



# Marietta Middle Course Catalog



## TABLE OF CONTENTS

---

---

Introduction.....	3
Administration and School Counselors.....	4
IB Middle Years Programme (MYP) Overview.....	5
IB MYP Achievement Levels.....	6
Bell Schedule.....	7
MMS Placement Matrix.....	8
Course Offerings.....	12
Course Descriptions	
English Language Arts.....	13
Mathematics.....	15
Science.....	17
Social Studies.....	19
Modern Languages.....	20
Visual & Performing Arts .....	22
Physical Education & Health .....	24
Design .....	25



---

Marietta City Schools (MCS) is pleased to offer a wide range of courses at the middle-school level. Each of these courses is designed to provide students with appropriate academic challenge within the context of a supportive, caring environment. All courses at Marietta Sixth Grade Academy and Marietta Middle School follow the rigorous expectations of the Georgia Standards of Excellence and adhere to the international standards of the Middle Years Programme of the International Baccalaureate (IB) Organization. This course catalog is designed for parents and students to provide curriculum information about the current course offerings.

**To The Student:**

Many courses you take in the middle school years are required by the state of Georgia and MCS. Some classes are designated as electives. This course catalog will assist you in detailing your required and optional academic classes.

**To The Parent:**

You are a critical component in your child's academic success. In this way, it is important for you both to understand the academic requirements and expectations of your child's classes and to assist in making decisions about academic placements. Toward this end, you are encouraged to familiarize yourself with this curriculum guide. Counselors, teachers, and administrators at the schools are always available to discuss specific concerns with you if you have any questions about any specific classes or about your child's schedule.

---

## Marietta Middle School Administration and School Counselors

---

**Mrs. Diona Brown**, Principal  
[DBrown@marietta-city.k12.ga.us](mailto:DBrown@marietta-city.k12.ga.us)

**Mr. Anthony Booker**, Assistant Principal  
[ABooker@marietta-city.k12.ga.us](mailto:ABooker@marietta-city.k12.ga.us)

**Mrs. Celis Hartley-Lewis**, Assistant Principal  
[CHartley-Lewis@marietta-city.k12.ga.us](mailto:CHartley-Lewis@marietta-city.k12.ga.us)

**Ms. Mary Thurman**, Assistant Principal  
[MThurman@marietta-city.k12.ga.us](mailto:MThurman@marietta-city.k12.ga.us)

**Ms. Heather Welch**, School Improvement  
Administrator  
[HWelch@marietta-city.k12.ga.us](mailto:HWelch@marietta-city.k12.ga.us)

**Ms. Lisa Cox**, Teacher on Special Assignment  
[LCox@marietta-city.k12.ga.us](mailto:LCox@marietta-city.k12.ga.us)

**Mrs. Jill Sims**, MYP Coordinator  
[JSims@marietta-city.k12.ga.us](mailto:JSims@marietta-city.k12.ga.us)

**Mrs. Jennifer Cotton**, Advanced Studies Coordinator  
[JCotton@marietta-city.k12.ga.us](mailto:JCotton@marietta-city.k12.ga.us)

**Dr. Andrea Francis**, Counselor  
[AFrancis@marietta-city.k12.ga.us](mailto:AFrancis@marietta-city.k12.ga.us)

**Ms. Melissa Holland**, Counselor  
[MHolland@marietta-city.k12.ga.us](mailto:MHolland@marietta-city.k12.ga.us)

**Mrs. Margarita Poche**, Counselor  
[MPoche@marietta-city.k12.ga.us](mailto:MPoche@marietta-city.k12.ga.us)

**Ms. Ricki Wheeler**, Counselor  
[RWheeler@marietta-city.k12.ga.us](mailto:RWheeler@marietta-city.k12.ga.us)



## IB Middle Years Programme (MYP) Overview

All students at MSGA and MMS participate in the Middle Years Programme (MYP). The MYP is a framework designed by the International Baccalaureate Organization (IB) to help sixth through tenth graders develop the knowledge, understanding, attitudes, and skills necessary to participate fully and responsibly in a changing world. MYP connects students' learning in the eight subject areas to the world by using Global Contexts and concept- and inquiry-based instruction. The MYP framework seeks to develop IB Learners who are international-minded and who contribute actively and purposefully to change the world.



In the program model for the MYP, the first ring around the student at the center describes the features of the program that help students develop disciplinary (and interdisciplinary) understanding.

- **Approaches to learning** (ATL) – demonstrating a commitment to approaches to learning is a key component of the MYP for developing skills for learning
- **Approaches to teaching** – emphasizing MYP pedagogy, including collaborative learning through inquiry.
- **Concepts** – highlighting a concept-based curriculum.
- **Global contexts** – showing how learning best takes place in context.

