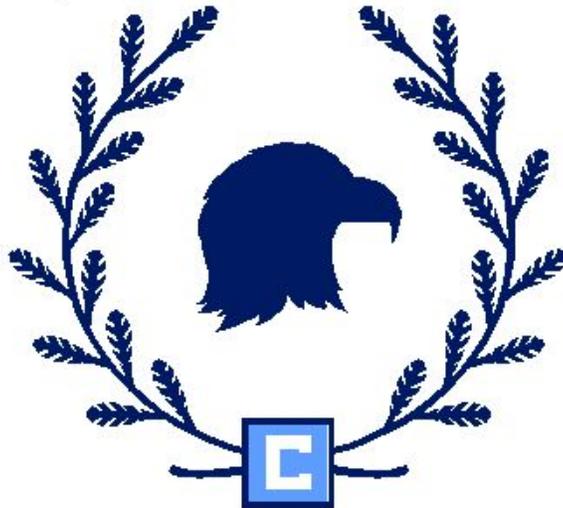
“Pursuing Excellence for Tomorrow’s Challenges”



Registration Guide
2019-2020

Our mission . . .

The mission of Chapin Middle School, where community and school unite for excellence, is to ensure that each student is prepared to succeed by providing a challenging curriculum that develops intellectual, social, and emotional growth within a safe, supportive learning environment.



"School District Five of Lexington and Richland Counties does not discriminate on the basis of age, race, creed, color, disability, spousal affiliation, sex, national origin, sexual orientation, religion, pregnancy, service to the armed forces, or status with regard to admission to, treatment in, or employment in its programs and activities as required by Title II of ADA, Title VI, Title IX and Section 504, or any other protected characteristic, as may be required by law. Non-discrimination inquiries regarding students should be addressed to the Director of Special Services/504 & ADA Student Coordinator. Non-discrimination inquiries regarding employees and adults should be directed to the Chief Human Resources Officer/ Title IX & 504/ADA Employee Coordinator. Either can be contacted at 1020 Dutch Fork Road, Irmo, South Carolina 29063, [\(803\) 476-8000](tel:8034768000)."



Chapin Middle School
11661 Broad River Road
Chapin, South Carolina 29036
(803) 722-5500 Fax (803) 722-5521

Anna M. Miller, Principal

Dear Parents,

Thank you for taking the time to review the CMS Course Offerings booklet. It contains information vital to understanding our school program as you plan for the upcoming school year.

Our instructional theme continues to be the three R's: Rigor, Relevance, and Relationships. You can expect us to challenge our students intellectually with a rigorous academic program that makes the curriculum standards relevant to our world. You can also expect that our teachers will effectively relate to our students in a positive, nurturing environment.

Sincerely,

Anna M. Miller
Principal

Chapin Middle School

11661 Broad River Road

Chapin, SC 29036

<https://www.lexrich5.org/cms>

(803) 722-5500

Fax (803) 722-5521

Important dates

March 12th Exploratory Registration Forms Sent Home

March 19th Return Exploratory Registration Forms

April 26th Core Content Registration Forms Sent Home

May 3rd Return Core Content Registration Forms

CHAPIN MIDDLE SCHOOL REGISTRATION 2019-2020

WELCOME TO CHAPIN MIDDLE SCHOOL!

Planning for a new school year is an exciting and anxious time. You probably want to know about the courses you may take and the activities offered. This booklet has been prepared to help you and your parents plan your educational program.

The program at Chapin Middle School is designed to meet the many needs of the middle school student. This is a very special time for adolescents. Consequently, a comprehensive program has been developed. The program focuses on academics and the arts and is enhanced with extracurricular activities and interscholastic athletics.

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.

Our program is oriented towards inquiry and discovery learning. The program also emphasizes cooperative learning skills. We believe that it is important for middle school students to gain feelings of self-confidence and to establish a framework for working to achieve goals.

The middle school provides a common basis of knowledge in its academic courses. All students take English language arts, math, science, and social studies. Career 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.

You understandably have many questions. The following pages contain our most common questions and answers that may assist you in the days ahead.

WILL THIS YEAR BE MORE DIFFICULT?

