Middle Grades Course Catalog
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</table>
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 Performance Standards 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.
CURRICULUM CONTACTS

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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 as 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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>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.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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.</td>
</tr>
<tr>
<td>Level 4</td>
<td>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.</td>
</tr>
<tr>
<td>Level 5</td>
<td>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.</td>
</tr>
<tr>
<td>Level 6</td>
<td>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.</td>
</tr>
<tr>
<td>Level 7</td>
<td>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.</td>
</tr>
</tbody>
</table>
Middle Grades (6-8)
STEM Magnet Program

Marietta Middle Grades Magnet program believes students learn at optimum levels through experiential learning.

True innovation in STEM education...
- provides students with an accelerated, interdisciplinary, STEM curriculum that cultivates and nurtures problem solvers.
- creates a learning environment in which each student’s unlimited potential to learn is unlocked.
- advances each student’s math, science, and technology skills beyond state and national standards through project-based, experiential learning opportunities that are focused on the design principles.
- creates a learning environment that unlocks each student’s unlimited potential to learn.

The magnet curriculum provides opportunities for students to engage academically with a project-based, student-centered, and technology-rich pedagogy.

Curriculum

The Marietta Middle Grades Magnet Program is for students with inquiring minds and love for learning. Our comprehensive and rigorous instructional program is based on the Common Core Georgia Standards of Excellence connected through integrated, inter-disciplinary units of instruction, and focused on the design process. By using a balance of texts and technological resources, we provide an education that is challenging at higher levels and faster-paced than most traditional middle school learning environments. Students who meet criteria can earn high school credits in math and science.

The Magnet Program (grades 6-8) is a continuation of the elementary grades magnet curriculum, but places stronger emphasis on engineering and the design process. The engineering curriculum incorporates our community partnerships and is aligned with both national and state science standards, as well as the Marietta High School Engineering Pipeline. Students use engineering skills to solve everyday problems, and reflect on how to make continuous improvements.

Profile

Our Magnet Students...
- are admitted by application only.
- represent all elementary schools across the Marietta City School district, as well as some out of district students, who are eligible for a monthly tuition.
- must maintain a 3.0 grade point average (GPA).
- must score at the 75th percentile or above in both reading and math on a national standardized test for admission.
- are equipped with a tablet/laptop computer for use during school hours.
- qualify as gifted at an average rate of over 50%.

Our facilities...
- are housed in a specific wing of MMS
- enjoy an engineering wet lab and a fabrication lab.
- have access to all school facilities and resources.

Our Teachers...
- are dedicated and selected based on demonstrated skills and interest in math, science, and technology integration.
- are all STEM teachers who meet the highly qualified status.
- teach solely within the magnet program in the four content areas.
- participate in ongoing staff learning in technology integration.
- are equipped with laptops and are accessible via e-mail, phone, and school website.
- are trained in IB MYP.

Our program...
- have classrooms equipped with multi-media instructional tools. (i.e. Smart Boards, interactive response systems)
- have earned official STEM Certification from the GA Department of Education

IB MIDDLE YEARS PROGRAMME

MYP is a philosophy of learning and teaching. MYP is aligned with research-based, best practices teaching methodology. All Magnet Middle Grade students are IB MYP students and use the MYP Design Cycle.
## MCS IB MYP Sequence + DP Sequence