The second ring describes some important outcomes of the program.

- **Inquiry-based learning** may result in **student-initiated action**, which may involve service within the community.
- The MYP culminates in the **personal project** or the **community project**.

The third ring describes the MYP's broad and balanced curriculum

- The MYP organizes teaching and learning through **eight subject groups**: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- The distinction between subject groups blurs to indicate the **interdisciplinary** nature of the MYP. The subject area groups are connected through global context and key concepts.

## IB MYP Grading & Achievement Levels

---

Teachers design instructional units according to the Georgia Standards of Excellence and align them to MYP objectives. MYP Assessments are based on holistic learning and IB standards.

In order to provide the student with guidance, teachers provide an IB MYP rubric to students when MYP assessments are given. Each subject area has specific assessment tasks and related MYP criteria. Each criterion is assessed in each course at least 2 times each year. Achievement Levels are determined based on performance on the total score of all MYP criteria for each subject area and are assigned using guidelines provided by the International Baccalaureate.

MYP final grades accompany the 4th quarter report card. These grades give feedback on student performance on various assessment tasks that measure student mastery of MYP objectives and GA Standards of Excellence content. MYP feedback is not part of a student's cumulative academic average.

### MYP Final Achievement Level Descriptors

Level 1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
Level 2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
Level 3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
Level 4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
Level 5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
Level 6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
Level 7	Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## MMS Bell Schedule

Period	
Launch	7:15 – 7:40 am Breakfast and Launch *7:40- Transition to first period *Submit Daily attendance by 7:45 AM each morning
1st	7:45-8:30 am  *8:30 Off-Team Dismissal *8:33 On-Team Dismissal
2nd	8:35 – 9:20 am  *9:20 Off-Team Dismissal *9:23 On-Team Dismissal
3rd	9:25 – 10:10 am  *10:10 Off-Team Dismissal *10:13 On-Team Dismissal
4th	10:15 – 11:00 am  *11:00 Off-Team Dismissal *11:13 On-Team Dismissal
5th	11:05 – 11:50 am  *11:50 Off-Team Dismissal *11:53 On-Team Dismissal
6th	11:55 am – 12:40 pm  *12:40 Off-Team Dismissal *12:43 On-Team Dismissal
7th	12:45 – 1:30 pm  *1:30 Off-Team Dismissal *1:33 On-Team Dismissal
8th	1:35 – 2:30 pm  *2:28 Big Blue Gym and 400 Building Dismissal *2:28 Main Campus Dismissal



## Placement Criteria for Grades 7 and 8

**Final Grade and all Achievement Scores must be met for initial placement.**

**Last revised  
January 2022**

<b>Marietta Middle School 7<sup>th</sup> Grade Placement Criteria Class of 2028</b>				
<b>Current Course</b>	<b>Final Grade</b>	<b>Achievement Score(s)</b>	<b>Recommended Course</b>	<b>Notes</b>
Accelerated Math 6/7	≥ 80% in Math	NA – Accelerated Math 6/7 required	Accelerated Math 7/8*	A Gifted/Advanced Content course.
**Honors Math 6	≥ 80% in Math	Math MAP ≥ 65% NPR <b>or</b> Math EOG ≥ Proficient	Honors Math 7*	A Gifted/Honors course.
Math 6	NA	NA	Math 7	
**Science 6	≥ 80% in both Science and ELA	Reading MAP ≥ 65% NPR <b>or</b> ELA EOG ≥ Proficient	Honors Science 7*	A Gifted/Honors course.
Science 6	NA	NA	Science 7	
Advanced Content ELA 6	≥ 80% in ELA	Reading MAP ≥ 65% NPR <b>or</b> ELA EOG ≥ Proficient	Honors ELA 7*	A Gifted/Honors course.
**ELA 6	NA	NA	ELA 7	
Advanced Content Social Studies 6	≥ 80% in SS	Reading MAP ≥ 65% NPR	Carnegie World Geography*	A Gifted/Advanced Content High School course.
**Social Studies 6	NA	NA	SS 7	

\*Probationary status will be in effect for all students who do not maintain an average ≥ 80%.

\*\*For the 2021-2022 school year, students who were in the Enhanced course for Math 6 are now eligible for Honors Math 7 if the criteria are met. Students who were in the Enhanced course for ELA 6 are eligible for Honors ELA 7 if the criteria are met. There is no longer an Enhanced course offering for Science or Social Studies in grade 7, but the criteria to qualify for Honors in these areas has been changed to ≥ 65% NPR in Reading on the MAP test.

Gifted identified students are automatically served in Honors Social Studies. Placement in one of the other Accelerated/Honors courses is subject to meeting the placement criteria.

