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WELCOME TO LINCOLN COUNTY MIDDLE SCHOOL

This curriculum guide has been developed to provide students and parents with some of the necessary information for understanding scheduling at Lincoln County Middle School. Since student needs vary so much, parents should also discuss concerns with teachers, counselors, academic performance consultants (APCs), or principals. Our school offers a varied curriculum, and we want to work with parents and students to best meet the needs of our students.

Please review these guidelines with care. **Assessment scores play a major role in course placement** so students who reach the highest levels of proficiency on assessments and perform well in the classroom to meet standards have a better chance of getting the courses that they want and need.

If you have questions concerning the scheduling process, please feel free to contact a counselor, APC, or principal at **365-8400**.

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Academic Performance Consultants</th>
<th>Principal</th>
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<tbody>
<tr>
<td>Krystal Lewis</td>
<td>Sarah Hagans</td>
<td>Debbie J. Sims</td>
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<tr>
<td>Bill Srsic</td>
<td>Jamie-Marie Miller</td>
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<td>Sarah Sublett</td>
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**Assistant Principals**

Jason Bryant

[Don Story]
## GIFTED AND TALENTEDED PROGRAM

In an effort to meet the needs of the Gifted and Talented (GT) Students at Lincoln County Middle School, we offer several advanced level courses. However, these classes are not offered exclusively to GT Students and GT students must meet course entry requirements.

<table>
<thead>
<tr>
<th>Arts</th>
<th>Math</th>
<th>Practical Living/Career Studies</th>
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<tbody>
<tr>
<td>• Marching Band</td>
<td>• Math Pre-AP</td>
<td>• Advanced Life Skills</td>
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<td>• Concert Band</td>
<td>• Algebra I</td>
<td>• Advanced PE</td>
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<td>• Advanced Drama</td>
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<td>• Advanced Visual Art</td>
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<td>• Christmas Chorus</td>
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<td>• Spring Musical</td>
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### Language Arts
- Advanced ELA

### Science
- Advanced Enrichment Science

### World Languages
- Spanish I

## ADVANCED CORE COURSE PLACEMENT

There are a variety of accelerated course offerings for Lincoln County Middle School students in most course areas. Placement in these advanced core course areas is done based upon student performance on multiple assessments, so high scores on interim and benchmark tests are essential for entry. Teachers may also recommend students for courses; however, students must show aptitude and ability for entry based on their performance on assessments.

### Entry Guidelines for Advanced Core Course Placement

- Meet proficiency scores on interim assessments (for example, MAP, i-Ready, etc.)
- Review of student performance and recommendation by previous instructor
- Students are rank-ordered by performance on assessments and entered into courses based on meeting proficiency and how they rank with their peers. Students with higher scores are entered into courses before students with lower scores. Students to be rostered into the course may be previewed by content-area teachers, and entry is confirmed.

## ADVANCED LANGUAGE ARTS

Courses in language arts are usually heterogeneous grouping (mixed ability group) to provide opportunities for modeling and support for students at different levels. However, the advanced ELA course provides a way to accelerate coursework for students who show an aptitude for English and reading skills. Students in the advanced ELA courses score at the top of their team in ELA skills on interim assessments, and the course is designed to push students to work, think, and perform at accelerated levels for students showing potential for the advanced diploma at Lincoln County High School.
MATH PRE-AP

Placement in math courses at LCMS is based on how students perform on assessments. Students are “banded” into groups based on how well they perform, and students scoring within the same range are placed within the same level of course. By placing students in homogenous groupings (or same ability group), math teachers can work with students on the specific skills that need to be addressed before moving to more complex concepts since skills build on each other. Students enrolled in the math Pre-AP course are students who score high enough on assessments to demonstrate high math skills—those who can maintain grade-level skills and can perform some skills above grade-level but who may struggle often with others at that high level.

ALGEBRA I – FOR HIGH SCHOOL CREDIT

Students enrolled in the Algebra I course for high school credit are eighth grade students who score high enough on assessments to demonstrate not only high math skills, but those who can maintain performance above grade level. Algebra I is a high-school level course and students are expected to perform at those levels. Students who take the Algebra I course and earn an average or grade of A or B in the course at the end of the year are eligible for high school credit. These students can proceed to Algebra II or Accelerated Geometry once they begin high school. Students are expected to study and perform not only the skills for Algebra I, but also the regular 8th grade math curriculum as well—content on which they are assessed at the end of the 8th grade year. Therefore, students are expected to go above and beyond with their math skills and performance. Students who struggle in Algebra I may be removed at the end of the first nine weeks to better meet their needs. Parents or students requesting to exit the course should make their requests by the end of the first nine weeks. Grades after the first nine weeks will be reported.

ADVANCED SCIENCE ENRICHMENT

In order to target the needs of students who show high potential for science, we offer an advanced enrichment course in the spring semester. The course provides students with the opportunity to explore STEM (science, technology, engineering, and math) topics. The course is project-based and students can create a variety of products to demonstrate their application of the knowledge and skills gained in class. This course is meant to challenge and push advanced students to think and work creatively within the science content as it blends in math, technology, and engineering concepts.
WORLD LANGUAGES – SPANISH I FOR HIGH SCHOOL CREDIT

In order to provide some access to world languages and to offer course work to accelerate programming for gifted and talented and advanced students, Spanish I for high school credit is an option for some students at Lincoln County Middle School. Students must be invited to join the class as their assessment scores are the main way to enter the course.

