

Marion County Schools

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K – 8

Curriculum Course Guide

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Mr. Gary Price, Superintendent

Mr. Randall Farley, Administrative Assistant Curriculum & Instruction

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ENGLISH LANGUAGE ARTS (ELA)

ENGLISH LANGUAGE ARTS K (ENGLAK / 400000)

English Language Arts for kindergarten students involves an immersion in a literacy-rich environment to develop an awareness and understanding of spoken and written language. Students begin to explore writing words using correct formation and spacing. Through active participation and developmentally appropriate and engaging learning experiences, students develop competencies in reading, writing, listening, speaking and language.

ENGLISH LANGUAGE ARTS 1 (ENGLA1 / 400100)

English Language Arts for first grade students involves immersion in a literacy-rich environment to develop an awareness of print materials and media as sources of information and enjoyment. The students grow in language and communication development through increased emphasis on collaboration, sharing information and giving opinions through integration of reading, writing, listening, speaking and language that will develop lifelong learning skills and global awareness. Students write words using correct formation and spacing. First grade students will learn from reading equally both literature and informational texts that are of appropriate complexity for Grade 1. The students actively participate in an engaging and appropriate environment to develop independent English Language Arts and 21st century skills.

ENGLISH LANGUAGE ARTS 2 (ENGLA2 / 400200)

English Language Arts for second grade students continues immersion in a literacy-rich environment to encourage exploration of various literature and informational texts that are of appropriate complexity. Students integrate and apply skills of reading, writing, listening, speaking and language across the curriculum. They begin to explore writing in cursive using correct letter formation, letter connections and spacing. Students read with comprehension, communicate effectively, and develop both literal and critical thinking skills. They access information from various media forms. Second graders develop from dependent to independent readers and begin to make their own choices for recreational and informative reading. Active participation in meaningful experiences and developmentally appropriate and engaging environments increase the students' ability to analyze and evaluate information and develop lifelong learning and global awareness.

ENGLISH LANGUAGE ARTS 3 (ENGLA 3 / 400300)

Third grade English Language Arts students learn, practice and apply strategies, which enable them to become literate, independent and self-directed learners. Students engage in rich and integrated literacy experiences (reading, writing, listening, speaking, and language) embedded in meaningful context and developmentally appropriate practices. They respond to literary and informational texts of appropriate complexity using literal and critical comprehension skills, as well as communication and media skills, with increased emphasis on informational text and writing informative/explanatory and opinion pieces. Students practice writing and reading cursive. Through inquiry and collaboration, these learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge then sharing this with various audiences. Students interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21st century skills.

ENGLISH LANGUAGE ARTS 4 (ENGLA 4 / 400400)

Fourth grade English Language Arts students develop as readers and writers who are independent, self-directed critical thinkers. Students expand and strengthen knowledge and skills learned in earlier grades in a literacy-rich environment that integrates reading, writing, speaking, listening and language in engaging and authentic experiences. They take responsibility for their learning, connect new information to existing knowledge, develop positive habits of learning and work collaboratively to utilize information. Teacher expectations increase for writing and reading cursive. Across all content areas, students critically analyze and evaluate what they read, create effective oral, written and multimedia communication in a variety of forms and contexts with increased emphasis on reading informational text and writing informative/explanatory and opinion pieces. They access and integrate information using a variety of media sources and use listening as a comprehension strategy. At this level, students should enjoy a variety of opportunities to interact with 21st Century skills and a wide range of literary and informational text of appropriate complexity and with increasing emphasis on informational text, building the foundation for lifelong reading.

ENGLISH LANGUAGE ARTS 5 (ENGLA 5 / 400500)

English Language Arts for fifth grade students expand and strengthen knowledge and skills learned in earlier grades in a literacy-rich environment that integrates reading, writing, speaking, listening and language in engaging and authentic experiences. Students apply comprehension, writing and vocabulary skills and strategies, which will enable them to critically judge literary and informational texts across the curriculum, with increased emphasis on informational texts. Fifth grade students continue to read literary and informational texts of appropriate complexity. They strengthen and expand their research and writing skills using the writing process and conventions of language within and across the curriculum with increased emphasis on writing and sharing information, explaining and giving opinions. Integration of reading, writing, listening, speaking and media literacy instruction prepare fifth grade 21st century learners as they access information to contribute, deliver and exhibit. Fifth grade students continue to develop as independent, self-directed critical thinkers and life-long learners through participating in inquiry based, self-directed learning experiences.