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>IB Middle Years Programme</th>
<th>IB Diploma Programme</th>
</tr>
</thead>
</table>
| **Language & Literature** | Year 1 (6th)  
Lang Arts 6  
Enhanced Lang Arts 6  
Advanced Lang Arts 6  
Year 2 (7th)  
Lang Arts 7  
Enhanced Lang Arts 7  
Adv. Lang Arts 7  
Year 3 (8th)  
Lang Arts 8  
Enhanced Lang Arts 8  
Advanced Lang Arts 8  
Year 4 (9th)  
English 9  
Honors English 9  
Year 5 (10th)  
World Literature  
Honors World Lit.  |
| **Individuals & Societies** | Year 1 (6th)  
Social Studies 6  
Enhanced Social Studies 6  
Advanced Social Studies 6  
Year 2 (7th)  
Social Studies 7  
Enhanced Social Studies 7  
Advanced Social Studies 7  
Year 3 (8th)  
GA History  
Enhanced GA History  
Advanced GA History  
Year 4 (9th)  
American Government  
Honors Econ/Citizenship*  
Year 5 (10th)  
World History  
AP World History*  |
| **Science**             | Year 1 (6th)  
Science 6  
Enhanced Science 6  
Year 2 (7th)  
Science 7  
Enh. Life Science 7  
Year 3 (8th)  
Science 8  
Enh. Sci. 8  
Physical Science 9  
(for Carnegie Unit)  
Year 4 (9th)  
Physical Science 9  
9th Physics  
Environmental Science  
Year 5 (10th)  
Biology  
Honors Bio + Honors Chemistry  
(4x4, 2 semesters)  |
| **Math**                | Year 1 (6th)  
Math 6  
Enhanced Math 6  
Accelerated 6/7  
Year 2 (7th)  
Math 7  
Enhanced Math 7  
Math 7/8  
Year 3 (8th)  
Math 8  
Enhanced Math 8  
Algebra 1  
Algebra 1/ Geo A  
Year 4 (9th)  
Algebra 1  
Geometry  
Geometry B/Alg. 2  
Year 5 (10th)  
Geometry  
IB Math SL  |
| **Language Acquisition** | Year 1 (6th)  
Spanish 6  
French 6  
Enhanced Spanish 6  
Enhanced French 6  
Year 2 (7th)  
Spanish/French I  
Spanish/French I  
Native Speaker Sp. I  
Native Speaker Sp. 1A  
Year 3 (8th)  
Spanish/French I  
Spanish/French II  
Native Speaker Sp. II  
Native Speaker Sp. IIB  
Year 4 (9th)  
Spanish/French I  
Spanish/French II  
Spanish/French III  
Spanish/French IV  
Year 5 (10th)  
Spanish/French III  
Spanish/French IV  
Spanish/French V  |
| **Arts**                | Year 1 (6th)  
Band  
Chorus  
Orchestra  
Drama  
General Music  
Visual Arts  
(A/B Day)  
Year 2 (7th)  
Band  
Chorus  
Drama  
Visual Arts  
(A/B Day)  
Year 3 (8th)  
Band  
Chorus  
Drama  
Video 1  
Vis Art - Drawing I  
Dance  
Year 4 (9th)  
Band  
Chorus  
Drama  
Video 2  
Vis Art - Drawing II, Ceramics, Painting Dance  
Year 5 (10th)  
IB Music Theory I  
IB Theatre I or  
IB Film I  
(5th subject options)  |
| **Physical Education**  | Year 1 (6th)  
PE  
(A/B Day)  
Year 2 (7th)  
PE  
(A/B Day)  
Year 3 (8th)  
PE  
(A/B Day)  
Year 4 (9th)  
Personal Fitness  
1 semester  |
| **Design**              | Year 1 (6th)  
Embedded within Science  
Year 2 (7th)  
Embedded within Science  
Year 3 (8th)  
Embedded within Science  
Year 4 (9th)  
CTAE Course  
Year 5 (10th)  
CTAE Course  |
## Placement Criteria for Grades 6, 7, and 8