The course is offered as a “zero-hour course”—one that meets before the official first period of the day. Parents provide transportation and students finish class in time to get breakfast at the school. The course lasts the full school year and students are graded based on how well they meet performance targets—that means scores on tests, quizzes, and projects/performance events are the only grades that are included in course grade calculation. Students earning a final grade of A or B in the course receive high school credit and can be scheduled into Spanish II for their freshman year of high school. For students working on an accelerated program, this option may fit their needs.

However, Spanish I for high school credit is not a course for everyone. It is an advanced course that works at high levels. Students must be dedicated and determined to succeed. They will need to study each night, work independently as well as in groups, and take on responsibility for their own performance by completing assignments on their own when they need extra practice. If students are not ready for this kind of course, they can decline the invitation to join.

The course also uses varied forms of technology, so students will need to create and use accounts for different programs in order to participate. Some devices are available for students to use during class; however, it is advised that students have their own (tablets, mobile phones, iPads, etc.) since also having access to programs at home is advisable.

Students who meet entry requirements receive notice in the mail via an invitation letter which parents and students sign and return to the school indicating their agreement to participate. After enrollment in the course, participants have until the end of the first grading period to drop the course if it is not a good fit for them. After the drop period has passed, students will remain enrolled in the course where attendance and grades will be reported. Therefore, it is crucial that students use the first grading period to measure whether or not staying in the course is a good option.

Entry requirements:

- Meet proficiency scores on assessment for English/Reading
- Meet proficiency scores on interim assessments (for example, MAP Reading, i-Ready Reading, etc.)
- Agreement from parents and students to meet course expectations
RESPONSE TO INTERVENTION (RTI)

Just as assessment results are used to place students into accelerated courses, they are also used to schedule students into courses for additional assistance. Response to Intervention, or RTI, is designed to provide additional support for students to help them to be more successful in math or reading. Multiple assessment results are used to determine if students qualify for RTI. The data from these assessments are used to identify and address areas of need for the students.

RTI courses are a part of a district-wide program to provide the most effective education for ALL students. The program includes a three-tiered approach to address this need—Tier 1 for regular classroom instruction and Tiers 2 and 3 for a gradual increase in support through RTI courses targeted to assist students with gaining the skills they need to return to Tier 1.

Data for RTI students is monitored throughout the year, and if students show significant improvement on progress monitoring assessments, then they can be moved out of the RTI course. However, if students do not meet the expected targets, they will remain in the RTI course. In addition, if we find that students who have been released from an RTI course are struggling again after they have been placed back into their regular courses, students may be returned to the RTI course to help them improve.

Data from progress monitoring and placement assessments is also shared with the high school so that students can be scheduled into high school courses for their freshman year. Eighth grade students who do not meet expected targets in reading and math are placed in strategies courses during their freshman year for remediation. These remedial courses take the place of elective courses and can restrict students’ schedules.

By using these RTI processes we hope to better ensure that our students are ready for high school, college, and careers. We appreciate your support in helping provide your child with the kind of instruction that is designed to prepare them for success both here at LCMS and at Lincoln County High School.
ENCORE COURSE SCHEDULING

At Lincoln County Middle School we offer proficient programs for visual and performing arts (VPA) and practical living/career studies (PLCS). In order to maintain our programs, we offer courses in most of the arts disciplines and courses in PLCS. Time for these courses is also protected by providing students a period of each day to study a discipline each term during their tenure at LCMS. In addition to general, or basic courses, in each of these content areas, students can also begin specializing in the arts and PLCS courses, especially at the eighth grade. By providing these opportunities, students can begin exploring career options and other areas of talent—especially for GT students.

While at LCMS each student should expect to take a basic encore course in the different disciplines for arts and practical living (for example, music, art, drama, PE/health, life management) at least once while at LCMS. Basic courses are offered for each grade level providing each student with continuous study in each area for each grade level. Since we use a 9-weeks grading period, students have opportunities to take twelve total courses from 6th to 8th grade—four each year. Some general courses include general music, chorus, band, visual art, drama, health & PE, fitness & wellness, and life management. With twelve total possibilities and eight basic courses, this provides four courses that students could use to continue their study.

One path a student may wish to pursue with these course strands is that they can begin to specialize within one area, taking advanced courses within their chosen discipline. This is an option especially for those wishing to participate in the spring musical or the fall Christmas chorus or fall drama for multiple years. This also provides some flexibility for students who wish to take a variety of courses during their eighth grade year—for example, those who wish to take advanced Life Skills to help run Operation Preparation and catering jobs, as well as those who wish to take advanced art and help with the set for the Spring Musical.

No matter the special interests, students need to plan for their requests carefully so that they can ensure they have explored the basics so that they can take the best advantage of the advanced courses they want. Since some advanced courses are only offered at certain times of the year, this limits when they can be taken, and students should plan accordingly. Sometimes younger students may also have opportunities to replace basic courses with specialized ones, especially if a teacher requests or recommends that a student be added to his or her class. Students do not have to take these courses, especially if it does not fulfill their course of study; however, it does provide some unique opportunities.