ENGLISH LANGUAGE ARTS 6 (ENGLA 6 / 400600)

Sixth grade English Language Arts students expand and strengthen knowledge and skills learned in earlier grades in a literacy-rich environment that integrates reading, writing, speaking, listening and language in engaging and authentic experiences. They use a variety of strategies to increase language, writing and comprehension skills including literal, inferential and critical thinking components couched in student directed, meaningful and engaging learning experiences. Students continue to evaluate connections among the facts, ideas and concepts of literary and informational texts across the curriculum with increasing emphasis on informational texts. Sixth grade students continue to read literary and informational texts of appropriate complexity. Sixth grade students use the writing process and the conventions of language to address specific writing purposes with increased emphasis on informative/explanatory and argumentative writing and speaking for various audiences. They demonstrate competency in mechanics and language usage in order to communicate ideas effectively. Sixth grade 21st Century learners employ listening, speaking and media strategies to gather and process oral information in order to effectively express themselves in a variety of situations.

ENGLISH LANGUAGE ARTS 7 (ENGLA 7 / 400700)

Seventh grade English Language Arts students expand and refine prior learning through inquiry of authentic and meaningful research projects and investigations in a literacy-rich environment that integrates reading, writing, speaking, listening and language. Students read and comprehend a wide variety of literary and informational texts of appropriate complexity. Students utilize the writing process and the conventions of language to develop content-rich communication across the curriculum with increasing emphasis on informational text and informative/explanatory and argumentative writing and speaking. Seventh grade 21st Century learners use rigorous listening, speaking and media literacy skills to interact in the classroom, community and world.

ENGLISH LANGUAGE ARTS 8 (ENGLA 8 / 400800)

Eighth grade English Language Arts students expand and refine prior learning through inquiry of authentic and meaningful research projects and investigations in a literacy-rich environment that integrates reading, writing, speaking, listening and language. They continue to develop as independent motivated readers and communicators who think critically and take responsibility for their learning. Students read and comprehend a wide variety of literary and informational texts, with increasing emphasis on informational text of appropriate complexity to establish the foundations of lifelong reading and learning. Students use the writing process and the conventions of language to develop research-based, focused compositions with increasing emphasis on informative/explanatory and argumentative writing. They independently validate information through assessing, researching and comparing data and properly citing sources to avoid plagiarism. Eighth grade 21st Century learners critique oral and visual information and apply the information to global situations.

MATHEMATICS

MATH KINDERGARTEN (MATH K / 300000)

In kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

MATH GRADE 1 (MATH 1 / 300100)

Mathematics in Grade 1 focuses on four critical areas: (1) developing understanding of addition, subtraction and strategies for addition and subtraction within 20; (2) developing understanding of whole number

relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of and composing and decomposing geometric shapes.

MATH GRADE 2 (MATH 2 / 300200)

Mathematics in Grade 2 focuses on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

MATH GRADE 3 (MATH 3 / 300300)

Mathematics in Grade 3 focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

MATH GRADE 4 (MATH 4 / 300400)

Mathematics in Grade 4 focuses on three critical areas: (1) developing understanding and fluency with multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions with like denominators and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures and symmetry.

MATH GRADE 5 (MATH 5 / 300500)

Mathematics in Grade 5 focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

MATH GRADE 6 (MATH 6 / 300600)

Mathematics in Grade 6 focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting and using expressions and equations; and (4) developing understanding of statistical thinking.

MATH GRADE 7 (MATH 7 / 300700)

Mathematics in Grade 7 focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area and volume; and (4) drawing inferences about populations based on samples.

MATH GRADE 8 (MATH 8 / 300800)

Mathematics in Grade 8 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity and congruence and understanding and applying the Pythagorean Theorem.

SCIENCE

SCIENCE K (K / 600000)

The kindergarten science course enhances students' natural curiosity about the environment and develops a sense of wonder through discovery and hands-on manipulation of objects. The kindergarten science program is delivered through a coordinated, integrated approach with an emphasis on the development of the major themes of systems, changes and models. Students engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time.