March 2017

All three criteria (i.e., prerequisite, achievement, final grade) must be met for initial placement. After placement in Enhanced, Accelerated, or Adv. Content, students must only complete course with ≥80% to continue in sequence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Requisite</th>
<th>Achievement Score(^1) (^2) (MAP or Milestones)</th>
<th>Final Grade in Previous Year(^3)</th>
<th>Waiver Only If…</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Math 6/7</td>
<td>Appropriate GSE for previous year</td>
<td>MAP (Math) ≥ 65% NPR</td>
<td>≥ 85</td>
<td>Student is within 3 points of the MAP cut score.</td>
<td></td>
</tr>
<tr>
<td>Enhanced Math 7/8</td>
<td></td>
<td>or Milestones (Math) = Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accelerated Math 6/7</td>
<td>Math 5</td>
<td>N/A</td>
<td>A</td>
<td>Student is within 3 points of the MAP cut score.</td>
<td></td>
</tr>
<tr>
<td>Accelerated Math 7/8</td>
<td>Accelerated 6/7</td>
<td>N/A</td>
<td>≥ 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acc. Alg. 1 / Geo. A or Algebra 1</td>
<td>Accelerated 7/8</td>
<td>N/A</td>
<td>≥ 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Science 6/7</td>
<td>Appropriate GPS for previous year</td>
<td>MAP (Reading) ≥ 65% NPR</td>
<td>≥ 85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Science 7/8</td>
<td></td>
<td>or Milestones (Sci.) = Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Social Studies 6/7</td>
<td>Appropriate GPS for previous year</td>
<td>MAP (Reading) ≥ 65% NPR</td>
<td>≥ 85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Social Studies 7/8</td>
<td></td>
<td>or Milestones (SS) = Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced Social Studies 8/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>Enhanced Science 7 and</td>
<td>MAP (Read.) ≥ 80% NPR</td>
<td>≥ 85 in Science and Math</td>
<td>No waiver option SBCE Rule 160-4-2-38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enhanced Math 7 or higher</td>
<td>and MAP (Math) ≥ 80% NPR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced ELA/Reading 6/7</td>
<td>Appropriate GSE for previous year</td>
<td>MAP (Reading) ≥ 65% NPR</td>
<td>≥ 85 in ELA</td>
<td>Student is within 3 points of the MAP cut score.</td>
<td></td>
</tr>
<tr>
<td>Enhanced ELA/Reading 7/8</td>
<td></td>
<td>or Milestones (ELA) = Proficient</td>
<td>Rising 6th graders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhanced ELA/Reading 8/8</td>
<td></td>
<td></td>
<td>need final grade of B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Content English/Lang. Arts 6, 7, 8</td>
<td>Appropriate GSE for previous year</td>
<td>MAP (Reading) ≥ 80% NPR</td>
<td>≥ 85 in ELA</td>
<td>No waiver option SBCE Rule 160-4-2-38</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Milestones (ELA) = Distinguished</td>
<td>Rising 6th graders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Content Social Studies 6, 7, 8</td>
<td>Appropriate GSE for previous year</td>
<td>MAP (Reading) ≥ 80% NPR</td>
<td>≥ 85</td>
<td>- Identified MILE students are placed automatically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Milestones (SS) = Proficient</td>
<td></td>
<td>- Probationary status will be in effect for all students who do not maintain an average of ≥ 80%.</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Enhanced classes study the standards plus additional topics that challenge and enrich.

\(^2\) Gifted Advanced Content (MILE) classes are for identified gifted students. Available seats are offered to documented high achieving, highly-motivated, non-gifted students who meet entrance requirements. Students study the on-grade level standards plus additional topics at increased pace and rigor.

\(^3\) Transfer students without MAP scores will be reviewed and assessed on an individual basis. Students already enrolled in any sequence must only meet final-year grade of ≥80% to continue.
<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Requisite</th>
<th>Achievement Score 1.1 (MAP or Milestones)</th>
<th>Final Grade in Previous Year(\geq 80)</th>
<th>Waiver Only If...</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Spanish or Enhanced French — 6th Grade</td>
<td>None</td>
<td>MAP (Reading) (\geq 70%) NPR</td>
<td></td>
<td>Student is within 5 points of the MAP cut off score</td>
<td>- On grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students who do not maintain (\geq 80)% will be placed on probation.</td>
</tr>
<tr>
<td>Enhanced Language* 1A 7th grade</td>
<td>None</td>
<td>MAP (Reading) (\geq 70%) NPR</td>
<td></td>
<td></td>
<td>- High school course. Students earn 0.5 Carnegie unit for graduation with completion of 1A and 0.5 Carnegie unit for graduation with completion of 1B.</td>
</tr>
<tr>
<td>Enhanced Language* 1B 8th Grade</td>
<td>Language* 1A</td>
<td>MAP (Reading) (\geq 70%) NPR</td>
<td>final average and final exam (\geq 85)</td>
<td>Student is within 5 points of the final average OR final grade (but not both)</td>
<td>- Students who do not maintain (\geq 80)% will be placed on probation.</td>
</tr>
<tr>
<td>*Spanish, French, or Native Speaker Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Spanish Heritage speakers take Native Speaker Spanish or French sequences.</td>
</tr>
</tbody>
</table>

*Enhanced classes* study the standards plus additional topics that challenge and enrich.

*Gifted Advanced Content (MILE) classes* are for identified gifted students. Available seats are offered to documented high achieving, highly-motivated, non-gifted students who meet entrance requirements. Students study the on-grade level standards plus additional topics at increased pace and rigor.