Students working above grade level may submit a waiver to be considered for placement in an Honors course.





## Placement Criteria for Grades 7 and 8

Final Grade and all Achievement Scores must be met for initial placement.

**Last revised  
January 2022**

Marietta Middle School 8 <sup>th</sup> Grade Placement Criteria Class of 2027				
Current Course	Final Grade	Achievement Score(s)	Recommended Course	Notes
Accelerated Math 7/8	≥ 80% in Math	NA – Accelerated Math 7/8 required	Carnegie Honors Algebra I * or Carnegie Accelerated Algebra I/ Geometry A*	A Gifted/Advanced Content High School course with a required End of Course Test worth 20% of the final grade.
Enhanced Math 7	≥ 80% in Math	Math MAP ≥ 65% NPR <b>or</b> Math EOG ≥ Proficient	Enhanced Math 8	
Math 7	≤ 79% in Math	Math MAP ≤ 64% NPR <b>or</b> Math EOG ≤ Developing	Math 8	
Enhanced Science 7	≥ 80% in both Science and Math	Math MAP ≥ 80% NPR and Reading MAP ≥ 80%	Carnegie Physical Science*	A Gifted/Advanced Content High School course with a required End of Grade Test.
Enhanced Science 7	≥ 80% in Science	Math Map ≥ 65% NPR and Reading MAP ≥ 65%	Enhanced Science 8 (for students who do not meet the criteria for Carnegie Physical Science)	
Science 7	≤ 79% in Science	Math MAP ≤ 64% NPR	Science 8	
Advanced Content ELA 7	≥ 80% in ELA	Reading MAP ≥ 80% NPR <b>or</b> ELA EOG = Distinguished	Advanced Content ELA 8*	A Gifted/Advanced Content course.
Enhanced ELA 7	≥ 80% in ELA	Reading MAP ≥ 65% NPR <b>or</b> ELA EOG = Proficient	Enhanced ELA 8	
ELA 7	≤ 79% in ELA	Reading MAP ≤ 64% NPR <b>or</b> ELA EOG ≤ Developing	ELA 8	
Advanced Content Social Studies 7	≥ 80% in SS	Reading MAP ≥ 80% NPR	Advanced Content SS 8*	A Gifted/Advanced Content course.
Enhanced Social Studies 7	≥ 80% in SS	Reading MAP ≥ 65% NPR	Enhanced SS 8	
Social Studies 7	≤ 79% in SS	Reading MAP ≤ 64% NPR	SS 8	

\*Probationary status will be in effect for all students who do not maintain an average ≥ 80%.

Consideration for Enhanced Science, ELA, and SS will be given to students who exceed the placement criteria.

Gifted identified students are automatically served in Advanced Content SS. Placement in one of the other Accelerated/Advanced Content courses is subject to meeting the placement criteria.



## Placement Criteria for Grades 7 and 8

Final Grade and all Achievement Scores must be met for initial placement.

**Last revised  
January 2022**

Foreign Language Placement Criteria				
Current Course	Final Grade	Achievement Score(s)	Recommended Course	Notes
Spanish or French 6	≥ 80%	Reading MAP ≥ 80% NPR	Carnegie Spanish/French I AB*	Everyday schedule. A high school content course worth 1.0 credit.
	≤ 79%	Reading MAP ≤ 79% NPR	Spanish or French 7	
Spanish or French 7	≥ 80%	Reading MAP ≥ 80% NPR	Carnegie Spanish/French I AB*	Everyday schedule. A high school content course worth 1.0 credit.
	≤ 79%	Reading MAP ≤ 79% NPR	Spanish or French 8	
Spanish/French IAB	≥ 70%	NA	Carnegie Spanish/French IIAB*	Everyday schedule. A high school content course worth 1.0 credit.
	≤ 70%	NA	Carnegie Spanish/French I AB*	Everyday schedule. A high school content course worth 1.0 credit.



## Placement Criteria for Grades 7 and 8

Final Grade and all Achievement Scores must be met for initial placement.

**Last revised  
January 2022**

<b>Marietta Middle School Placement Criteria Classes of 2028 and 2027</b>		
Area	Elective Choice (no audition required)	Advanced Study Options (audition or portfolio submission required)
Art		Advanced Art 7 and 8
Band	Beginning Band 7 and 8	
		Intermediate Band 7 and 8
		Advanced Band 7 and 8
Chorus	Beginning Chorus 7 and 8	
		Intermediate Chorus 7 and 8
		Advanced Chorus 7 and 8
Orchestra	Beginning Orchestra 7 and 8	
		Intermediate Orchestra 7 and 8
Theatre		Advanced Theatre 7 and 8

MMS offers a variety of general interest Fine Arts courses on the Exploratory Wheel. The courses listed in the table above in the Advanced Study Options column require an audition/submission of work for placement.