SCIENCE 1 (1 / 600100)

First grade students continue learning about the natural world and begin conducting experiments. Building on the process skills, students are involved in data gathering and reporting to emphasize the tools of science. Students engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

SCIENCE 2 (2 / 600200)

Second grade science builds on the early stages of experimentation while maintaining the students' natural curiosity. Students will be introduced to problem solving through observation and experimentation. The students begin to explore the use of technology to collect and analyze scientific data and practice drawing conclusions based on information gathered. The course is delivered through a coordinated, integrated approach with an emphasis on the themes of systems, changes and models. Students engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated in all activities.

SCIENCE 3 (3 / 600300)

Third grade science students build upon their skills of problem-solving and experimentation and move toward a more in-depth study of science. Collecting and testing of materials, recording of data and developing concepts related to physics and chemistry are introduced. The study of geology, astronomy and science careers is also expanded. Students engage in hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

SCIENCE 4 (4 / 600400)

Fourth grade science students build on their previous understanding of geology, astronomy, chemistry and physics. The subject matter is delivered through a coordinated, integrated approach with an emphasis on the development of the major science themes of systems, changes and models. Science promotes cooperative learning, group decisions, cultural diversity, problem solving and expands the development of hands-on exploration. Students engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated into all activities.

SCIENCE 5 (5 / 600500)

Fifth grade science students review the structure of the earth and the sky, the life cycles and habits of organisms, properties, positions and motions of objects, and energy. New concepts introduced at the fifth grade level include: changes in properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's system. In Science 5, students identify, compare, classify and explain the living and designed worlds. Students engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated in all activities.

SCIENCE 6 (6 / 600600)

Sixth grade science students are asked to demonstrate, differentiate, and apply concepts of the living and designed worlds. Science 6 reviews changes in the properties of matter, structures, functions and adaptations of organisms, and the structure of the earth's systems. New concepts introduced at the sixth grade level include: motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather. Students engage in active inquiries and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated in all activities.

SCIENCE 7 (7 / 600700)

Seventh grade science students review motions and forces, ecosystems, diversity of life, energy transformations, plate tectonics, earth's resources and weather. Major concepts expanded in the seventh grade level include: elements, mixtures and compounds, populations/ecosystems, conservation of matter and energy, and earth's history. In Science 7, students evaluate, interpret, and predict conditions and phenomena of the living and designed worlds. Students engage in active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time. Safety instruction is integrated into all activities.

SCIENCE 8 (8 / 600800)

Eighth grade science students analyze, quantify, and explain conditions and phenomena of the living and designed worlds. In Science 8, students review elements, mixtures, and compounds, populations/ecosystems, conservation of matter and energy, and the earth's history. Major concepts introduced in Science 8 include: reproduction, genetics, behavior, chemical reactions, and environmental concerns. Students will engage in

active inquiries, investigations and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understanding and research/laboratory skills. Safety instruction is integrated into all activities.

SOCIAL STUDIES

SOCIAL STUDIES K (SOC ST K / 700000)

Kindergarten Social Studies is an introduction to broad topics connected to the lives of young children. Students will explore the sphere of their experiences within their local community and begin an identification of their place in West Virginia. They will begin developing a view of themselves as collaborative, responsible citizens in the democratic society to which they belong. Through the active investigation of their community, students will develop an understanding of how people interact with their physical environment and each other to meet their basic needs.

SOCIAL STUDIES 1 (SOC ST 1 / 700100)

First Grade Social Studies will allow students opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time.

SOCIAL STUDIES 2 (SOC ST 2 / 700200)

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen's role in American government and society. They will be asked to investigate, examine, and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using global information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts, and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society.

SOCIAL STUDIES 3 (SOC ST 3 / 700300)

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government and various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing and budgeting within the context of the community will be introduced.

SOCIAL STUDIES 4 (SOC ST 4 / 700400)

Fourth Grade Social Studies is an introduction to the growth of the United States from colonization through the American Revolution to Westward Expansion prior to 1854. Students will analyze the assimilation of various colonial groups, development of improved technology, major historical figures and events. The physical features of the United States and West Virginia and the impact of the settlers on the environment will be investigated. Students will be introduced to democratic beliefs expressed in founding documents, good citizenship and individual rights. Students are expected to investigate the three branches of government and participate in a school or community project. Fourth graders will be introduced to economic concepts and factors that impact consumer choices. Students will understand the need for taxes to pay for public services. They will investigate jobs needed in the future based on the concept of supply and demand.

SOCIAL STUDIES 5 – U. S. HISTORY (US HST 5 / 700500)

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to the emergence of it becoming a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state and world. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students learn how government decisions impact the economy.

