

# Marion County Schools

[www.marionboe.com](http://www.marionboe.com)

---



---

## Curriculum Course Guide

### Grades K-8

### 2018 -2019

**The Marion County Board of Education reserves the right to edit or change any information contained in this guide.**

# Marion County Board of Education

---

Ms. Mary Jo Thomas, President

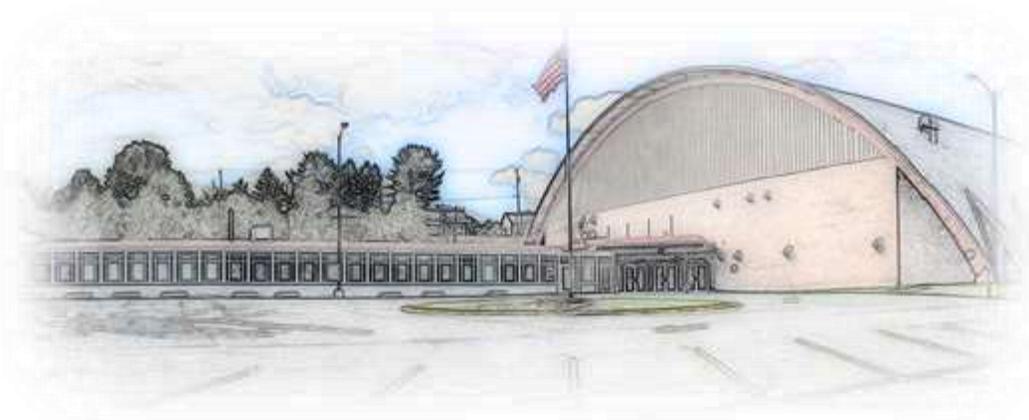
Ms. Donna Costello

Mr. Thomas Dragich

Mr. Blair Montgomery

Mr. Richard Pellegrin

Mr. Gary L. Price, Superintendent



## Marion County Administrative Staff

---

Mr. Randall Farley, Administrative Assistant of Curriculum, Technology & Instruction

Mr. Andy Neptune, Administrative Assistant of Personnel and Student Services

Mr. Chad Norman, Administrative Assistant of Technology

Ms. Gia Deasy, Administrative Assistant of Special Programs

Ms. Jean Hinzman, Director of Title I

Mrs. Terri Atha, School Nutrition Program Director

Mr. Scott Reider, Treasurer

# Table of Contents

---

Introduction.....	4
English Language Arts.....	5
Mathematics.....	6
Science.....	8
Social Studies.....	9
Health .....	11
Physical Education.....	13
Library/Media .....	14
Fine and Performing Arts Education.....	15
Visual Art.....	15
Music.....	16
World Language.....	19
Miscellaneous.....	19



Important Note: The information included in the Curriculum Course Guide is as accurate as possible at the time of printing. Although included in this guide, there may be classes listed that may not be taught because of limited enrollment or other restrictions.

# Introduction

---

The Curriculum Course Guide has been created to help students develop their educational plan. This guide provides important information, guidelines, and descriptions of the courses available to students in Marion County. Courses are based on the West Virginia College and Career Readiness Standards mandated by the West Virginia Department of Education. All West Virginia teachers are responsible for classroom instruction that fosters learning skills, technology tools, and content standards and objectives.

# English Language Arts

---

<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS K</b>
Course Number: <b>400000</b> <b>ENG LA K</b>	In kindergarten, students should be immersed in a literacy-rich environment and have numerous opportunities to engage with complex texts appropriate for kindergarten in order to meet college- and career-readiness expectations. By the end of the programmatic level and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 1</b>
Course Number: <b>400100</b> <b>ENG LA 1</b>	In grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to engage with complex texts appropriate for first grade in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 2</b>
Course Number: <b>400200</b> <b>ENG LA 2</b>	In grades 2, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 3</b>
Course Number: <b>400300</b> <b>ENG LA 3</b>	In grades 3, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 4</b>
Course Number: <b>400400</b> <b>ENG LA 4</b>	In grades 4, students should be exposed to texts that fall in the 740-1010 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 5</b>
Course Number: <b>400500</b> <b>ENG LA 5</b>	In grades 5, students should be exposed to texts that fall in the 740-1010 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 5) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 6</b>
Course Number: <b>400600</b> <b>ENG LA 6</b>	In grade 6, students should be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.
<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 7</b>
Course Number: <b>400700</b> <b>ENG LA 7</b>	In grade 7, students should continue be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