## Marietta Middle School Course Offerings

---

### MYP Subject Area Courses

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language
- Health and Physical Education

### Support Courses:

- Reading Connections
- Math Connections

### Elective Courses:

*\*Fine arts elective courses meet every day. Students may be required to audition for the class. After school performances are required.*

- Band\*
- Chorus\*
- Orchestra\*
- Advanced Theatre Arts\*
- Advanced Studio Visual Arts\*

### Exploratory Courses:

*Exploratory courses meet every day for 9 weeks.*

- Visual Arts
- General Music
- Drama
- Guitar Techniques
- Career Management/Career Discovery
- Media Arts
- Music Technology
- Foundations of Computer Programming

### High School Courses:

*Students taking these courses need to be aware that while the credit counts toward graduation, the grade is **NOT** included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

- French/Spanish I
- French/Spanish II (8<sup>th</sup> grade only)
- AC Physical Science (8<sup>th</sup> grade only)
- AC Algebra I/Geometry A (8<sup>th</sup> grade only)
- Honors World Geography (7<sup>th</sup> grade only)

## Course Descriptions

---

### **English Language Arts**

#### **English Language Arts 7**

This course uses a genre-based approach and focuses on an appreciation of written and spoken language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The student will compose writing in a variety of genres and increase abilities in writing, editing, and proofreading. The student will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. This course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author's intent and meaning. The student will examine texts carefully and discern the author's perspective through the particular facts and details that support it.

#### **Honors English Language Arts 7**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course anchors instruction in a curriculum model that integrates multiple texts and genres specifically for high achieving learners. Literature units, developed by William & Mary Center for Gifted Education, organized around the topic of courage is evident in a multitude of texts and learning experiences. Teachers will integrate resources and instructional practices to promote advanced content exposure and higher order thinking skills with opportunities for differentiation. Literature selections will allow students to explore social and historical issues by studying people, historical time periods, events, and their own lives. Novels, short stories, poetry, art, and music will be the avenues for addressing unit goals. Literary analysis, research, and language study are included throughout the course.

#### **English Language Arts 8**

This course uses a thematic approach and focuses on an appreciation of written and spoken language, as well as media and technology for various purposes. Students will refine their skills in production of quality essays and narratives and various compositions. Students will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. Students will continue learning the components of research. Students will also engage in viewing, listening, and speaking activities. In addition, this course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author's intent and meaning. Students will examine texts carefully and discern the author's perspective through the particular facts and details that support it.

#### **Enhanced Language Arts 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course follows the same course calendar as the regular Language Arts/Reading 8 course. Students in enhanced LA explore these language topics in more detail by reading more challenging texts, by responding to more involved writing prompts, and by expanding on inter-textual connections. Students expand their choices of writing modes, and the students explore different types of sentence structure and more complex convention techniques.

#### **Advanced Content Language Arts 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course focuses grade 8 English/Language Arts standards, but at a greater depth and complexity than the regular ELA 8 course. Students engage in literary analysis, research and review of informational texts, writing for a wide audience, speaking, listening, language conventions, and vocabulary. Advanced content students synthesize previous knowledge and new information in order to develop a deep understanding of ELA standards and their

applications. It is common for students in Advanced Content ELA 8 engage in projects, studies, and units that involve close reading and annotation of a wide variety of texts, writing for a diverse audience, connections between texts across many mediums. Traditional, digital, and blended learning styles are all utilized in order to form real-world connections and practical applications of English Language Arts.

### **English Language Arts for English Learners, Grades 7, 8**

*This course is specifically for students who qualify for intensive, intermediate, and advanced English Learner services.*

This course focuses on writing across the standards of English Language Arts, Science, Math, and Social Studies. The domains of reading, listening, and speaking are integrated in the writing process to help students develop both active and critical writing skills. For the beginning course, the suggested English proficiency level of the student is 1-2. For the intermediate and advanced course, the suggested proficiency level is 3-4.

### **Reading Connections 7, 8**

*Students are enrolled in this class when available standardized test scores and data indicate need for additional support. This course is supplemental to the student's ELA Grade 7 or 8 course.*

This course focuses on thoughtful and purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author's intent and meaning. Specifically, it reviews and scaffolds basic, research-based reading strategies that support effective reading comprehension (e.g., summarizing, making predictions, identifying connections). The course also supports vocabulary development and phonemic awareness. Students enroll in this course when their standardized test scores warrant extra support with prerequisite reading skills. This course is supplemental to the regular language arts class.