SOCIAL STUDIES 6 – SELECTED REGIONS OF THE WORLD (WRLD REGN 6 /700600)

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play on world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects that major events have on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

SOCIAL STUDIES 7 – WORLD GEOGRAPHY (WRLD GEO 7 / 700700)

Seventh Grade Social Studies focuses on the impact of the human/environment interaction in the ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments.

SOCIAL STUDIES 8 – WEST VIRGINIA STUDIES (WV STUDIES-8 / 700800)

Eight Grade West Virginia Studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia's global connectivity in the marketplace both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state.

ART

ART K (ART K / 320000)

Kindergarten children explore art through colors and the use of lines and shapes and textures in artworks. The subject matter of art centers around the children's own environment, allowing expression of feelings and discussion about their own creations. Teachers' encouragement of creative work is preferred over prepared or prefabricated materials and crafts.

ART 1 (ART 1 / 320100)

Children in grade 1 make paintings, collages, and three-dimensional art works. They explore color, line, form, shape, and texture. Children use art to communicate their ideas and feelings. Students explore art in their own environment, nature, and other cultures. Teachers stress correct and safe use of materials. Children see connections between the arts and other disciplines.

ART 2 (ART 2 / 320200)

At the second grade level, children learn about printmaking and sculpture and build upon previously learned elements and principles of visual art. They use color, line, shape, form and texture to express their feelings. They become aware of their own community culture. They develop skills in creative thinking, art appreciation, and decision making as they see images in art as real or imaginary. They learn that stories can be told through multiple arts disciplines and that art relates to other subject areas.

ART 3 (ART 3 / 320300)

Students will learn to identify and use complementary colors, organic forms, foreground, middle ground and background, repetition and overlapping. Students will create portraits and illustrate stories, explore how art reflects emotion and continue to develop creative problem solving skills as they see connections between the visual arts and other disciplines. Students will also begin to develop problem-solving skills in creating two-dimensional and three-dimensional works of art.

ART 4 (ART 4 / 320400)

Students will demonstrate an understanding of the past and the underlying esthetic reason art is culturally important. Students will identify works of noted artists and the different characteristics of different genre of art. Students will create additive and subtractive sculpture as well as develop creativity in the use of realistic, abstract, or non-objective symbols. Students will begin to develop skills to use technology and online resources.

ART 5 (ART 5 / 320500)

Students in the Grade 5 select and examine the use of art media and technology, techniques, and processes. They use elements of art and principles of design to communicate ideas in their own artwork. Students examine art history with an emphasis on artists, periods, styles, and cultures. Students will bring their own experiences to their artwork.

ART 6 (ART 6 / 320600)

At the sixth grade level, students examine the use of media, techniques, technology, and processes. Elements of art and principles of design relate specifically to concepts in art production. The students' artwork will communicate an intended meaning. Students clarify reasons for creating works of art and give specific examples. Students recognize cultural, historical, and aesthetic purposes of works of art as they relate to a timeline. Students explore art history through multi-disciplinary connections.

ART 7 (ART 7 / 320700)

Seventh grade students in general art outline art production media, techniques, technology, and processes. Students note specific usage of the elements of art and principles of design. They explain aesthetic qualities of symbols, ideas, and personal values as experienced in subject matter of artwork. Students trace, analyze, and explain knowledge of art history and identify reasons for creating works of art. They use steps of art criticism in art appreciation activities.

ART 8 (ART 8 / 320800)

Eighth grade students refine use of art production, media, techniques, technology and processes combining the elements of art and principles of design in creating two-dimensional and three-dimensional works of art. Students choose content related to their own lives. They analyze works of art and place them in their historical and cultural context. They apply processes of art criticism while viewing and writing about personal works of art and exhibits. Emphasis is given to West Virginia artists and their contributions to our history and culture. They identify specific careers in art.

MUSIC**GENERAL MUSIC K (GEN MUSIC K / 360000)**

Kindergarten students explore the world of music through singing, playing instruments, moving, and listening. They develop a beginning recognition of simple musical notation and an awareness of the singing voice. Opportunities are provided to sing patriotic songs, folk songs, and to practice proper concert etiquette. Teachers use technology to enhance learning.