In order to assist in planning the course of study for proficient programs and in order to provide for continued or focused study in advanced courses, students should use the planner below to help assess their options. Students can then use this chart to complete the course request sheet for the upcoming year. Students should also keep in mind that for some advanced courses, applications and auditions are required and for some, students are must to participate in evening events and performances as part of the course grade. Students and parents should use the course descriptions to help make the best choice.

<table>
<thead>
<tr>
<th>6th grade 1st 9 weeks</th>
<th>6th grade 2nd 9 weeks</th>
<th>6th grade 3rd 9 weeks</th>
<th>6th grade 4th 9 weeks</th>
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</thead>
<tbody>
<tr>
<td>7th grade 1st 9 weeks</td>
<td>7th grade 2nd 9 weeks</td>
<td>7th grade 3rd 9 weeks</td>
<td>7th grade 4th 9 weeks</td>
</tr>
<tr>
<td>8th grade 1st 9 weeks</td>
<td>8th grade 2nd 9 weeks</td>
<td>8th grade 3rd 9 weeks</td>
<td>8th grade 4th 9 weeks</td>
</tr>
</tbody>
</table>
GRADING

At Lincoln County Middle School teachers use a hybrid standards-based grading (SBG) system. Although traditional scoring is used on assignments as a measure of performance, grades are based on how well students are meeting standards for the content of their courses. In 2012, as part of a district initiative to address standards-based grading, LCMS began exploring and implementing changes to grading practices by following the *Fifteen Fixes for Broken Grades* from Ken O'Connor. These fixes are designed to eliminate practices that influence grades based on behaviors so that teachers can put the focus back on content, or standards, and how well students know and can perform the skills from these standards.

By focusing grades on standards rather than behaviors, LCMS intends to have grades reflect student knowledge rather than student behaviors, such as promptness, completeness, or effort. It helps make sure that grades are consistent, accurate, meaningful, and most of all—supportive of learning (O’Connor). In order to achieve this consistency, LCMS has adopted certain fixes that parents and students should expect to see consistently implemented for all LCMS courses. The fixes are designed to eliminate common grading practices that interfere with standards-based grading. The fixes help keep the focus on achievement of standards so that grades mean the same thing across students and teachers. Below are the fixes that LCMS has adopted so far.

- Behaviors (effort, participation, obeying class/school rules, completion of assignments, effort, etc.) shall not be included as part of a student’s content area course grade, nor should they factor into a student’s grade for a content area course.
- Grades shall not be reduced on late work.
- Extra credit or bonus points shall not be included in a course grade.
- Grades shall not be reduced because of cheating (or other forms of academic dishonesty).
- Grades shall not be lowered (or raised) because of attendance.
- Individual student grades shall only reflect individual student performance; therefore, group grades are not to be included in a student’s grade for a course.
- Grades shall not be based on how students compare to each other—not be based on a “curve.”

For the behaviors identified in the fixes, students may face other disciplinary consequences, for example, detention, in-school suspension (ISS), additional work, etc. By removing behaviors from grading the focus of grades can be on the content and not on behaviors. Some courses have adopted additional fixes so that all teachers who teach the same course have grades that are consistent, and these practices are outlined in the course syllabi. However, no matter how grades are calculated at the department level, all content-based courses use the same grading scale.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Because of the nature of RTI courses, they use a different grading scale.

- A - On-Track--Removed from RTI
- B - Acceptable Progress
- C - Making Minimum Progress
- D - No Effort / No Improvement
COURSES
**CORE COURSES**

**LANGUAGE ARTS**

**6020 Language Arts (Grade 6)**
This is a basic sixth grade language arts course that addresses the state standards for reading, writing, speaking, listening, and language for sixth grade. This course is sometimes called ELA, or English/language arts. In this course students complete various reading tasks from different genres including short stories, poems, articles, essays, and plays. Students also produce various types of writing pieces to address different purposes (informational/explanatory, narrative, and argumentative).

**7020 Language Arts (Grade 7)**
This is a seventh grade language arts course that addresses the state standards for reading, writing, speaking, listening, and language for seventh grade. This course is sometimes called ELA, or English/language arts. In this course students complete various reading tasks from different genres including short stories, poems, articles, essays, and plays. Students also produce various types of writing pieces to address different purposes (informational/explanatory, narrative, and argumentative).

**7023 Advanced Language Arts (Grade 7)**
Advanced seventh grade English/Language Arts (ELA) is a course designed to target state standards for reading, writing, speaking, listening, and language skills like in the 6020 course but challenging students to work at higher and deeper levels. This advanced sixth grade course is designed to accelerate students and push for deeper understanding of the course content with more complex materials and assignments. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

**7024 Language Arts Re-Teach (Grade 7)**
This is a course for seventh grade language arts students to receive additional instruction in language arts. The teacher teaches the content from the 6020 class in different ways to help students better understand the content from the corresponding language arts course. **PREREQUISITE:** Teacher recommendation.