## **Mathematics**

### **Math 7**

Students are presented with mathematical scenarios, word problems, activities and projects which focus on key math concepts including operations with rational numbers, algebraic expressions and equations, ratios and proportional reasoning, surface area and volume, statistical inferences, and probability. These concepts are taught through the standards for mathematical practice which give students the opportunity to solve problems, reason, make connections, and communicate in mathematics.

### **Honors Math 7**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course combines the foundational support of the guaranteed viable curriculum, Savvas, with enhanced common learning experiences including robust tasks carefully selected to ensure students extend and refine their knowledge as well as think in complex ways to apply their knowledge and skills. Additional instructional resources and strategies use relevant inquiry to engage students in critical and creative thinking, along with problem-solving strategies to support authentic advanced learning.

### **Accelerated Math 7/8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course is an accelerated course in which students learn and apply three units of instruction for Math 7, as well as all of the concepts for Math 8 in preparation for the Carnegie Honors Algebra I, or Carnegie Accelerated Algebra I/Geometry A course offerings in grade 8. This acceleration of content prepares students to reach the highest level of IB mathematics during their high school career. Instructional time moves at an accelerated pace with a focus on five critical areas: problem-solving, inferencing, reasoning, concepts, and analyzing. Students will demonstrate understanding and mastery of key math concepts through individual and collaborative group projects while beginning to make connections to higher level mathematics.

### **Math 8**

Students are presented with mathematical scenarios, word problems, activities and projects which focus on key math concepts including transformations, congruence and similarity, Pythagorean Theorem, volume, radicals, irrational numbers, integer exponents, linear functions, models, and tables, and systems of linear equations. These concepts are taught through the standards for mathematical practice which give students the opportunity to solve problems, reason, make connections, and communicate in mathematics.

### **Enhanced Math 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course provides an in-depth study of all concepts listed for Math 8 (above) in greater depth, detail, and complexity. Students will demonstrate understanding and mastery of key math concepts through individual and collaborative group projects while beginning to make connections to high school mathematics concepts.

**Algebra 1/ Geometry A for Eighth Graders**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

In this high school course, students study all concepts for Algebra 1 and approximately half of the concepts for Geometry. Topics include: algebraic expressions, equations, and inequalities, systems of equations, linear, exponential, and quadratic functions; analyzing statistical data, transformations, similarity and congruence, geometric proofs, and right triangle trigonometry. These concepts are taught through the standards for mathematical practice which give students the opportunity to solve problems, reason, make connections, and communicate in mathematics. Students take a Milestones End of Course (EOC) exam that accounts for 20% of the final grade.

**Math Connections 7, 8**

*Prerequisite: Students are enrolled in this class when available standardized test scores and data indicate need for additional support. This course is supplemental to the student's grade-level Math course.*

Students will learn and apply evidenced-based strategies to improve fundamental math skills and concepts, math fluency, math vocabulary, and problem solving. Students will work in whole group, small group, and independent settings. Through the use of the CRA model, students will work to develop skills needed to reason abstractly and quantitatively as well as visually demonstrate math concepts, solve problems, articulate reasoning, make connections, and communicate in mathematics. This course is supplemental and does not take the place of regular grade-level math.



## **Science**

### **Science 7**

This course provides an overview of Life Science concepts encompassing anatomy (study of human body systems and the interactions between them), cell biology (study of cell structures and functions), ecology (study of the relationships among/between organisms and their environments), evolution (study of the process of natural selection), genetics (study of genes and the inheritance of traits), and zoology (study of the diversity and classification of living organisms into six kingdoms).

The curriculum continues the use of the three-dimensional science instruction (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) through the exploration and investigation of natural scientific phenomena. Students develop their conceptual understanding of Life Science through the application of and engagement in science and engineering practices.

### **Honors Science 7**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course offers a unique opportunity to carry out an experimental design research Capstone Project in order to devise and innovate a solution for a real-world problem anchored in an Ecosystems Improvement theme that has both a global and local impact. Embedded learning experiences using the IB MYP Design Cycle to connect real-life opportunities through phenomena-based, 3D science. Learning opportunities will include experiences and collaboration with expert partners. Discovery Education high school level resources will be folded into the course to prepare and preview students for their high school Honors Biology coursework in 9th grade.

### **Science 8**

This course provides an overview of Physical Science concepts, encompassing elements of both physics and chemistry. Topics include the nature and conservation of matter, conservation of energy and energy transformations, characteristics of motion (velocity and acceleration), the impact of forces on motion, electromagnetic and mechanical waves, and gravitational, electric, and magnetic fields.

The curriculum continues the use of the three-dimensional science instruction (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) through the exploration and investigation of natural scientific phenomena. Students develop their conceptual understanding of Physical Science through the application of and engagement in science and engineering practices.