GENERAL MUSIC 1 (GEN MUSIC 1 / 360100)

First grade students explore the voice through matching pitch, singing melodic patterns, and singing American folk songs. The students use classroom instruments to perform simple rhythms and create their own music to dramatize characters in a story and a student composition. Music reading skills are developed through the manipulation and performance of notation and the recognition of musical terms. Students recognize the importance of music and musicians in American society. Teachers use technology to enhance learning.

GENERAL MUSIC 2 (GEN MUSIC 2 / 360200)

Second grade students continue to develop the singing voice using songs from many cultures. The students use instruments to improvise and create a variety of sounds. The manipulation, identification, and performance of musical notation on the staff enhance reading skills. Terms are added to the basic music vocabulary. Students aurally and visually identify traditional instrument families as well as instruments of other cultures. Teachers use technology to enhance learning.

GENERAL MUSIC 3 (GEN MUSIC 3 / 360300)

Third grade students develop further independence in the use of the singing voice. Terms are added to the basic music vocabulary for continued music literacy. Through use of classroom instruments, students improvise melodies and create original compositions for a variety of settings. Teachers use technology to enhance learning.

GENERAL MUSIC 4 (GEN MUSIC 4 / 360400)

Fourth grade students continue to build their singing skills by singing independently and in-groups. Students further their music reading skills through the introduction and use of additional notes, meters, and terms. Students identify instruments and discuss sound production. Teachers use technology to enhance learning.

GENERAL MUSIC 5 (GEN MUSIC 5 / 360500)

Fifth grade students continue to build their singing skills demonstrating proper technique and expression. Students play melodies and chords on instruments using written notation and improvising. Students demonstrate their music reading abilities through performing and interpreting written notation and terms. Students evaluate their own performances and compare works of art and music. Music of the United States is emphasized. Teachers use technology to enhance learning.

GENERAL MUSIC 6 (GEN_MUSIC_6 / 360600)

Level 6 students continue to build proper singing technique. Students demonstrate their ability to interpret, improvise, and compose music on different classroom instruments. Students increase their knowledge of music by experiencing the music of world cultures. Advanced listening skills allow students to describe musical details in compositions and refine criteria for evaluating musical performances. Teachers use technology to enhance learning.

GENERAL MUSIC 7 (GEN MUSIC 7 / 360700)

Students demonstrate proper singing technique while performing music of increasing difficulty written in two parts. They continue to improvise and compose music and demonstrate the ability to read and perform from more advanced musical notation and symbols. Listening skills include the identification of rhythms, meters, tempi, form, dynamics, and timbre in musical examples. Students will study musical careers. Teachers use technology to enhance learning.

GENERAL MUSIC 8 (GEN MUSIC 8 / 360800)

Level 8 students demonstrate proper singing techniques while participating in three-part performances. Students will study West Virginia music and its relationship to West Virginia history and geography. Students use classroom instruments to play accompaniments to improvise, compose, and notate short musical pieces. Teachers use technology to enhance learning.

CHORUS / ELEMENTARY (CHORUS / 362000)

Students at the Primer Level will begin to build their singing skills. The students will begin the basics of proper vocal technique. They will begin to have an understanding of proper pitch, rhythm, breath, and posture. All objectives for each level must be taught; therefore, the difference between the three levels of performance depends upon the number and accuracy of objectives accomplished.

CHORAL MUSIC 6 (CHRL_MUSIC_6 / 361600)**CHORAL MUSIC 7 (CHRL_MUSIC_7 / 361700)****CHORAL MUSIC 8 (CHRL_MUSIC_8 / 361800)**

The students at the Middle Chorus level will further develop proper vocal skills (posture, breathing, pitch, projection, enunciation) taught at earlier grade levels. The students will learn basic and intermediate ensemble skills within small, school-based and large, county-based ensembles by performing two-part, three-part, and mixed arrangements.

INSTRUMENTAL MUSIC 6 (INSTR MUSC 6 / 363600)

The students at Level II will continue to develop basic playing skills. They learn additional notes, fingerings and more rhythmic variations in notation. Students begin playing Grade Level I music on a grading scale from I-VI.

INSTRUMENTAL MUSIC 7 (INSTR MUSC 7 / 363700)

The students will learn basic ensemble techniques and a finer development of playing skills. Students will have the opportunity to perform music and sight read.

INSTRUMENTAL MUSIC 8 (INSTR MUSC 8 / 363800)

The students will learn to apply basic skills within a large ensemble and further develop their articulation, rhythmic interpretation, and self-evaluation skills.