*Transfer students without MAP scores will be reviewed and assessed on an individual basis. Students already enrolled in any sequence must only meet final year grade of \(\geq 80\)% to continue.*
Course Offerings

**English Language Arts**

*English Language Arts 6*
Students will read a range of informational and literary texts. They will write arguments, informative and explanatory texts, narratives, and short research projects. Students will also develop speaking and critical listening skills by collaborating in discussions, presenting knowledge and ideas in speech and multimedia format. While writing and speaking, students will practice and demonstrate command of Standard English conventions and vocabulary.

*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.

*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 English Language Arts 6**
*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*
Students will analyze, respond to, and examine the objectives described for the ELA Grade 6 course (see above) to greater depth, detail, and complexity. This may occur in the form of writing prompts, projects, vocabulary extensions, and/or levels of texts. Students will engage in cooperative and independent learning projects, focused debates, and conduct presentations to communicate their understanding.

**Enhanced English Language Arts 7**
*Prerequisite: Students must meet entrance criteria indicated by the placement matrix*
This course follows the same course calendar as the regular Language Arts/Reading 7 course. Students in enhanced ELA explore these language topics in more detail by reading more challenging texts, by responding to more involved writing prompts, and by expanding inter-textual connections. Students read a target number of books from a variety of genres, subjects and disciplines. Students expand use of writing modes, explore different types of sentence structure, and apply complex language convention techniques involving vocabulary, and text structure.
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 6
Prerequisite: Students must meet entrance requirements stipulated by placement matrix
Students will analyze, respond to, examine, explore and synthesize through project-based inquiries the objectives described for ELA Grade 6. Students will complete and present projects, read rigorous texts, study vocabulary, and produce writing in various genres.

Advanced Content Language Arts 7
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
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. Students compose writing in a variety of genres and increase abilities in writing, editing, and proofreading. They engage in oral presentations and dramatic interpretation. This course focuses on purposeful reading necessary for a student to interpret, comprehend, and extend understanding of the author’s intent and meaning. Students examine texts carefully and discern the author’s perspective through the particular facts and details that support it. Students explore a more in depth relationship with digital media sources as well as practical use of technology.

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 6
This course is specifically for students who qualify for intensive, intermediate, and advanced English Learner services.
The purpose of the English Learner class is to support and enhance literacy and listening skills necessary for success in the English Language content area. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in social studies. Students will read and respond to a variety of texts, practice and demonstrate Standard English, and write arguments, informative texts, and narratives.

ELL/Language Arts, 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.
ELL/Reading, Grades 7, 8
This course is specifically for students who qualify for intensive, intermediate, and advanced English Learner services. The primary purpose of this course is to enhance the listening, speaking, and reading skills necessary for academic success in all content areas. All five basic WIDA standards are emphasized as students develop a means of comprehending and communicating ideas and information. 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 6
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 6 course. Students will learn and apply research-based strategies to increase comprehension of informational and literary texts. Additionally, students will increase phonemic awareness by learning and applying decoding strategies. Learning experiences include guided reading, vocabulary study, word attack skills, reader’s theatre, and active reading strategies to improve comprehension and reading fluency.

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 6
Students are presented with mathematical scenarios, word problems, activities and projects which focus on key math concepts including the number system, ratios and unit rates, algebraic expressions, equations, and inequalities, area and volume, statistics, and rational numbers. 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.

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.

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 6
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
This course provides an in-depth study of all concepts listed for Mathematics 6 (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 concepts in the Mathematics 7 course.

Enhanced Math 7
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
This course provides an in-depth study of all concepts listed for Math 7 (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 concepts in the Math 8 course.

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.

Accelerated Math 6/7
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
Students will learn and apply all the concepts for Math 6 (above) as well as approximately half of the concepts for Math 7. Additional Math 7 concepts include: operations with rational numbers, as well as extensions of algebraic expressions and equations, and ratios and proportional relationships. 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.
Accelerated Math 7/8
Prerequisite: Students must meet entrance criteria indicated by the placement matrix.
Students will learn and apply all the concepts for Math 7 (above) as well as approximately half of the concepts for Math 8. Additional Math 8 concepts include: transformations, congruence and similarity, Pythagorean Theorem, radicals, irrational numbers, integer exponents, relations and functions. 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.