Some students seem to feel that the middle school years are challenging. However, most master the curriculum outlined at each grade level. Students needing additional help in academic courses receive it through special classes for particular subjects. In addition, students have opportunities for tutoring with teachers.

HOW DO I SIGN UP FOR CLASSES?

Advisement and registration for the next year are held during the third and fourth nine weeks. During the registration process students and parents are afforded opportunities to do the following:

- participate in an overview of registration with a teacher or counselor,
- review course offerings in the registration guide,
- attend an orientation-to-registration meeting for parents and students,
- schedule a conference with teachers to discuss disagreements regarding placement,
- request placement into non-recommended courses (completion of *Appeal to Waiver Recommended Courses* form required).

WILL I RECEIVE HIGH SCHOOL CREDITS (CARNEGIE UNITS) FOR ANY COURSES AT THE MIDDLE SCHOOL?

High school credit may be awarded for English I, Algebra I, and Geometry, if successfully completed.

High school credit may also be awarded for Spanish I or French I, if successfully completed in 8th grade. A half credit for Fundamentals of Computing I may be awarded in 7th or 8th grade, if successfully completed.

All courses for which a student receives high school credit will be included in class rank calculations at the high school level. Course weight and grade are factored into the class rank calculations. District Policy states, “A student who has taken a course for a Carnegie unit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the highest grade will be

used in figuring the student's GPA.”

DO MY MIDDLE SCHOOL COURSES IMPACT MY ELIGIBILITY FOR HIGH SCHOOL COURSES AND MAGNET PROGRAMS?

Please be aware that each high school program has different requirements. Some programs require specific courses to be taken in middle school. For more information on the requirements of specific high school programs, please consult their websites or program representatives.

WILL I BE ABLE TO CHANGE MY SCHEDULE?

Since the registration process is comprehensive and stresses communication with parents, the school has adopted a set of procedures regarding schedule change requests. Schedule changes will not be made the first week of school except for the following reasons:

- failure of a prerequisite course, or
- a computer error

Requests for other changes require that a conference be held with the student, parent, and counselor/teacher. A *Request for Schedule Change Form* is available in the Main Office. It must be completed and submitted to the Assistant Principal for Instruction. Many factors must be considered before a change is made such as class size, teacher availability, and the student's schedule. Course changes are considered on a case by case basis.

It is important to know that requests for level changes will not be honored after the 51st day of school.

All courses will be subject to cancellation due to low enrollment or other scheduling constraints.

WHAT WILL I HAVE FOR HOMEWORK AND HOW MUCH WILL I HAVE?

Homework is defined as any preparation for class to be written, read, or reviewed outside of class. At Chapin Middle School, we expect homework to average between 60 and 120 minutes nightly. Homework in an honors or high school credit course often requires more complex and abstract thought and may therefore require additional time. Research on homework indicates that homework is effective in improving student achievement when it is well-designed and directly related to classroom instruction or when it extends a

student's learning beyond the classroom. Research also indicates that homework like classwork is most useful when teachers carefully plan and explain it and provide feedback. We recognize that student achievement increases when teachers regularly assign homework and students conscientiously complete it. If you find that homework is consistently requiring more than 120 minutes per day, please contact your child's teachers.

HOW AM I PROMOTED?

According to District Five policy, a student must pass all core academic subjects (i.e., mathematics, language arts, science, social studies) for promotion to the next grade. The policy states:

Grades 6 through 8

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

Criteria 1: The student has earned passing grades as the final yearly average in English/language arts, mathematics, science, and social studies.

Criteria 2: The student has met the attendance requirements of School District Five as specified in policy JH.

Final determination of promotion or retention rests with the principal.

Promotion will be based on the student's performance in the core academic subjects in which he/she is enrolled. Students who do not meet criteria for promotion in a subject must successfully complete requirements in summer school for that subject or repeat the grade.

RELATED ACADEMIC SERVICES

ACADEMIC ENRICHMENT

This course provides a small group environment to engage students with individualized activities to improve academic progress. Activities include one-on-one instruction with an emphasis on study skills, organization, prioritization, and test-taking strategies.

CAREER AWARENESS PROGRAM

Personal Pathways to Success is a statewide initiative born out of the Education and Economic Development Act (EEDA). This career awareness initiative encompasses multiple initiatives designed to achieve and enhance the main objective of ensuring individual student success.