<b>COURSE TITLE:</b>	<b>ENGLISH LANGUAGE ARTS 8</b>
Course Number:  <b>400800</b> <b>ENG LA 8</b>	In grades 8, students should continue to be exposed to texts that fall in the 926-1185 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 8) and over the course of the entire instructional day, the distribution of text types should shift to 45% literary and 55% informational, and writing types should shift to 35% argumentative, 35% informative, and 30% narrative.

# Mathematics

---

<b>COURSE TITLE:</b>	<b>MATH K</b>
Course Code:  <b>300000</b> <b>MATH K</b>	Students in kindergarten will focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The skill progressions begin in kindergarten as foundational understanding of numeracy.
<b>COURSE TITLE:</b>	<b>MATH 1</b>
Course Code:  <b>300100</b> <b>MATH 1</b>	Students in the first grade will focus 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 repeating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.
<b>COURSE TITLE:</b>	<b>MATH 2</b>
Course Code:  <b>300200</b> <b>MATH 2</b>	Students in the second grade will focus 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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.
<b>COURSE TITLE:</b>	<b>MATH 3</b>
Course Code:  <b>300300</b> <b>MATH 3</b>	Students in the third grade will 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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.
<b>COURSE TITLE:</b>	<b>MATH 4</b>

Course Code: <b>300400</b> <b>MATH 4</b>	Students in the fourth grade will focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning.
<b>COURSE TITLE:</b>	<b>MATH 5</b>
Course Code: <b>300500</b> <b>MATH 5</b>	Students in the fifth grade will focus 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; (3) developing an understanding of volume. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in fifth grade will continue developing mathematical proficiency in developmentally-appropriate progressions of standards.
<b>COURSE TITLE:</b>	<b>MATH 6</b>
Course Code: <b>300600</b> <b>MATH 6</b>	Students in the sixth grade will focus 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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in sixth grade will continue developing mathematical proficiency in a developmentally-appropriate progression of standards.
<b>COURSE TITLE:</b>	<b>MATH 7</b>
Course Code: <b>300700</b> <b>MATH 7</b>	Students in the seventh grade will focus 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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in seventh grade will continue developing mathematical proficiency in a developmentally-appropriate progression of standards.
<b>COURSE TITLE:</b>	<b>MATH 8</b>
Course Code: <b>300800</b> <b>MATH 8</b>	Students in the eighth grade will focus 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; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity and congruence and understanding and applying the Pythagorean Theorem. Mathematical

	habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in eighth grade will continue developing mathematical proficiency in a developmentally-appropriate progression of standards.
--	--

# Science

---

<b>COURSE TITLE:</b>	<b>SCIENCE KINDERGARTEN</b>
Course Number:  <b>60000 SCIENCE K</b>	The Kindergarten Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Kindergarten objectives include physical, life, earth and space sciences and engineering. In the kindergarten objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives.
<b>COURSE TITLE:</b>	<b>SCIENCE 1<sup>ST</sup> GRADE</b>
Course Number:  <b>600100 SCIENCE 1</b>	First Grade Science objectives build on the process skills and add data gathering and reporting. Through a progressive rigorous, inquiry-based program of study, all students demonstrate scientific literacy and the use of 21st century skills in the fields of life science, physical science, and earth and space sciences. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, caring for science materials, and treating living organisms humanely.
<b>COURSE TITLE:</b>	<b>SCIENCE 2<sup>ND</sup> GRADE</b>
Course Number:  <b>600200 SCIENCE 2</b>	Second Grade Science objectives build upon the early stages of experimentation and maintenance of natural curiosity. Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.
<b>COURSE TITLE:</b>	<b>SCIENCE 3<sup>RD</sup> GRADE</b>
Course Number:  <b>600300 SCIENCE 3</b>	The Third Grade Science objectives build upon problem-solving and experimentation moving into a more in-depth study of science. Third Grade Science highlights science-related careers. The study of geology and astronomy expands in Third Grade Science. Collecting and testing materials, recording data, and developing concepts relating to physics and chemistry expand the student's investigative abilities leading to logical conclusions. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.
<b>COURSE TITLE:</b>	<b>SCIENCE 4<sup>TH</sup> GRADE</b>
Course Number:  <b>600400 SCIENCE 4</b>	Fourth Grade Science objectives build on the study of geology, astronomy, chemistry and physics. Fourth Grade Science promotes cooperative learning, group decisions, cultural diversity, and careers. Engineering, Technology, and the Application of Science objectives