**7029 Enrichment Language Arts (Grade 7)**
This enrichment course is a language arts course designed to provide deeper and richer experiences in literacy for seventh graders. Students explore various topics in English/language arts and make connections to other related content. Students may be expected to conduct research and create multimedia projects on their own.

**8020 Language Arts (Grade 8)**
This is an eighth grade language arts course that addresses the state standards for reading, writing, speaking, listening, and language for eighth grade. This course is sometimes called ELA, or English/language arts. In this course students complete various reading tasks from different genres including short stories, poems, articles, essays, and plays. Students also produce various types of writing pieces to address different purposes (informational/explanatory, narrative, and argumentative).

**8023 Advanced Language Arts (Grade 8)**
Advanced eighth grade English/Language Arts (ELA) is a course designed to target state standards for reading, writing, speaking, listening, and language skills like in the 6020 course but challenging students to work at higher and deeper levels. This advanced eighth grade course is designed to accelerate students and push for deeper understanding of the course content with more complex materials and assignments. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

**8024 Language Arts Re-Teach (Grade 8)**
This is a course for eighth grade language arts students to receive additional instruction in language arts. The teacher teaches the content from the 8020 class in different ways to help students better understand the content from the corresponding language arts course. **PREREQUISITE:** Teacher recommendation.

**8029 Enrichment Language Arts (Grade 8)**
This enrichment course is a language arts course designed to provide deeper and richer experiences in literacy for eighth graders. Students explore various topics in English/language arts and make connections to other related content. Students may be expected to conduct research projects and create their own multimedia projects.

**8096 RTI Reading (Grade 8)**
This is an eighth grade course designed to assist students who struggle with grade-level language arts concepts. Students are placed in the course based on assessment results. Students can move out of the course based on how well they meet their goals.
6010 Math (Grade 6)
This is a sixth grade math course that addresses the state standards. The course targets ratios & proportional relationships, number systems, expressions & equations, geometry, and statistics & probability at the sixth grade level.

6013 Math Pre-AP (Grade 6)
This is an advanced math course designed to accelerate sixth grade math students. The goal of the course is to address sixth and some seventh grade math concepts as part of a Pre-Advanced Placement (AP) program in order to prepare students for an Algebra I course for high school credit in the eighth grade school year. This course moves at a faster pace than the regular sixth grade curriculum, and students will be challenged with higher level problem-solving. If students do not perform as expected, however, they will not be eligible for the Algebra I course. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

6014 Math Re-Teach (Grade 6)
This is a course for sixth grade math students to receive additional instruction in math concepts taught in the 6010 course. The teacher teaches the content in different ways to help students better understand the skills from the corresponding math course. **PREREQUISITE:** Teacher recommendation.

6019 Enrichment Math (Grade 6)
Enrichment math is a project-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different perspectives using math in new and innovative ways. Students are expected to work collaboratively and individually on the different assignments.

6097 RTI Math (Grade 6)
This is a sixth grade course designed to support students who struggle with grade-level math concepts. Students are placed in the course based on assessment results. Students can exit the course based on how well they meet their goals.

7010 Math (Grade 7)
This is a seventh grade math course that addresses the state standards. The course targets ratios & proportional relationships, number systems, expressions & equations, geometry, and statistics & probability at the seventh grade level.

7013 Math Pre-AP (Grade 7)
This is an advanced math course designed to accelerate seventh grade math students. The goal of the course is to address seventh and some eighth grade math concepts as part of a Pre-Advanced Placement (AP) program in order to prepare students for an Algebra I course for high school credit in the eighth grade school year. This course moves at a faster pace than the regular seventh grade curriculum, and students will be challenged with higher level problem-solving. If students do not perform as expected, however, they will not be eligible for the Algebra I course. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

7014 Math Re-Teach (Grade 7)
This is a course for seventh grade math students to receive additional instruction in math concepts taught in the 7010 course. The teacher teaches the content in different ways to help students better understand the skills from the corresponding math course. **PREREQUISITE:** Teacher recommendation.

7019 Enrichment Math (Grade 7)
Enrichment math is a project-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different perspectives using math in new and innovative ways. Students are expected to work collaboratively and individually on the different assignments.

7097 RTI Math (Grade 7)
This is a seventh grade course designed to support students who struggle with grade-level math concepts. Students are placed in the course based on assessment results. Students can exit the course based on how well they meet their goals.

8010 Math (Grade 8)
This is an eighth grade math course that addresses the state standards. The course targets the number system, expressions & equations, functions, geometry, and statistics & probability at the eighth grade level.

8012 Algebra I (Grade 8)
This course is for students who are seeking high school credit for Algebra I. As one of the advanced math courses for 8th graders, it is designed to prepare students for an Advanced Placement (AP) course program at the high school level. Because the course is for high school credit, students work at a more advanced level than other eighth grade math students. To receive high school credit students must earn a final grade of an A or B for the course. Students earning less than a B have to repeat Algebra I in high school. This course addresses targeted eighth grade standards as well as Algebra I standards to qualify for high school graduation credit. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

8013 Math Pre-AP (Grade 8)
This is an advanced math course designed to accelerate eighth grade math students. The course is designed as part of a Pre-Advanced Placement (AP) program in order to prepare students for pursuing advanced courses in high school. The course has a faster pace than the content in 8010, and students will be challenged with higher level problem-solving. **PREREQUISITE:** Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

8014 Math Re-Teach (Grade 8)
This is a course for eighth grade math students to receive additional instruction in math concepts taught in the 8010 course. The teacher teaches the content in different ways to help students better understand the skills from the corresponding math course. **PREREQUISITE:** Teacher recommendation.