The CMS Career Development Facilitator, in conjunction with the CMS Counselors, provides all students with general information and an orientation to the career cluster system. Students will take career interest assessments, with the guidance of the Career Development Facilitator. During the spring semester, all 8th grade students, in collaboration with their parents or a designated representative, will develop an Individual Graduation Plan (IGP) to be used in future academic and career planning.

Counseling Department

The counseling department is an integral part of the total educational process. Focusing on the needs of young adolescents, counseling services include individual and small group counseling, classroom counseling, and crisis intervention. Classroom counseling and small group topics may include:

1. Meeting and Making Friends
2. Controlling Anger
3. Coping with Loss
4. Dealing with Divorce/Separation
5. Improving Study Skills
6. Surviving Middle School
7. Managing Time and Stress
8. Career Awareness
9. Coping with Peer Pressure
10. Conflict Management Skills

The counseling office opens at 8:00 a.m. and closes at 3:45 p.m. Throughout the year, the counseling office receives information about enrichment opportunities. Parents and students are encouraged to contact the office for information about specific programs.

Chapin Middle School counselors also coordinate student recognition and awards

programs, standardized testing programs, career education activities, special school assemblies, referrals to community agencies, registration, character education, course scheduling, parent workshops, and mentoring.

LITERACY LAB

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.

MIDDLE SCHOOL GIFTED PROGRAMS

Academically gifted students in grades seven and eight are served through honors classes in English, math, social studies, and/or science. Students are identified as academically gifted and talented by meeting two of the following dimensions: reasoning ability (93rd percentile or higher on a nationally normed aptitude test/subtest), achievement in reading or math (94th percentile or higher on a nationally normed achievement test or score at the performance standard level set at the state level on the South Carolina ELA and/or math tests), or performance (qualifying score on SC Performance Tasks in elementary school or a 3.75 or higher GPA beginning in grade 6). Students may be eligible for placement on the basis of aptitude scores alone if they score at or above the 96th national age percentile on the composite score of a nationally normed aptitude test. Students who meet the criteria are served in the area(s) of their academic strength(s). These subjects are accelerated and taught with greater rigor, depth, and complexity. Those students who desire more extensive gifted services may choose to participate in a variety of extracurricular activities. These extracurricular activities vary by school. Artistically gifted students in grades seven through eight are served through honors classes in visual arts, chorus, orchestra, and/or drama. The honors arts classes vary by school. Students are identified as artistically gifted and talented through an annual audition process that occurs each spring for placement into the honors arts class the following school year. Rising sixth through rising ninth graders may also choose to audition for Tri District Arts Consortium (TriDAC), a summer program for artistically gifted and talented students. For more information about TriDAC, please visit www.tridac.org.

SPECIAL EDUCATION

Special education services are provided in the middle school grades for qualified students. Classes are provided in math, reading, study skills, and affective skills. The program's services vary according to each student's Individual Educational Plan (IEP).

MIDDLE SCHOOL HONORS PLACEMENT GUIDELINES

GUIDELINES FOR STATE-IDENTIFIED GIFTED AND TALENTED STUDENTS:

In compliance with SC Regulation 43:220, if a student is state-identified as academically gifted and talented, the student must be given the opportunity to participate in either an honors ELA or honors math class unless a "Request for Removal" has been initiated by the parent. The Evaluation Placement team has the responsibility of placing the student in the class that corresponds with the strength(s) of the learner. The performance of students in the special class is measured by student achievement. Before removing a child from the special class, the following criteria must be met:

1. The student has completed a minimum of one 9-week grading period but no more than a semester in the special class, and performance has not been acceptable by both the parent(s) and the teacher(s).
2. Conferences with the student, teachers, and parents have been conducted and documented throughout the grading period(s).
3. Strategies for supporting and improving student performances have been implemented, documented, and monitored by the student, parent(s), and teacher(s).
4. Advisement to support the student has been provided and documented by the school's counselor.
5. Grade point average or grades is not the sole indicator for removal.
6. The student's social, emotional, or physical health is a factor related to removal from the program. Poor behavior is not the sole indicator under most circumstances.
7. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to re-qualify for participation.