WORLD LANGUAGES**FRENCH 1A Grade 7 (FRENCH 1A / 5621A7)**

Grade 7 Prerequisite: Students must have achieved Mastery Level in English Language Arts on the Smarter Balanced. Students must have a desire for language study. This class will introduce students to French through listening, reading, and speaking. Listening, speaking and reading and writing skills are developed with

an additional emphasis on cultural understanding and career opportunities. This course follows the Level 1 French CSOs.

FRENCH 1B Grade 8 (FRENCH 1B / 5621B8) HS *Grade 8 Prerequisite: Students must have completed French 1A.* This second part of a two-year class will continue from French 1A to introduce students to French through listening, reading, and speaking. Listening, speaking, reading and writing skills are developed with an additional emphasis on cultural understanding and career opportunities. This course follows the Level 1 French CSOs.

FRENCH I (FRENCH I / 562100) (HS Credit and Potential Graduation Requirement) *Only offered if French 1A and 1B are being offered. Grade 8 Prerequisite: Students must have a 3.0 average in English Language Arts classes and achieved Mastery Level in English Language Arts on the Smarter Balanced. Students must have a desire for language study.* This class will introduce students to French through listening, reading, and speaking. Listening, speaking, reading and writing skills are developed with an additional emphasis on cultural understanding and career opportunities. The student will receive high school credit for this course; therefore, the grade will be recorded on the student's high school transcript and will count toward GPA and class rank. This course follows the Level 1 French CSOs.

SPANISH 1A Grade 7 (SPANISH 1A / 5661A7) (HS Credit and Potential Graduation Requirement) *Grade 7 Prerequisite: Students must have achieved Mastery Level in English Language Arts on the Smarter Balanced. Students must have a desire for language study.* This first part of a two-year class develops the student's ability to speak, understand, read, and write in Spanish at a basic level in familiar situations. It also integrates history, geography, literature, customs, and other aspects of culture within major Hispanic and Spanish communities across the globe. This course follows the Level 1 Spanish CSOs.

SPANISH 1B Grade 8 (SPANISH1B / 5661B8) (HS Credit and Potential Graduation Requirement) *Grade 8 Prerequisite: Students must have completed Spanish 1A.* This second part of a two-year class will continue from Spanish 1A to develop the student's ability to speak, understand, read, and write in Spanish at a basic level in familiar situations. It also integrates history, geography, literature, customs, and other aspects of culture within major Hispanic and Spanish communities across the globe. This course follows the Level 1 Spanish CSOs.

SPANISH I (SPANISH I / 566100) (HS Credit and Potential Graduation Requirement) *Only offered if Spanish 1A and 1B are being offered. Grade 8 Prerequisite: Students must have a 3.0 average in English Language Arts classes and achieved Mastery Level in English Language Arts on the Smarter Balanced. Students must have a desire for language study.* This class develops the student's ability to speak, understand, read, and write in Spanish at a basic level in familiar situations. It also integrates history, geography, literature, customs, and other aspects of culture within major Hispanic and Spanish communities across the globe. The student will receive high school credit for this course; therefore, the grade will be recorded on the student's high school transcript and will count toward GPA and class rank. This course follows the Level 1 Spanish CSOs.

PHYSICAL EDUCATION

PHYSICAL EDUCATION (PHYS ED K / 660000)

Students begin to develop motor skills and movement concepts that will enable the student to learn to enjoy physical activity and enhance the future participation in recreational lifetime activities.

PHYSICAL EDUCATION (PHYS ED 1 / 660100)

Students develop motor skills and movement concepts that will enable the student to learn to enjoy physical activity and enhance future participation in recreational lifetime activities.

PHYSICAL EDUCATION (PHYS ED 2 / 600200)

Students build on the development of motor skills and movement concepts from previous grades to further enhance enjoyment and proficiency.

PHYSICAL EDUCATION (PHYS ED 3 / 600300)

Grade 3 physical education stresses the application of motor skills and movement. Social skills and lifetime wellness principles promote continued participation in regular physical activity.

PHYSICAL EDUCATION (PHYS ED 4 / 660400)

Physical education at this level incorporates vigorous activity to enhance physical development, social skills, and fosters participation in enjoyable physical activity outside the classroom. FITNESSGRAM must be given to meet the fitness standards.