8019 Enrichment Math (Grade 8)
Enrichment math is a project-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different perspectives using math in new and innovative ways. Students are expected to work collaboratively and individually on the different assignments.

8097 RTI Math (Grade 8)
This is an eighth grade course designed to assist students who struggle with grade-level math concepts. Students are placed in the course based on assessment results. Students can move out of the course based on how well they meet their goals.
6040 Science (Grade 6)
Sixth grade science is the general course for meeting the state standards for science. The curriculum focuses on life science, earth science, and physical science as well as engineering and technology.

6049 Enrichment Science
(Grade 6)
Enrichment science is a project and inquiry-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different science fields. Students are expected to work collaboratively and individually on the different assignments.

7040 Science (Grade 7)
Seventh grade science is the general course for meeting the state standards for science. The curriculum focuses on life science and physical science as well as engineering and technology.

7043 Advanced Enrichment Science
(Grade 7)
Advanced enrichment science is a project and inquiry-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different science fields. Because this is an advanced course, students will be expected to work at higher levels and will be challenged with higher level projects. PREREQUISITE: Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

7049 Enrichment Science
(Grade 7)
Enrichment science is a project and inquiry-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different science fields. Students are expected to work collaboratively and individually on the different assignments.

8040 Science
Eighth grade science is the general course for meeting the state standards for science. The curriculum focuses on life science, earth science, space science, and physical science as well as engineering and technology.

8043 Advanced Enrichment Science
(Grade 8)
Advanced enrichment science is a project and inquiry-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different science fields. Because this is an advanced course, students will be expected to work at higher levels and will be challenged with higher level projects. PREREQUISITE: Students are placed in this course based on their scores on assessments. Teachers may also provide additional data for student enrollment.

8049 Enrichment Science
(Grade 8)
Enrichment science is a project and inquiry-based course designed around STEM (science, technology, engineering, and math) concepts. Students are expected to research, design, create, and reflect upon projects from different science fields. Students are expected to work collaboratively and individually on the different assignments.

6050 Social Studies (Grade 6)
Sixth grade social studies uses the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) in an integrated program which focuses on the history of the United States from the early inhabitants to Reconstruction. Instruction includes study in the influences of the various cultures and peoples into the building of the United States.

7150 Enrichment Social Studies (Grade 7)
Enrichment social studies for seventh grade is a course designed to provide students with opportunities to explore various aspects of history, geography, and culture of places in ancient times. Students conduct research and present projects based on their learning. Students may also conduct research and present projects based on current events through "This Day in History" activities.

8050 Social Studies (Grade 8)
Eighth grade social studies uses the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) in an integrated program which focuses on the history of the United States from the early inhabitants to Reconstruction. Instruction includes study in the influences of the various cultures and peoples into the building of the United States.

8150 Enrichment Social Studies (Grade 8)
Enrichment social studies for eighth grade is a course designed to provide students with opportunities to explore various aspects of history, geography, and culture of early American history. Students conduct research and present projects based on their learning. Students may also conduct research and present projects based on current events through "This Day in History" activities.

6059 Enrichment Social Studies (Grade 6)
Enrichment social studies for sixth grade is a course designed to provide students with opportunities to explore various aspects of history, geography, and culture of places around the world. Students conduct research and present projects based on their learning. Students may also conduct research and present projects based on current events through "This Day in History" activities.

7050 Social Studies (Grade 7)
Seventh grade social studies uses the five strands of social studies (historical perspective, geography, economics, government and civics, and culture and society) in an integrated program which focuses on a study of civilizations around the world with an emphasis on geography, environment, government, economics, and culture.

8035 Spanish I (Grade 8)
This Spanish course is a middle school course offered for high school credit. It prepares students to acquire a variety of skills: to perform interpersonal, interpretive, and presentational communicative tasks in Spanish. Students are expected to move from the novice range to the intermediate low range on the ACTFL Proficiency scale. Because this course is for high school credit and has additional demands on students' time and resources, students are expected to work at extremely high levels. In order to earn high school credit, students must earn an A or B for the course by the end of the school year. This course is a zero-hour course, which means that it meets before the regular school day starts. Students would have an extra hour of instruction through their participation. PREREQUISITE: Students are placed in this course based on their scores on assessments.

WORLD LANGUAGES
**ENCORE COURSES**

**PRACTICAL LIVING / CAREER STUDIES**

**6080 Life Management (Grade 6)**
Life management is an introductory course for sixth graders, targeting content from health education, financial literacy, and career education. This course provides basic instruction for planning life decisions, making career choices, and engaging in informed consumer decisions. From nutrition and recycling to kitchen safety and basic financial planning, students learn and apply a variety of real-world skills through hands-on learning. Students may gain an introduction to the Individual Learning Plan (ILP) to explore employability skills, careers, and post-secondary education. Performance in this course does not only help students to serve in leadership roles in the course, it can also help them earn experience to qualify for the Advanced Life Skills course. Through this course, students have the opportunity to apply for additional work and employability opportunities, for example catering jobs and auctions for which students may need to work after school.