GUIDELINES FOR NON-STATE IDENTIFIED STUDENTS:

Students who are not state identified as gifted and talented who were successful (final grade of 85 or higher) in an AGP ELA or AGP Math class in fifth

grade may continue to participate in the same honors class in sixth grade.

Other students who are not state identified as gifted and talented may participate in honors programs at the middle school level according to the District Placement Recommendation Guidelines, which include the student's achievement data from MAP or PASS as well as the student's grades. Students who do not meet the district placement criteria may be considered for trial placement into the honors program on an individual basis. A student may not be waived into honors courses if the student has not successfully completed the prerequisite course.

If a student does not meet the district criteria for honors placement but the parent requests that placement, then the principal or principal's designee arranges a parent conference. Students may not be waived into honors courses if the student has not successfully completed the prerequisite course. A school counselor should be included in the conference. The student **may** be granted a trial placement in the requested honors course according to the following conditions outlined in the Parent Request for Honors Placement letter:

1. The parent agrees to attend parent-teacher conferences that will be scheduled at the end of the first grading period or before if requested.
2. The student agrees to complete all class work and homework assignments.
3. The parent and student agree for the student to participate in academic assistance provided by the school, if recommended by the teacher.
4. The parent and student understand that the placement criteria will be considered for continuation in the honors course the following year.

If the student is failing, then the following actions should be taken prior to removing a student from the honors course:

- a. Conferences with the student, teachers, and parents have been conducted and documented throughout the grading period(s).
- b. Strategies for supporting and improving student performances have been implemented, documented, and monitored by the student, parent(s), and teacher(s).
- c. Advisement to support the student has been provided and documented by the school counselor.

Course Overviews

Overview for English Language Arts Courses

All English Language Arts instruction addresses the *South Carolina State Standards for English Language Arts*. The South Carolina State Standards focus on skills in the areas of reading and evaluating both literary and informational text; writing, speaking, and researching through the use of textual evidence; and language development through vocabulary and usage.

Overview for Math Courses

In grades 7-8, students extend their understanding and proficiency in all areas of mathematics. The courses are organized according to the *South Carolina Academic Standards for Mathematics*. They describe the mathematical knowledge, skills, and conceptual understandings expected of students. They indicate the content that will be taught and assessed for each course. The *Mathematical Practice Standards* apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Overview for Science Courses

Science instruction addresses the *South Carolina Science Academic Standards for Science* for grades 7-8. Students in Grade 7 deepen their knowledge of the sciences through more complex investigations and explanations. The development of eighth graders' science skills culminates with an entirely student-designed controlled scientific investigation. As students progress through the grade levels, they are responsible for the scientific inquiry indicators included in all previous grades.

Overview for Social Studies Courses

Social Studies classes in grades 7-8 address the *South Carolina Academic Standards for Social Studies* and also focus on the social studies literacy skills for the twenty-first century. Social Studies students in Grade 7 examine the history and geography of human societies from 1600 to the present. The focus for Social Studies in Grade 8 is the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation.

7 GRADE SEVEN COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

English Language Arts CP 7
English Language Arts Honors 7

SCIENCE

Science 7
Science Honors 7

HEALTH/ PHYSICAL EDUCATION

FINE ARTS ELECTIVES

Art
Honors Art (Audition only)
2-D Design
Band
Chorus
Dance
Honors Chorus (Auditions only)
Explore Music
Drama
Honors Drama (Auditions only)
Orchestra
Honors Orchestra (Auditions only)

MATHEMATICS

Math 7
Pre-Algebra 7
Algebra 1 Honors 7

SOCIAL STUDIES

Contemporary Cultures 7
Contemporary Cultures Honors 7

EXPLORATORY ELECTIVES

Academic Enrichment
Fundamentals of Computing I
Introduction to Financial Literacy
Introduction to Leadership
Introduction to World Languages
iCivics
Multimedia Basics
PLTW Gateway I - Design and Modeling
PLTW Medical Detectives
ProTeam

CHAPIN MIDDLE SCHOOL - COURSE DESCRIPTIONS
SEVENTH GRADE
2019-2020

English Language Arts

Semesters: 2 (Meets Daily)

English Language Arts CP 7

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, our state summative assessment which includes two days of testing for reading and writing.