PHYSICAL EDUCATION 5 (PHYS ED5 / 660500)

The goal of the physical education program of study at the fifth grade level is to continue a vigorous program to enhance physical development and foster participation in enjoyable physical activity outside the classroom. The objectives emphasize lifetime wellness, social skills, motor/skill development, movement/rhythmic development, and physical activity. Physical activity is important to the physical, emotional and social maturation of students at this age. FITNESSGRAM must be given to meet the fitness standards.

PHYSICAL EDUCATION 6 (PHYS ED 6 / 660600)

The goal of the physical education program of study at the sixth grade level is to improve the pre-adolescent student's understanding of the connections between physical activity and lifetime wellness. Movement is critical to proper growth and development at this age and physical education will assist students in developing a healthy body, self-image/concept. Social and emotional development is enhanced as students begin to use motor skill in team building situations. FITNESSGRAM must be given to meet the fitness standards.

PHYSICAL EDUCATION 7 (PHYS ED 7 / 660700)

The physical education program of study at the seventh grade level continues to develop specialized skills, offers new opportunities to explore recreational activities and lifetime fitness activities, and builds on lifetime wellness and social skills concepts previously introduced. During this critical time period, changes due to maturation and growth affect the students' skill level as they adjust to physical changes. Social development is an important part of the physical education curriculum. FITNESSGRAM must be given to meet the fitness standards.

PHYSICAL EDUCATION 8 (PHYS ED 8 / 660800)

The eighth grade physical education program of study allows students to further explore individual interests in lifetime physical activities and gain the knowledge and skills for future participation. A strong emphasis on lifetime wellness, physical activity and social skills offers all students important benefits toward the goal of becoming a physically active adult. Emphasis on rhythmic movement and motor skills allows for student creativity and talent to be showcased in a non-competitive manner. Safety must be stressed in all activities. FITNESSGRAM must be given to meet the fitness standards.

HEALTH**HEALTH K (HEALTH K /690000)**

Kindergarten health education objectives focus on the development of social skills and interpersonal relationships, a basic understanding of personal health issues, injury prevention and the exploration of nutritious foods and healthy physical activities. Safety is a prime concern for student health.

HEALTH 1 (HEALTH 1 / 690100)

The first grade health objectives provide concrete concepts and opportunities to practice and begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, and develop interpersonal relationships and health habits to last a lifetime. Personal skills build a foundation for social competence that enhances the ability of youth to resist social pressure. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits.

HEALTH 2 HEALTH 2 / 690200)

The second grade health objectives continue to provide concrete concepts and opportunities to begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, and develop interpersonal relationships and health habits to last a lifetime. Personal skills build a foundation for social competence that enhances the ability of youth to resist social pressure. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits

HEALTH 3 (HEALTH 3 / 690300)

Third grade objectives include social skills development and use and the effects of health habits on health are explored, Students distinguish between poor and positive health habits and understanding concrete ways to prevent illness, injury and poor health through decision making and problem solving techniques. Students

investigate the influence of family, friends and community in promoting and reinforcing positive health behaviors and demonstrate non-violent problem solving techniques and stress management skills.

HEALTH 4 (HEALTH 4 / 690400)

Students demonstrate health behaviors, practice health-enhancing skills, and become advocates for their own personal health. Students investigate the world around them in relationship to health; propose strategies to enhance independence, self-motivation, and critical thinking skills. A development of attitudes and beliefs regarding tobacco non-use is crucial at this grade.

HEALTH 5 (HEALTH 5 / 690500)

Fifth grade health focuses on promoting positive behaviors as societal norms examining the influence of media, peers and society on individual decisions and actions. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns to health and self-acceptance and the role of relationship of varying growth and development patterns of health. Respect for individuality and independence are incorporated.

HEALTH 6 (HEALTH 6 / 690600)

Sixth grade health objectives examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate ability to plan physical activity and nutrition that promotes good health and recognizes their relationship to body image and weight maintenance.

HEALTH 7 (HEALTH 7 / 690700)

Seventh grade health focuses on skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention.

HEALTH 8 (HEALTH 8 / 690800)

The eighth grade health education objectives provide opportunities for students to practice using decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Students examine violence prevention and develop strategies to promote safety among themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum.

LIBRARY MEDIA SKILLS

LIBRARY MEDIA SKILLS K (LIB SKILLS 1/591400)

Students will recognize library and book terms; print non-print, and electronic resources; and ABC order. They will select and check out books and learn proper library media citizenship.