**6085 PE/Health (Grade 6)**
This course is part of a comprehensive, sequentially planned program aligned to state standards for health and physical education (PE) for sixth grade. The emphasis of the health portion of the course is on one’s overall health—to teach students about making choices and decisions that promote one’s physical well-being, the prevention of illness and disease, and the ability to remain physically, mentally, spiritually, socially, and emotionally healthy, including making nutritious food choices for growth, development and maintenance of healthy bodies and learning about how safe behavior protects a person from danger and lessens the effects of harmful situations. The physical education portion works to improve the development of motor skills in order to be safer and more productive in organized sports/recreation and work activities in order to strengthen physical, mental, emotional, and social health. Students are expected to dress appropriately for physical activity each day of PE; therefore, students must bring a change of clothes for class.

**7086 Fitness & Wellness (Grade 6)**
Like PE, this introductory sixth grade course is part of a comprehensive, sequentially planned program aligned to state standards for health and physical education. The emphasis of this course is to teach students how to be more physically active and fit and to incorporate wellness into their daily lives for life-long wellness. This may be accomplished by students’ participation in various sports and activities. Students are expected to dress appropriately for physical activity each day; therefore, students must bring a change of clothes for class.

**7080 Life Management (Grade 7)**
Life management is a basic course for seventh graders that targets content from health education, financial literacy, and career education. From nutrition and recycling to cooking and woodworking, students learn and apply a variety of real-world skills through project-based instruction. Students must pass assessments and use their ILP to create résumés and complete applications in order to qualify for certain jobs and projects. Performance in this course can help students to not only gain leadership experience, but also to qualify for the Advanced Life Skills course. Through this course, students have the opportunity to apply for additional work and employability opportunities, for example catering jobs and auctions for which students may need to work after school.

**7085 PE/Health (Grade 7)**
This course is part of a comprehensive, sequentially planned program aligned to state standards for health and physical education (PE) for seventh grade, building on concepts addressed in the sixth grade curriculum. The emphasis of the health portion of the course is on one’s overall health—to teach students about making choices and decisions that promote one’s physical well-being, the prevention of illness and disease, and the ability to remain physically, mentally, spiritually, socially, and emotionally healthy, including making nutritious food choices for growth, development and maintenance of healthy bodies and learning about how safe behavior protects a person from danger and lessens the effects of harmful situations. The physical education portion works to improve the development of motor skills in order to be safer and more productive in organized sports/recreation and work activities in order to strengthen physical, mental, emotional, and social health. Students are expected to dress appropriately for physical activity each day of PE; therefore, students must bring a change of clothes for class.

**8080 Life Management (Grade 8)**
Life management is a general course for eighth graders that targets content from health education, financial literacy, and career education at deeper levels than the seventh grade course. Students use technology to research projects to create, and then use these products as part of entrepreneurship opportunities in the course. Students must pass assessments and use their ILP to create résumés and complete applications in order to qualify for certain jobs and projects. Performance in this course can help students to qualify for the Advanced Life Skills course and serve in leadership roles in the course. Through this course, students have the opportunity to apply for additional work and employability opportunities, for example catering jobs and auctions for which students may need to work after school.

**8081 Advanced Life Skills (Grade 8)**
This is an advanced course for eighth graders in which students implement many of the real-world skills learned in the general life management course. Students select entrepreneurship products to create from research or design their own. They then create products, advertise their work, and sell their products. Students also conduct service projects for school events with community partners for which students may be required to stay after school or collaborate during the school day. Through these events students may also serve in leadership roles in which they interned in the general course. **PREREQUISITE:** Application process for enrollment in the course.

**8084 Advanced PE (Grade 8)**
Advanced PE provides students with an intensive focus on physical education. Students further develop motor skills and psychomotor skills to contribute to the development of social and cognitive skills, the development of personalized fitness plans, and the development of a lifestyle that promotes physical fitness for ongoing, everyday health. As part of the advanced PE course, students participate in the various sports and activities that may include the following: archery, badminton, tennis, hockey, team handball, volleyball, ultimate Frisbee, principles of beginning weight training, training strategies for running a 5K, flag football, and basketball. Students are expected to dress appropriately each day of PE; therefore, students must bring a change of clothes for class.
8085 PE/Health (Grade 8)
This eighth grade course is part of a comprehensive, sequentially planned program aligned to state standards for health and physical education (PE), building on core concepts addressed in the seventh grade curriculum. The emphasis of the health portion of the course is on one’s overall health—to teach students about making choices and decisions that promote one’s physical well-being, the prevention of illness and disease, and the ability to remain physically, mentally, spiritually, socially, and emotionally healthy, including making nutritious food choices for growth, development and maintenance of healthy bodies and learning about how safe behavior protects a person from danger and lessens the effects of harmful situations. The physical education portion works to improve the development of motor skills in order to be safer and more productive in organized sports/recreation and work activities in order to strengthen physical, mental, emotional, and social health. Students are expected to dress appropriately for physical activity each day of PE; therefore, students must bring a change of clothes for class.