English Language Arts Honors 7

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.

Mathematics

Semesters: 2 (Meets Daily)

Math 7

This course is foundational for grade seven students. 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 Academic Standards for Mathematics*.

Pre-Algebra 7

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; 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 Academic*

Standards for Mathematics.

Algebra 1 Honors 7

Carnegie Credit - 1.0

Prerequisite: Pre-Algebra 6

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 secondary mathematics; and therefore, mastery is essential. A student enrolling in this course should have demonstrated a high-level 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. This course progresses from Pre-Algebra and builds on foundational linear and algebraic concepts from Grade 8 content. Students will work at an accelerated pace and with above grade-level content. In Algebra 1 Honors, hand-held graphing calculators are required as part of instruction and assessment. Students should use a variety of representations (concrete, numerical, algorithmic, graphical), tools (matrices, data), and technologies to model mathematical situations to solve meaningful problems. 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 *SC College and Career Ready Standards for Mathematics for Algebra 1*. All Algebra 1 students must participate in the *South Carolina End-of-Course Examination Program*, which counts as 20 percent of the final grade. Students are expected to maintain a “B” or better average in this course at all times. 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.

Science

Semesters: 2 (Meets Daily)

Science 7

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 Honors 7

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

Social Studies

Semesters: 2 (Meets Daily)

Contemporary Cultures 7

The seventh grade Social Studies curriculum is designed to enable students to master *the South Carolina Social Studies Standards* for seventh grade which focus on world history from 1600 to the present. Topics include the colonial expansion of European powers in the 17th and 18th centuries, the concepts of limited and unlimited government in the 17th and 18th centuries, independence movements and imperialism in the 19th century, world conflicts in the 20th century, and significant changes in the late 20th century through the present day. Map and globe application skills, applied reading comprehension skills, reference skills, critical thinking skills, and current events are also emphasized.

Seventh grade students will take the South Carolina Palmetto Assessment of State Standards (SC-PASS) for seventh grade Contemporary Cultures: 1600 to the Present.

Contemporary Cultures Honors 7

The seventh grade Social Studies Honors curriculum is designed to enable students to master the *South Carolina Social Studies Standards* for seventh grade which focus on world history from 1600 to the present. 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 courses in 8th grade and Honors/Advanced Placement courses in high school. Students will use historical thinking skills including comparison, periodization, context, continuities and changes, causation, and evidence. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. Topics include the colonial expansion of European powers in the 17th and 18th centuries, the concepts of limited and unlimited government in the 17th and 18th centuries, independence movements and imperialism in the 19th century, world conflicts in the 20th century, and significant changes in the late 20th century through the present day. Seventh grade students will take the South Carolina Palmetto Assessment of State Standards (SC-PASS) for seventh grade Contemporary Cultures: 1600 to the Present.

8

GRADE EIGHT COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

English Language Arts CP 8
English Language Arts Honors 8
English 1 Honors

SCIENCE

Science 8
Science Honors 8

HEALTH/ PHYSICAL EDUCATION

FINE ARTS ELECTIVES

Art
Honors Art (Audition only)
3-D Design
Band
Chorus
Dance
Honors Chorus (Auditions only)
Explore Music
Drama
Honors Drama (Auditions only)
Orchestra
Honors Orchestra (Auditions only)

MATHEMATICS

Pre-Algebra 8
Algebra 1 Honors 8
Geometry Honors

SOCIAL STUDIES

SC History 8
SC History Honors 8

EXPLORATORY ELECTIVES

Academic Enrichment
Fundamentals of Computing I
Introduction to Financial Literacy
Introduction to Leadership
iCivics
Multimedia Basics
PLTW Gateway I - Design and Modeling
PLTW Gateway II - Automation and Robotics
PLTW Medical Detectives
World Language - French I
World Language - Spanish I

CHAPIN MIDDLE SCHOOL - COURSE DESCRIPTIONS
EIGHTH GRADE
2019-2020

English Language Arts

Semesters: 2 (Meets Daily)

English Language Arts CP 8

This course will challenge students to grapple with major works of fiction and nonfiction literary 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, our state summative assessment which includes two days of testing for reading and writing.