### **Enhanced Science 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*

This course provides an in-depth study of the topics listed for Science Grade 8 (above) in greater depth, detail, and complexity. Students develop a conceptual understanding of physical science disciplinary core ideas through a deeply interconnected/spiraled curriculum which emphasizes using scientific and engineering practices to understand the cross-cutting concepts that occur within and among the disciplinary core ideas. The relationship between science and math is emphasized. Students also apply scientific practices to produce a science fair project for which they develop and test a scientific hypothesis or apply engineering practices to develop and test a solution based on a question or real-world problem of interest to them. This curriculum is NOT intended to take the place of the high school physical science curriculum.

**Physical Science**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

This course is designed as a survey course of chemistry and physics. The curriculum includes concepts explored through mathematical calculations and representations, including velocity and acceleration, mass and weight, work and mechanical advantage, electricity, isotopes, density, chemical formulas and equations, radioactive decay, and solubility. Students investigate these physical science concepts through experience in laboratories and science fair research using engineering practices and the processes of inquiry. All students take a Milestones End of Course (EOC) exam that accounts for 20% of their final grade.

## **Social Studies**

### **Social Studies 7**

Seventh grade students continue with the World Area Studies course through investigating the geography, culture, history, government and economics of the Middle East, Africa, and Asia. Learning experiences follow the Georgia Standards of Excellence for Social Studies. These experiences are rooted in inquiry and include individual and cooperative projects, reading and writing across the curriculum, vocabulary studies, integration of current events and continuing to apply map, globe and information processing skills.

### **Honors Social Studies World Geography 7**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix.*

This course prepares and previews high school level coursework by earning Carnegie credit for the Honors World Geography elective course. The course extends student learning from Honors Social Studies Grade 6 with emphasis on human activities in Africa, Asia, Australia, Europe, Latin America, and Canada. Instruction will provide opportunities for students to explore their prior learning to maximize and expand their knowledge through the use of inquiry, cooperative learning, large and small group discussions, hands-on-activities, and technology integration.

### **Advanced Content Social Studies 7**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix.*

In this course, students will gain deeper understanding of the global context in which they live. Through a faster paced approach to the Georgia Standards of Excellence and advance inquiry and research methods, students will engage in individual and group problem solving activities to ensure deeper understanding of their role in today's world. Class activities include discussions, debates, and analyzing current issues.

### **Georgia Studies 8**

Students in grade eight take Georgia Studies. This course includes in-depth study of Georgia's geography, history, government and economics. U.S. historical events are included to ensure students understand Georgia's role in the history of the United States. Learning experiences include inquiry-based independent and group projects, reading and writing across the curriculum, vocabulary studies, current events and integration of map, globe and information processing skills.

### **Enhanced Georgia Studies 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix.*

This course follows the same course calendar as the regular Georgia Studies 8 course. Students in Enhanced Georgia Studies explore these topics in more detail in order to develop a deeper understanding. Instruction will provide constant opportunities for students to explore their prior knowledge and opinions and to maximize and expand their knowledge through the use of cooperative learning, large and small group discussions, hands-on-activities, and the use of technology.

### **Advanced Content Social Studies 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix.*

In this course, students will examine Georgia's geography, history, government and economy as outlined in the Georgia Standards of Excellence for Social Studies while focusing on U.S. historical events to ensure deep understanding of Georgia's role in the nation's history. Learning activities will challenge the gifted/advanced student in developing and applying innovative research and technology skills, inquiry methods, creative thinking and problem solving, advanced communication skills, and an understanding of self.

## **World Languages**

### **French – Grade 7**

French 7 focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. This course will introduce the student to listening, speaking, reading and writing skills in the target language. This course will provide the student with basic vocabulary and sentence structure. An introduction to geography, history and culture of the language will also be included.

### **French – Grade 8**

French 8 focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. This course will introduce the student to listening, speaking, reading and writing skills in the target language. This course will provide the student with basic vocabulary and sentence structure. An introduction to geography, history and culture of the language will also be included.

### **French I**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

The French language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the French. Students learn basic vocabulary and conversational phrases, and they study conjugation of verbs, construction of basic sentences, and syntax of French grammar. This course is a Carnegie-level class that strictly adheres to the content and pacing of the French class at Marietta High School. At the end of this course, students have earned high school-level credit.

### **French II – Grade 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

Students continue the build on fundamental building blocks in four key areas of language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. This course strictly adheres to the content and pacing of the French 2 class at Marietta High School. At the end of this course, students have earned high school-level credit.