Algebra 1/ Geometry A for Eighth Graders
Prerequisite: Students must meet entrance criteria indicated by the placement matrix. This course earns Carnegie Unit credit.
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 Support 6, 7, 8
Prerequisite: Students are enrolled in this class when available standardized test scores and data indicate need for additional support. NOTE: this course is supplemental to the student’s Math 6 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 6
This course provides an overview of Earth Science concepts encompassing hydrology (study of water cycle and oceans), meteorology (study of atmosphere, weather, and climate), geology (study of rocks, plate tectonics, landforms, and Earth’s history), and astronomy (study of space, planets, and the relationship of sun, earth, and moon). The curriculum incorporates the three dimensions of science instruction (Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts).

Science 7
This course provides an overview of common topics in life science, including the diversity of living organisms, structure and function of cells, cell processes, human organ systems, heredity, ecosystems, and biological evolution. Students develop the skills necessary to keep records of their observations and use those records to analyze collected data. They observe and use observations to explain diversity of living organisms and how the organisms are classified and use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Students use all of these science process skills to produce a group science fair project.

Science 8
This course presents students with real-world phenomena and meaningful learning experiences that are centered on three major dimensions: scientific and engineering practices, crosscutting concepts, and disciplinary core ideas (i.e., structure of matter, motion and forces, and energy transformations). Eighth grade physical science students use the 5E (engage, explore, explain, elaborate, and evaluate) instructional model to explore phenomena, gather evidence, reason, and communicate science information, concepts and ideas. Students develop conceptual understanding through the application of scientific and engineering practices: asking questions and defining problems, developing and using models, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence and obtaining, evaluating and communicating information. During this course students begin to make connections and explore the relationship between math and science.

Enhanced Science 6
Prerequisite: Students must meet entrance criteria indicated by the placement matrix.
This course provides an in-depth study of all concepts listed for Science Grade 6 (above) in greater depth, detail, and complexity by making connections to related 8th grade standards including force, mass, motion, gravity, matter, wave properties, and energy. This greater depth of study may also occur in the form of scenarios, prompts, projects, and/or varied levels of texts. The students will also complete a science fair project that includes a research paper, tri-fold board presentation, and final science fair report.

Enhanced Science 7
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
This course provides an in-depth study of all concepts listed for Science Grade 7 (above) in greater depth, detail, and complexity. Enhanced life science students develop science process skills that include writing instructions, describing observations, and showing information in graphical form. They develop the skills necessary to keep records of their observations and use those records to analyze the data they collect. When analyzing collected data, they can recognize relationships in charts and graphs and find more than one way to interpret their findings. Enhanced life science students use all of these science process skills to produce an independent science fair project in which they develop and test a scientific hypothesis based on a question of interest.
**Enhanced Science 8**

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

This course provides an in-depth study of the disciplinary core ideas listed for Science Grade 8 (above) in greater depth, detail, and complexity. Students develop a conceptual understanding of these disciplinary core ideas through a deeply interconnected/spiraled curriculum which emphasizes using scientific and engineering practices to understand the cross-cutting concepts (i.e., patterns, cause and effect) that occur within and among the disciplinary core ideas. Students also apply scientific practices to produce an independent 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.*

This course is designed as a survey course of chemistry and physics. The curriculum follows the curriculum maps from MHS and 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 independent science fair research using 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 6
Sixth grade students begin World Area Studies and complete the study in grade seven. Students will conduct a study of the culture, economics, geography, government and history of Europe, Latin America, Canada, and Australia. Learning experiences include inquiry-based collaborative and independent projects, reading and writing across the curriculum, learning and applying vocabulary strategies, relating content to current events, and learning to apply fundamental map, globe, and information processing skills.

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.

Georgia Studies 8
Students in grade eight take Georgia Studies. This course included 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 Social Studies 6
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
In addition to the objectives described for the Social Studies Grade 6 course, students will independently and collaboratively complete projects to develop and demonstrate an understanding of multiple perspectives and to enrich critical thinking skills. Students will also make presentations to communicate their understanding.

Enhanced Social Studies 7
Prerequisite: Students must meet entrance criteria indicated by the placement matrix
This course follows the same course calendar as the regular Social Studies 7 course. Students in enhanced SS explore these topics in more detail in order to develop a deeper understanding of those whose cultures and political opinions are different than their own. Instruction will provide 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.