English Language Arts Honors 8

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 text 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 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, our state summative assessment which includes two days of testing for reading and writing.

English 1 Honors

Carnegie Credit - 1.0

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.

Mathematics

Semesters: 2 (Meets Daily)

Pre-Algebra 8

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 to include irrational numbers; investigating and evaluating 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 Academic Standards for Mathematics*.

Algebra 1 Honors 8

Carnegie Credit - 1.0

Prerequisite: Pre-Algebra

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 secondary mathematics therefore mastery is essential. A student enrolling in this course should have demonstrated a high-level 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. This course progresses from Pre-Algebra and builds on foundational linear and algebraic concepts from Grade 8 content. Students will work at an accelerated pace and with above grade-level content. In Algebra 1 Honors, hand-held graphing calculators are required as part of instruction and assessment. Students should use a variety of representations

(concrete, numerical, algorithmic, graphical), tools (matrices, data), and technologies to model mathematical situations to solve meaningful problems. 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 *SC College and Career Ready Standards for Mathematics for Algebra 1*. All Algebra 1 students must participate in the *South Carolina End-of-Course Examination Program*, which counts as 20 percent of the final grade. Students are expected to maintain a “B” or better average in this course at all times. 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

Carnegie Credit - 1.0

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 meets the state requirements for honors courses and is based on *SC College and Career Ready Standards for Mathematics for Geometry*. Students are expected to maintain a “B” or better average in this course at all times. 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.

Science

Semesters: 2 (Meets Daily)

Science 8

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. Eighth grade students will take the South Carolina Palmetto Assessment of State Standards (SCPASS) in Science.

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 Honors 8

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. Eighth grade students will take the South Carolina Palmetto Assessment of State Standards (SCPASS) in Science.

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

Social Studies

Semesters: 2 (Meets Daily)

South Carolina History 8

The eighth grade Social Studies curriculum is designed to enable students to

master the *South Carolina Social Studies Standards* for eighth grade which focus on the study of South Carolina history within the context of United States history. Students will become familiar with the important role that South Carolina has played in the history of our country. Topics include the settlement of South Carolina, our state's role in the American Revolution and the Civil War, the impact of Reconstruction on the people and government of South Carolina, and major social, political, and economic developments during the late nineteenth and twentieth centuries. Social studies skills including map skills, primary source analysis, and writing will be taught and reinforced to aid in the student's comprehension of South Carolina's history.

South Carolina History Honors 8

The eighth grade Social Studies curriculum is designed to enable students to master the *South Carolina Social Studies Standards* for eighth grade which focus on the study of South Carolina history within the context of United States history. 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. Students will use historical thinking skills including comparison, periodization, context, continuities and changes, causation, and evidence. The course is challenging and requires students to take greater responsibility for their learning by participating in problem solving through written and oral communication. Topics include the settlement of South Carolina, our state's role in the American Revolution and the Civil War, the impact of Reconstruction on the people and government of South Carolina, and major social, political, and economic developments during the late nineteenth and twentieth centuries.

CHAPIN MIDDLE SCHOOL - COURSE DESCRIPTIONS SEVENTH AND EIGHTH GRADE EXPLORATORY 2019-2020

- Exploratory courses are designed to provide the student with skills and experiences in areas not covered by the core curriculum. The purpose of these courses is to supplement and enrich the offerings at the middle school.
- Course offerings will depend on budget constraints, number of students enrolled, and availability of teachers.

- Students qualifying for academic assistance and special needs will be provided an appropriate schedule to meet their needs.

**Academic Enrichment (9 Weeks, Semester, Year)
and 8**

Grades 7

This course is designed to provide a small group environment to engage students with individualized activities to improve academic progress. Activities include one-on-one instruction with an emphasis on study skills, organization and test taking strategies.

ART

Grades 7 and 8

Art Seventh Grade (9 Weeks)

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

Art Eighth Grade (9 Weeks)

This course is designed to use the elements and principles of design to prepare students for the high school art curriculum. This is a skill based course where 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.

Honors Art- Selected by Audition Only

Grades 7 and 8

Honors Art Seventh Grade (Semester)

This course is designed to use the elements and principles of design to increase students' skills and experience with various media and techniques at the honors level. Students must present a portfolio and audition for entrance.