8086 Fitness & Wellness (Grade 8)
Like PE, this seventh grade course is part of a comprehensive, sequentially planned program aligned to state standards for health and physical education. The emphasis of this course is to continue teaching students how to be more physically active and fit and incorporate wellness into their daily lives for life-long wellness. This may be accomplished by students’ participation in various activities. Students are expected to dress appropriately for physical activity each day; therefore, students must bring a change of clothes for class.

VISUAL & PERFORMING ARTS

6064 General Music (Grade 6)
This course is grade 6 introductory course in music in which students are expected to create, perform, and respond to music. Course content includes study in the elements and purposes of music as well as study in various forms and styles, composers, time periods, and cultures. Students also learn basic skills in reading music as well as performing musical pieces. Students may perform music on piano and other instruments.

6065 General Chorus (Grade 6)
This course is a general course for chorus, or vocal performance, for sixth graders. Students do not need previous experience to participate, and they will be learning introductory vocal skills. Students are expected to create, perform, and respond to vocal music performances. Depending on how successful students are, they may qualify for advanced chorus courses. Students in this course may also perform in the annual Christmas Concert or the annual musical. Students may participate in the full chorus or they may audition for solos or ensemble pieces. Because this is a performance course, students may be expected to participate and perform at the concert as part of their course grade. For the concert, students are expected to dress in “uniform” with white dress shirts and black slacks (dress pants) or skirts. In the spring course, students may be expected to assist in the production of the annual spring musical. This may require students to participate in fundraisers and field trips to live performances where there is a cost for tickets and meals. Students may also be expected to pay for show t-shirts and other production-related items.

6066 Drama (Grade 6)
This basic sixth grade drama course, students are introduced to drama and the theatre to develop experience and skills in the different aspects of theatrical production—from learning about the dramatic elements, technical elements, and elements of production to the study of various theatrical cultures, time periods, types, and performers. Introduction to the theatre provides an overview of the art, conventions, and history of theatre. Students study major developments in dramatic literature and major playwrights, the history and formation of theatre as a cultural tradition, and critical appreciation of drama/theatre Because the course is based on creating, performing, and responding to drama and theatre, students are expected to not only study about theatre, they are also expected to participate in acting exercises—from improvisation to practiced, or rehearsed, pieces. Students work on acting and performance skills as well as script-writing through creating, performing, and responding activities.

6060 Beginning Band (Grade 6)
This is a beginner’s course for band for sixth graders. Students do not need previous experience to participate. Students learn basic instrumental skills for brass, woodwind, and/or percussion instruments as a means to study and perform a variety of concert band styles. Students are expected to rehearse and perform for concerts where evening performances may be required. Students may also participate in multiple terms in order to build their musical skill. Student performance from this course is used as a basis for entry into intermediate and/or advanced band. Students may use their own instruments or may rent from a local music store. A limited number of instrument scholarships are available.

6061 Intermediate Band (Grade 7)
This course is a course for seventh grade students to continue developing their basic instrumental music skills. Students need to have some basic music skills to enroll. Students are expected to rehearse and perform for concerts where evening performances may be required. Students may also participate in multiple terms in order to
build their musical skill. Student performance from this course is used as a basis for entry into advanced band. Students may use their own instruments or may rent from a local music store. A limited number of instrument scholarships are available. **PREREQUISITE:** Beginning Band or Prior Band Experience

**7064 General Music (Grade 7)**

This course is a grade 7 introductory course in music in which students are expected to create, perform, and respond to music. Course content includes study in the elements and purposes of music as well as study in various forms and styles, composers, time periods, and cultures. Students also learn basic skills in reading music as well as performing musical pieces. Students may perform music on piano and/or guitar.

**7066 Christmas Chorus (Grade 7)**

This is a specialized course for chorus for seventh graders with previous experience vocal music performance. Students in this course are expected to perform in the annual Christmas Concert. Students may audition for solos or ensemble pieces for the concert, or they may participate just as a member of the full chorus. Because this is a performance course, students are expected to participate and perform at the concert as part of their grade for the course. As part of the performance, students are expected to dress in “uniform” with white dress shirts and black slacks (dress pants) or skirts. **PREREQUISITE:** Audition, Basic Chorus OR General Music

**7067 Spring Musical (Grade 7)**

This course is a specialized course for chorus, or vocal performance for seventh graders who have previous experience with musical performance. Students in this course are expected to assist in the production of the annual spring musical. This may require students to participate in fundraisers and field trips to live performances where there is a cost for tickets and meals. Students may also be expected to pay for show t-shirts and other production-related items. Students in the course are usually those who auditioned for a role in the production, or those working backstage, in lighting and sound, or as support for the actors on stage or even those who may not be a part of the show itself, but who may serve as assistants to run lines, help with sets, or fill in where needed. Because this is a performance course, students are expected to participate and perform as part of their grade for the course. Students study major developments in dramatic literature and major playwrights, the history and formation as a cultural and tradition, and critical appreciation of drama/theatre. However, although the courses addresses learning about drama/theatre appreciation, experiential exercises are included and students are expected to participate in acting exercises—from improvisation to practiced pieces. Students also work on acting and performance skills as well as script-writing through creating, performing, and responding activities.