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 Social Studies 7 course. Students in enhanced SS 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 6
*Prerequisite: Students must meet entrance criteria indicated by the placement matrix.*
In addition to the standards outlined in the Georgia Standards of Excellence in Social Studies and the activities for Social Studies Grade 6, this course is differentiated by a faster pace and deeper understanding of content. Instructional practices include interdisciplinary enrichment activities, research processes, project-based learning, Socratic seminars and personalized learning.

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.

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.
Modern Languages

French – Grade 6
Students will begin the study of the French language and develop reading, writing, listening, and speaking skills in a variety of topics such as the French alphabet and phonemic rules. Thematic units are arranged by the following categories: greetings, cognates, school, family, leisure activities, and time. Students will also study traditions, geography and customs of Francophone countries.

French I
*Students take this course over a two-year period. Students are scheduled in French 1A in 7th grade and French 1B in 8th grade.*
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
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 6
Students begin the study of the Spanish language and develop proficiency in beginner reading, writing, listening and, speaking skills. Thematic units are arranged by the following categories: greetings, school, body parts, family, food, and leisure activities. Students also study traditions, geography and customs of Spanish speaking countries.

Spanish I
*Students take this course over a two-year period. Students are scheduled in Spanish 1A in 7th grade and Spanish 1B in 8th grade.*
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
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 Spanish 2 class at Marietta High School. At the end of this course, students have earned high school-level credit.

**Spanish for Native Spanish Speakers Level 1**  
*Students take this course over a two-year period. Students are scheduled in Spanish 1A in 7th grade and Spanish 1B in 8th grade.*

Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and literate in Spanish. The recommended entrance requirement for the beginning level is at the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak at the Intermediate level prior to entering the course. This course will develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events.

**Spanish for Native Spanish Speakers Level 2, Grade 8**  
Designed for Heritage Language Learners of Spanish, this course can accommodate a wide range of Heritage language learners, from those who are somewhat functional (can comprehend spoken Spanish but speak haltingly and need improvement in reading and/or writing) to those who are more proficient and literate in Spanish. The recommended entrance requirement is at the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale and an Intermediate-Mid level of proficiency in reading, writing and speaking. This course will continue to develop reading, writing, speaking and listening skills and will promote a deeper understanding of the Hispanic cultures, such as language variations, customs, geography, history, and current events.
Modern Language Sequence
Marietta City Schools
(Note: This following sequence represents a typical progression but is not inclusive of all possible language sequencing.)

6th Grade: French or Spanish
• Language 6
• Enhanced Language 6

7th Grade: French, Spanish, or Native Speaker Spanish
• Level 1 A
• Level 1

8th Grade: French, Spanish, or Native Speaker Spanish
• Level 1B
• Level 2

9th Grade: French, Spanish, or Native Speaker Spanish
• Level 2
• Honors Level 2
• Level 3

10th Grade: French or Spanish
• Level 3
• Honors Level 3
• AP Spanish
• AP French

11th/12th Grade
French or Spanish
• IB Spanish
• AP Spanish
• IB French
• AP French

Modern Language Sequence – Before Fall 2017

6th Grade: French or Spanish
• Language 6
• Enhanced Language 6

7th Grade: French, Spanish, or Native Speaker Spanish
• Level 1 A
• Level 1

8th Grade: French, Spanish, or Native Speaker Spanish
• Level 1B
• Level 2

9th Grade: French, Spanish, or Native Speaker Spanish
• Level 2
• Honors Level 2
• Level 3

10th Grade: French or Spanish
• Level 3
• Honors Level 3
• AP Spanish
• AP French

11th/12th Grade
French or Spanish
• IB Spanish
• AP Spanish
• IB French
• AP French

Modern Language Sequence – Beginning Fall 2017
Arts & Physical Education

Art 6
Students develop artistic awareness and personal engagement by learning and applying a variety of techniques that include the elements and principles of design. Learning experiences include projects centered on cultural and critical awareness built around the MYP Programme and directly tied to the Georgia Performance Standards for the Arts. These projects include 2-dimensional (drawing, sketching, painting, printmaking) and 3-dimensional (clay sculpture, ceramic tiles, wire form).

Art 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).

Beginning Band 6, 7, 8
During this course, students select their instrument and develop the fundamentals necessary to produce characteristic tone quality on the instrument. Students will also develop proper rehearsal, concert, and performance etiquette required for all musicians, and audience members. This course provides an introduction to music theory, history, and composition. 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 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.