Honors Art Eighth Grade (Semester)

This course is designed to use the elements and principles of design at the honors level. This is a skill based course where 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. Students must present a portfolio and audition for entrance.

2-D Design (Semester)

Grade 7

This course is offered to 7th grade students in order to present the opportunity to take multiple art classes in one year. 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). This course is based on the Elements and Principles of Art as well as SC standards.

3-D Design (Semester)

Grade 8

This course is offered to 8th grade students in order to present the opportunity to take multiple art classes in one year. The emphasis of 3-D 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 is based on the Elements and Principles of Art as well as SC standards.

Band (Year)

Grades 7 and 8

This course is designed to take students from the basic skill level in seventh grade to allowing students to expand their musical capabilities in eighth grade. Opportunities for performances, both group and individual, are provided for all grades. Additional performance opportunities include participation in clinics, festivals, Region Band, All-State Band, and Solo and Ensemble performances. Practice is a very important part of the requirements of this class. Students will be expected to practice daily. Practice times will range from 20 to 30 minutes each day depending on the materials covered and the student's abilities. Students and parents should understand that daily practice is a requirement if they expect to improve as a student musician and have a positive contribution to the band program. **By signing up for Band, the student and parents are making a commitment to be in the program for the entire school year.**

Chorus (Semester)

Grades 7 and 8

This course is open to all students, no matter the level of experience: no audition is necessary. Students in chorus will learn to sing various styles of music from different time periods (classical to contemporary) as well as learn the basics of how to read music. Performances and rehearsals will be required throughout the school year, both during the school day and in the evening. Field trips/competitions will be open to those who qualify.

Honors Chorus (Year) - Selected by Audition Only

Grades 7 and 8

This course is designed for the serious, advanced singer. Students must audition the previous school year to enter this class. Students will learn advanced music, theory, and history. Students will also learn proper techniques for solo and ensemble singing that will prepare them for upper level choirs at the high school. This group will have more opportunities to perform and travel than the

other choirs at CMS. By auditioning and signing up for Honors Chorus, the student and parents are making a commitment to be in the program for an entire year.

DANCE (9 Weeks)

Grades 7 and 8

This class offers students the opportunity to explore various styles of dance such as ballet, modern, jazz, and world dance. Students will learn dance terminology, the history of dance, how to create dances, and how dance relates to life in a broader context beyond the dance course. Students enrolled in the class must wear appropriate clothing allowing movement as specified by the instructor. No audition is necessary, and both 7th and 8th grade students may enroll in this elective course.

DRAMA

Grades 7 and 8

These courses are designed to prepare students with skills that will help them in the workforce, expand interpersonal and communication skills, heighten understanding of self concept, expand on individual and group problem solving, and compare and contrast theatre with life situations. We will also explore a variety of educational and career paths: live theatre, film, radio, television, advertising, public relations, creative writing, public speaking, auditioning techniques, and job interviewing skills.

Drama Seventh Grade (9 Weeks)

This course is designed to focus on the broad perspective of the world of theatre. Topics include characterization, improvisation, commercials, as well as original scene writing.

Drama Eighth Grade (9 Weeks)

This course is designed to focus on the broad perspective of the world of theatre. Topics include characterization, improvisation, mime interpretation, vocal and physical warm-ups, musical theatre, as well as story book drama and children's theatre.

Honors Drama - Selected by Audition Only

Grades 7 and 8

Honors Drama Seventh Grade (Semester)

This course 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, 7th Grade Honors Drama provides an excellent opportunity for students to develop individual communication skills,

self confidence, proper posture and diction.

Honors Drama Eighth Grade (Semester)

This course includes the study of stage usage, script analysis, character development, improvisation, ensemble and monologue work. The work concentrates on creating and maintaining realistic characters and explores the Stanislavsky exercises in creating a character and emotion. The course also addresses professional development of an actor. Students will have the opportunity to participate in performances and competitions throughout the school year.

Explore Music (Semester)

Grades 7 and 8

This course will focus on learning various styles and genres of music in relation to various time periods. Emphasis will be placed on listening and performing musical selections from each studied period. Students will learn through various methods including projects, evaluations, and performances.