**8066 Christmas Chorus (Grade 8)**

This course is an advanced course for chorus for eighth graders in vocal music performance. Students in this course are expected to perform in the annual Christmas Concert. Students may audition for solos or ensemble pieces for the concert, or they may participate just as a member of the full chorus. Because this is a performance course, students are expected to participate and perform at the concert as part of their grade for the course. As part of the performance, students are expected to dress in “uniform” with white dress shirts and black slacks (dress pants) or skirts. **PREREQUISITE:** Audition, Basic Chorus OR General Music

**8067 Spring Musical (Grade 8)**

This advanced course for chorus, or vocal performance for eighth graders to participate in the annual spring musical production. This may require students to participate in fundraisers and field trips to live performances where there is a cost for tickets and meals. Students may also be expected to pay for show t-shirts and other production-related items. Students in the course are usually those who auditioned in the fall for a role in the production, but students in the course may also be those working backstage, in lighting and sound, or as support for the actors on stage or even those who may not be a part of the show itself, but who may serve as assistants to run lines, help with sets, or fill in where needed. Because this is a performance course, students are expected to participate and perform as part of their grade for the course. Students study and practice their lines in the winter, and use this spring course to fine-tune their performance. **PREREQUISITE:** Audition, General Music

**8070 Visual Art (Grade 7)**

Eighth grade visual art continues students' study in the arts where students are expected to create, perform/share, and respond to art. The course provides continued work with the elements of art and principles of design using eighth grade level content and activities. Students also study various artists, cultures, and time periods which could include study of the different art movements throughout history. Students design and create various art pieces, some of which are used as part of school beautification projects. Students also may explore career opportunities in the art world. Students examine the language, materials, media, and processes of various art forms and the elements of art and principles of design supporting a work of art.
8071 Advanced Visual Art (Grade 8)
Advanced visual art is an advanced art course for eighth graders who have shown potential for high ability art skills. Students gain individualized instruction for deeper or accelerated study through either working on set design for the spring musical production or other focused projects as determined by the instructor. This is an excellent course for visual arts gifted and talented students to take to help them develop their arts portfolio. **PREREQUISITE:** Application Process and/or Basic Art

8074 Drama (Grade 8)
In this general eighth grade drama course, students continue the study of drama and the theatre by developing experience and skills in the different aspects of theatrical production—from dramatic elements, technical elements, and elements of production to study various theatrical cultures, time periods, types, and performers. Students study major developments in dramatic literature and major playwrights, the history and formation of theatre as a cultural tradition, and critical appreciation of drama/theatre. However, although the courses addresses learning about drama/theatre appreciation, experiential exercises are included and students are expected to participate in acting exercises—from improvisation to practiced pieces. Students also work on acting and performance skills as well as script-writing through creating, performing, and responding activities.

8075 Advanced Fall Drama (Grade 8)
In this advanced drama course, instruction focuses on extending and refining acting techniques, expanding students' exposure to different types of theatrical craft and traditions, and increasing their participation in public productions. Students in the advanced drama course participate in the school's fall drama production and targeted students become members of the Thespian Troupe who attend workshops in Lexington where they can compete in events and be elected to leadership roles within the organization. Students also learn about and discuss career and post-secondary placement opportunities for theater and the dramatic arts. **PREREQUISITE:** Audition, Application, Participation in School Musical Course OR Basic Drama.

9062 Marching Band (Grade 7 or 8)
This course is an advanced course for band that, unlike other encore courses, lasts for multiple grading periods. **Students in the course are expected to participate for the full fall semester.** Courses in marching band are designed to promote students' playing technique for brass, woodwind, and percussion instruments, and covers band literature styles primarily for marching band performances. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. This course is an advanced level course that requires students to participate in various competitions as well as fall sporting events with high school students sometimes on the weekends and sometimes in the evenings. Students also participate in a summer day camp program that helps students work on choreography and instrumental skill. There are also financial obligations in order for students to participate. **Students from marching band typically enroll in concert band for their spring encore line-up.** Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Students learn appropriate care, handling, and maintenance of musical instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Participation in the course requires students to perform at various spring sporting events and in competitions and concerts, some of which may be weekend and/or evening performances. There are also financial obligations in order for students to participate. **PREREQUISITE:** Beginning Band, Intermediate Band, and/or Prior Band Experience.

9063 Concert Band (Grade 7 or 8)
This course is an advanced course for band that, like marching band, lasts for a full semester. **Students from marching band typically enroll in concert band for their spring encore line-up.** Students develop techniques for playing brass, woodwind, and percussion instruments as a means to studying and performing a variety of concert band literature styles. Students learn appropriate care, handling, and maintenance of musical instruments. Critical analysis and problem solving, collaboration, and musical skills and understandings are developed through rehearsal and performance experiences. The course may include creating and performing students' own compositions. Participation in the course requires students to perform at various spring sporting events and in competitions and concerts, some of which may be weekend and/or evening performances. There are also financial obligations in order for students to participate. **PREREQUISITE:** Beginning Band, Intermediate Band, and/or Prior Band Experience.