### **Spanish – Grade 7**

Spanish 7 focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. This course will introduce the student to listening, speaking, reading and writing skills in the target language. This course will provide the student with basic vocabulary and sentence structure. An introduction to geography, history and culture of the language will also be included.

### **Spanish – Grade 8**

Spanish 8 focuses on the introduction of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. This course will introduce the student to listening, speaking, reading and writing skills in the target language. This course will provide the student with basic vocabulary and sentence structure. An introduction to geography, history and culture of the language will also be included.

### **Spanish I**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

Students will attain fundamental proficiency in reading, writing, speaking and listening comprehension skills in Spanish. Vocabulary and concepts include all topics listed in the course description for Spanish – Grade 6, as well as regular and irregular verb conjugation and sentence construction. Additionally, students will learn about the traditions, geography and customs of Spanish speaking countries. This course strictly adheres to the content and pacing of the Spanish I class at Marietta High School. Successful completion of this course earns High School/Carnegie credit.

### **Spanish II – Grade 8**

*Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit. Students taking this course need to be aware that while the credit counts toward graduation, the grade is NOT included in the high school Grade Point Average (GPA). Students may not decline credit for these courses, and students will not be allowed to retake the course at the high school if credit is earned.*

Students continue to build on fundamental building blocks in four key areas of language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. This course strictly adheres to the content and pacing of the Spanish 2 class at Marietta High School. At the end of this course, students have earned high school-level credit.

## **Visual & Performing Arts**

### **Visual Arts 7 & 8**

Visual Arts will culture a foundation in the basic elements of visual arts such as color theory, mixed media, colored pencil and graphite drawing, watercolor, acrylic and tempera painting, sculpture, ceramics and art history. This course introduces creative thinking, self-reflection and hands on art production. Visual Arts will make real world connections as well as introductions to STEAM (inter-curricular lessons). This exploratory course meets every day for nine weeks.

### **Advanced Studio Visual Arts 7 & 8**

This course will encompass the following topics: art awareness, art criticism, art history, ceramics, drawing, painting, multi-media and sculpture. This course is a yearlong course for art students with further opportunities to grow their talents through an individualized study.

### **Intermediate Band 7 & 8**

This course focuses on the development, continuation, and expansion of basic skills developed the previous year that are necessary for effective instrumental music performance. Students are encouraged to participate in solo and ensemble festivals, district honor bands, and private lessons. Students are expected to practice daily, attend after school rehearsals, and participate in other co-curricular events. Students will have at least one major performance each semester that will occur outside the school day; performances are required.

### **Advanced Band Grades 7 & 8**

This course is the middle school's most advanced performing ensembles for wind and percussion instrumentalists. This year-long course introduces "comprehensive musicianship" through music performance of challenging and varied literature. In addition to continued refinement of individual performance skills, greater emphasis is placed on ensemble performance skills. Students are encouraged to participate in solo and ensemble festivals, district honor bands, and private lessons. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. Students are expected to practice daily, attend after school rehearsals, and participate in other co-curricular events. Students will have at least one major performance each semester that will occur outside the school day; performances are required.

### **Intermediate Chorus 7 & 8**

Seventh and eighth Grade Intermediate Chorus is designed for beginning and developing level singers. Students will learn basic sight reading using the Kodaly method with an emphasis on developing listening skills, tone production, singing technique as well as performance skills. This is a performance based class that will include three concerts outside the regular school day and one beginning level adjudication during the school day.

### **Select Chorus 7 & 8**

Seventh and eighth grade select chorus is for students who already have a solid choral foundation. This class will focus on developing singers as individual musicians by increasing their musical literacy and enhancing their tone production, technique and ensemble skills. This class will move beyond basic sight reading to include more advanced instruction. Students will be admitted to this group based on teacher recommendation. Students will participate in four performances outside of the regular school day as well as an LGPE adjudication and community performance opportunities.

### **Enhanced Chorus 7 & 8**

Seventh and eighth grade enhanced chorus is for students who show a proficiency in the area of choral music. Students are admitted to the class based on an audition. This class will focus on developing ensemble skills at an advanced level, singing repertoire of increased difficulty and challenging students to become independent

musicians. Students in this class are encouraged to audition for district and state honor chorus. Students will participate in a minimum of 4 performances outside of the regular school day, and LGPE adjudication, holiday/spring tour and community events.

### **Drama 7 & 8**

Students begin their course study by learning to incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to theatre activities and presentations. The students learn beginning technical theatre skills, such as lighting and staging. Students also begin performing in local school productions and participate in drama club activities and workshops to enhance drama skills. Students study the art of improvisation, monologues and dialogues, storytelling, fairy tales, and fables. This exploratory course meets every day for nine weeks.