Fundamentals of Computing I (Semester) Grade 7(Grade 8 for 2019-20 only)

Carnegie Credit - 0.5

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 is the first semester of a year-long course offered in high schools.*

Introduction to Financial Literacy (9 Weeks)

Grades 7 and 8

This course is designed to teach students life-long money management skills. Students will learn goal setting, budgeting and purchasing, protecting credit and identity, as well as saving and investing. The course is designed to engage students with real-world connections in scenarios students will find relevant to their own lives.

LEADERSHIP

iCivics (9 Weeks)

Grades 7 and 8

This course prepares students to become knowledgeable, engaged 21st Century citizens. Students take part in a 9 weeks, hands-on course with student activities like Mock Trial that create opportunities for students to learn about citizenship and government. Students will learn about the Constitution, the Legislative, Executive, and Judicial Branches, State and Local Government, Civil Rights, and Citizenship. ICivics was founded in 2009 by Justice Sandra Day O'Connor.

Introduction to Leadership (9 Weeks)

Grades 7 and 8

This course for 7th and 8th 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. 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.

ProTeam (Semester)

Grade 7

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.

Literacy Lab (Semester, Year)

Grades 7 and 8

The purpose of this course is to extend learning in order to assist students to reach grade level expectations in reading.

Multimedia Basics (Semester)

Grades 7 and 8

This course covers basic multimedia concepts and applications utilizing text, graphics, animation, sound, video, and various multimedia applications in the design, development, and creation of multimedia presentations and publications in an interactive environment.

Orchestra (Year)

Grades 7 and 8

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. Students are also exposed to music history and music theory in a practical approach to the orchestra repertoire. The 7th and 8th grade orchestras are for students who have already received 2-3 years of instruction. **By signing up for Orchestra, the student and parents are making a commitment to be in the program for the entire school year.**

Honors Orchestra (Year) Selected by Audition Only

Grades 7 and

8

This course is the highest level of orchestra, and private lessons are encouraged for its members. Members of this group should be able to demonstrate advanced technical ability on their individual instrument including beginning to shift, vibrate, and perform in advanced keys. Honors orchestra students are strongly encouraged to participate in district and community youth orchestras and to audition for Region and All-State ensembles. Honors orchestra students are often asked to attend day and/or overnight festival competitions in the spring enabling students to experience teamwork and cooperation. The Honors orchestra is designed for students who have completed three or more years of string instruction, and it may require some after school practices to prepare for performances and/or festivals. Students must audition annually for the Chapin Middle School orchestra director and have a recommendation from the current year's teacher.

Physical Education and Health (Semester)

Grades 7 and 8

This course combines individual, team, and recreational activities. History of each sport, along with the rules, safety and etiquette are emphasized. Sport skills are taught and refined. Game play and tactics are introduced in all game activities. Activities include badminton, volleyball, team handball, golf, soccer, flag football, ultimate Frisbee, and softball. The Health curriculum focuses on individual health and well-being, nutrition, physical fitness, alcohol, tobacco and drugs, and mental health. A district wide sex education program is also included in the curriculum.

Project Lead The Way (PLTW)

PLTW Gateway I - Design and Modeling (Semester)

Grades 7 and

8

This 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.

PLTW Gateway II - Automation and Robotics (Semester)

Grade 8

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. **Prerequisite: Gateway to Technology I.**

PLTW Medical Detectives (Semester)

Grades 7 and 8

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.

WORLD LANGUAGE

Introduction to World Languages (Semester)

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 I (Year)

Grade 8

Carnegie Credit - 1.0

This course is designed as an introduction to the French language and Francophone cultures. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability, and foster the respect and appreciation of cultures other than their own. This credit-bearing course is taught with the same rigor as the high schools.

Spanish I (Year)

Grade 8

Carnegie Credit - 1.0

This course is designed as an introduction to the Spanish language and Hispanic cultures. It reflects the *South Carolina Standard for World Language Proficiency* and the national world language standards. Language skills are integrated into thematic units which cover the five goal areas of world language education: Communication, Cultures, Connections, Comparisons, and Communities. Students will be engaged in activities that promote critical thinking, enhance their communicative ability, and foster the respect and appreciation of cultures other than their own. This credit-bearing course is taught with the same rigor as the high schools.