LIBRARY MEDIA SKILLS 1 (LIB SKILLS 1/591401)

Students will identify parts of a book, print and non-print resources, and learn the organization of materials in the media center. They will read, listen and view various media for enjoyment.

LIBRARY SKILLS 2 (LIB SKILLS 2/591402)

Students will locate and select books on their reading level, recognize author's purpose for writing stories, apply the story elements, learn dictionary skills, and share information with others.

LIBRARY SKILLS 3 (LIB SKILLS 3/591403)

Students will review and apply second grade skills, locate and identify basic reference materials for information, identify the components of a bibliographic record, and select books to read from a variety of classic and contemporary literature from appropriate genres.

LIBRARY SKILLS 4 (LIB SKILLS 4/591404)

Students will review and apply third grade skills, select and access print, non-print, and electronic resources to locate different types of information. They will identify topics suitable for independent learning or in-depth exploration.

MISCELLANEOUS

BASE 7 (BASE 7 / 92500)

BASE 7 (Basic Attitudes, Skills and Experiences) focuses on a variety of life skills and abilities that will assist students' development of responsibility and self-disciplined behaviors. The students work through many decision making and problems solving situations related to career awareness, consumer skills, life style choices, community involvement, lifetime relationships, communications, health management, leadership and citizenship.

BASE 8 (BASE 8 / 92600)

BASE 8 (Basic Attitudes, Skills and Experiences) focuses on a variety of life skills and abilities that will assist students' development of responsibility and self-disciplined behaviors. The students work through many decision making and problems solving situations related to career awareness, consumer skills, life style choices, community involvement, lifetime relationships, communications, health management, leadership and citizenship.

EXPLORING TECHNOLOGY 7 (EXPLOR-TECH 7/240700)

Exploring Technology 7 is a comprehensive, educational program for middle school students concerned with the ways that humans use communication, manufacturing, transportation and construction to adapt to their environment. Content and activities involve students in the use of tools, materials, and processes as well as the use of technology.

EXPLORING TECHNOLOGY 8 (EXPLOR-TECH 8/240800)

Exploring Technology 8 is a comprehensive, educational program for middle school students concerned with the ways that humans use communication, manufacturing, transportation and construction to adapt to their environment. Content and activities involve students in the use of tools, materials, and processes as well as the use of technology.

FAST FORWARD (Asst_Reading / 4832)

Pre-requisite: Novice or partial mastery in ELA on the most recent Smarter Balanced test. This course is a technology based, self-paced program designed to improve student reading comprehension and fluency.

GENERAL COMPUTER APPLICATION 7 (GEN CMPT APP 7 / 284607)

This course helps seventh grade students with keyboarding skills. Students will also explore a wide range of applications including but not limited to word processing, spreadsheets, graphics, and internet use.

GENERAL COMPUTER APPLICATION 8 (GEN CMPT APP 8 / 284608)

This course helps eighth grade students with keyboarding skills. Students will also explore a wide range of applications including but not limited to word processing, spreadsheets, graphics, and internet use.

LEARNING SKILLS AND STRATEGIES (LRN SKILLS / 7653)

The Learning Skills course helps students develop the skills necessary to conduct research, to write reports, and to improve their ability to take tests. In addition, students are given opportunities to further develop the essential skills required to be academically successful in high school.

MATHEMATICS SKILLS IMPROVEMENT

ASSISTED MATHEMATICS (ASST MATH / 3107)

Pre-requisite: Teacher recommendation. Mathematics Skills Improvement is designed to assist students who have demonstrated deficiencies related to mathematics.

ORGANIZATIONAL SKILLS (DVLG GUID / 763300)

Pre-requisite: Teacher recommendation. Students must have been identified through testing to be enrolled in this course.

The Organizational Skills course helps students develop the skills needed to be successful in school, at home and in their future.

READING SKILLS IMPROVEMENT / ASSISTED READING (ASST READING / 4821)

Pre-requisite: Teacher recommendation. Reading Skills Improvement is designed to assist students who have demonstrated deficiencies related to reading.

SOCIALIZATION SKILLS (DVLP GUID / 763300) *Pre-requisite: Teacher recommendation. Students must have been identified through testing to be enrolled in this course.* The Socialization Skills course helps students develop the strategies needed to act more appropriately with his/her fellow students, and to better handle stress and conflict in their personal and school lives.