Chorus 6
Students will learn the major, minor, chromatic scales, and study the fundamentals of singing. Learning experiences develop an understanding of rhythm, sight-reading using solfège, and music composition. Students also exhibit concert and performance etiquette. Students will perform songs of different cultures, in different languages, and in multiple parts of harmony. This course is a performance-based class that requires regular practice, as well as scheduled rehearsals and performances for special events.

Enhanced Chorus 6
This ensemble, also known as the Academy Singers, is MSGA’s premier choral ensemble. As an auditioned ensemble, the Academy Singers will sing more challenging literature, sight read in multiple parts, sing and
perform choreography simultaneously. This course will delve deeper into music literacy and history. Students are expected to be the utmost models for a music and choral student, constantly displaying proper etiquette and concert practice. This ensemble will perform more often than the beginning chorus class, and have more before or after school rehearsals. They are expected to maintain good standings academically and behaviorally.

**Intermediate Chorus 7 and 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 and 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 and 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.

**Theatre Arts 6**
Theater Arts introduces the basic artistic skills and concepts of theatre. This class inspires creativity through improvisation, develops an appreciation for and understanding of theater, and introduces play production skills. Students learn how to cultivate their talents, build self-confidence/public speaking skills, reflect on their performances, and improve their ability to work with others. Students will perform in individual and ensemble scenes within the classroom, and select students will perform at community events throughout the year.

**Enhanced Theatre Arts 6**
Enhanced Theatre Arts students are MSGA’s elite theatre performing group known as the Academy Actors. This course focuses on the art of acting and the essentials of play production. In this "workshop" style class, students will receive vocal, dance, and acting instruction to develop students for a future in the performing arts. The Academy Actors perform the school musical, a one-act play, and skits for school/community performances. Students in this group will represent MSGA at local, state, and national events throughout the school year.

**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.

**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.

**General Music 6**
In this course, sixth graders learn about music by conducting a survey of instruments and music of the world, and they study the fundamentals of singing. In order to deepen the appreciation for and understanding of music, students also learn the major, minor, and chromatic scales, and conduct an introduction to music theory and history. By the end of the year, students apply and demonstrate the concepts learned by creating a class composition.

**General Music 7 and 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. Students will keep a portfolio of their musical experiences to be completed and handed in at the culmination of the course.

**Introduction to Guitar 6, 7, 8**
This course focuses on introducing basic skills and techniques of guitar playing. Students will learn how to correctly hold the guitar and correctly set-up both right and left hands. Students will learn notes in first position on all six strings, basic chords in first position, and both pick and fingerstyle technique. This class will explore a wide variety of styles of music from the classical to blues, rock, pop, and hip hop. Within this course, students will explore the melody, harmony, rhythm, form, expression, and style of music, as well develop reading, composition, and improvisational skills. Classroom instruction will be aligned with the National Standards for Music Education and the Georgia Performance Standards for Beginning Guitar.

**Beginning Orchestra 6**
Students in beginning orchestra will select a string instrument and learn the fundamentals of posture, technique, and music reading that will allow them to develop and produce a characteristic tone quality on their chosen instrument. Within this course, students will explore the melody, harmony, rhythm, form, expression, and style of music, as well develop reading, composition, and improvisational skills. Classroom instruction will be aligned with the National Standards for Music Education and the Georgia Performance Standards for Beginning Orchestra. Students will also develop proper rehearsal, concert, and performance etiquette required for all musicians and audience members. 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 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 and Health 6
Students experience a wide variety of physical fitness activities (e.g. Circuit Training, Tennis, Volleyball, Recreational games, Basketball, Aerobics, Dance, Badminton, Soccer, Softball) to develop an understanding of lifetime fitness values, positive self-concept; emphasize cooperation, sportsmanship, responsibility, teamwork and significant physical, mental and social growth. All students complete the Georgia Physical Fitness Test Assessment.

Physical Education 7 & 8
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 participate in a variety of team and individual sports and understand, practice, and reflect on the basics of personal fitness.

Health – High School
Eighth grade students can choose to enroll in this course, which earns high school credit and which is required for high school graduation.
Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life. Students study health promotion, disease prevention, and the influence of family, peers, culture, media, technology, and other factors on health behaviors. Also, students learn best ways to access valid information and products and services to enhance health and ways to reduce risks, to self-advocate, and to enhance health.