### **Advanced Theatre Arts 7**

Theatre arts students in the seventh grade incorporate sensory and emotional experiences and observation techniques into presentational theatre activities. They apply vocal and movement techniques appropriate to their theatre activities and presentations. The students learn beginning technical theatre skills, such as lighting and staging design. Students study the art of improvisation, monologues and dialogues, storytelling, fairy tales, and fables; as well as script writing and how to be a reflective yet respectful audience member. Students may perform in local district wide school productions and participate in outside activities and workshops to enhance theatre attributes needed for the next level. Students in this group will represent MMS at local, state, and national events throughout the school year.

### **Advanced Theatre Arts 8**

Theatre Arts students in the eighth grade continue to apply ensemble skills through pantomime, improvisation, and acting. They design and create simple scenery, costumes, props, lighting, sound, music and/or makeup for theatrical presentation. Students also use research skills (or Ethnography) as needed to gather resources for a final presentation. Students begin to create original scripts and adapt appropriate literature into scripted material for presentation. Students in this group will represent MMS at local, state, and national events throughout the school year.

### **General Music 7 & 8**

Seventh and eighth grade general music students will explore music in 4 units: musical fundamentals and composition, recorder technique, keyboard technique, and world drumming. The class will integrate technology into the study of music. This exploratory class meets every day for nine weeks.

### **Guitar Techniques 8**

Guitar Techniques is a seventh and eighth grade exploratory course. Students will explore a varied repertoire of music to be able to read, perform, improvise melodies, variations, and accompaniments, compose and arrange music within specified guidelines, and understand relationships between music, the other arts, and disciplines outside the arts. Also, students should be able to listen to, analyze, and describe music, and evaluate music and music performances. This exploratory course meets every day for nine weeks.

### **Intermediate Orchestra 7 and 8**

This course is a continuation of beginning orchestra and provides continued instruction of string technique and development of basic skills necessary for effective instrumental music performance in music literature. This course focuses on musicianship and provides increasingly challenging performance opportunities that allow students to grow and develop the skills necessary to be a successful lifelong learner of music. Students are encouraged to participate in solo and ensemble festivals, district honor orchestra, and private lessons. Students are expected to practice daily, attend after-school rehearsals, and participate in other co-curricular events. Students will have at least one major performance each semester that will occur outside the school day; performances are required.

## **Physical Education & Health**

### **Health and Physical Education 7**

Students perform complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies. Students have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. Students can discern relationships among all components of health and wellness and appropriately use consumer information.

### **Health and Physical Education 8**

Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics. Students integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle.



## **Design**

### **Career Discovery 7**

Career Discovery is a seventh grade exploratory course. The goal of this course is to promote essential skills and knowledge students need to apply self-assessments and decision-making skills while examining career concentrations and pathways. This course will expose students to positive work ethics, the importance of educational achievement, and the impact of societal issues on career choices. These essential components are necessary for educational and career planning success. In this course, middle school students will gain an understanding of career program concentrations and career pathways offerings in Georgia. This exploratory course meets every day for nine weeks.

### **Career Management 8**

Career Management is an eighth grade exploratory course. The goal of this course is to promote essential knowledge, skills and attitudes students need to make key decisions about career options, high school curricular offerings relating to a pathway of their choice, and postsecondary and workforce opportunities. Instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, educational and career planning. This exploratory course meets every day for nine weeks.

### **Foundations of Computer Programming 7 & 8**

This course will provide an exploratory foundation in computer programming. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the information technology area. They will also complete many hands-on activities to build a strong foundation in computer coding. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Internet of Things, Programming, and Computer Science.

### **MYP Design 7 & 8**

MYP Design is an exploratory course. This course is designed to introduce students to the world of invention and innovation along with the Engineering Design Process. Students will examine the impacts of invention and innovation on society and solve problems through research, design, and experimentation in one or more of the areas of Engineering and Technology. Students will work individually and in groups to investigate solutions to technological problems, using research, data collection, design, prototype development, and working models. This exploratory course meets every day for nine weeks.

### **Media Arts 7 & 8**

Media Arts is a seventh and eighth grade exploratory course. The Media Arts curriculum continues increasing students' critical thinking abilities, creativity and curiosity. Students will gain the tools to appreciate the multiplicity of creative, cultural and historical perspectives in visual media. Students develop their unique creative skills through technology by exploring multiple platforms, such as animation, broadcast, film, graphic design/illustration, photography, and web design. This exploratory course meets every day for nine weeks.

### **Music Technology 8**

Music Technology is an exploratory course. Students will learn and expand the concepts of music technology, and its use in current music production methods. This exploratory course meets every day for nine weeks. This exploratory course meets every day for nine weeks.