	are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.
<b>COURSE TITLE:</b>	<b>SCIENCE 5<sup>TH</sup> GRADE</b>
Course Number:  <b>600500</b> <b>SCIENCE 5</b>	Fifth Grade Science objectives identify, compare, classify and explain our living and designed worlds. Fifth Grade Science expands understanding of earth and sky, life cycles and habitats of organisms, properties, positions and motions of objects and energy. Major content concepts 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. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.
<b>COURSE TITLE:</b>	<b>SCIENCE 6<sup>TH</sup> GRADE</b>
Course Number:  <b>600600</b> <b>SCIENCE 6</b>	Sixth Grade Science objectives build upon students' science understanding from earlier grades and provide deeper understandings in six major content topics: Weather and Climate; Space Systems; Waves and Electromagnetic Radiation; Matter and Energy in Organisms and Ecosystems; Interdependent Relationships in Ecosystems; and Human Interactions. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.
<b>COURSE TITLE:</b>	<b>SCIENCE 7<sup>TH</sup> GRADE</b>
Course Number:  <b>600700</b> <b>SCIENCE 7</b>	Seventh Grade Science objectives build upon students' science understanding from earlier grades and provide deeper understandings in six major content topics: Systems; History of Earth; Energy; Forces and Interactions; Structure, Function, and Information Processing; and Human Interactions. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.
<b>COURSE TITLE:</b>	<b>SCIENCE 8<sup>TH</sup> GRADE</b>
Course Number:  <b>600800</b> <b>SCIENCE 8</b>	Eighth Grade Science objectives build upon students' science understanding from earlier grades and provide deeper understandings in five major content topics: Structure and Properties of Matter; Chemical Reactions; Growth, Development, and Reproduction of Organisms; Natural Selection and Adaptations; and Human Interactions. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students will engage in active inquiries, investigations, and hands-on activities as they develop and demonstrate conceptual understandings and research and laboratory skills described in the objectives. Safety instruction is integrated in all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

## Social Studies

---

<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES K</b>
Course Number:  <b>700000</b> <b>SOC ST K</b>	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.

<b>COURSE TITLE</b>	<b>SOCIAL STUDIES 1</b>
Course Number:  <b>700100</b> <b>SOC ST 1</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 2</b>
Course Number:  <b>700200</b> <b>SOC ST 2</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 3</b>
Course Number:  <b>700300</b> <b>SOC ST 3</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 4</b>
Course Number:  <b>700400</b> <b>SOC ST 4</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 5</b>
Course Number:  <b>700500</b> <b>SOC ST 5</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 6</b>
Course Number:  <b>700600</b> <b>SOC ST 6</b>	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.

<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 7</b>
Course Number:  <b>700700</b> <b>SOC ST 7</b>	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.
<b>COURSE TITLE:</b>	<b>SOCIAL STUDIES 8 – WEST VIRGINIA STUDIES</b>
Course Number:  <b>700800</b> <b>WV STUDIES -8</b>	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.

*Learning is a treasure that will follow its owner everywhere. -Chinese Proverb*

## Health

---

<b>COURSE TITLE:</b>	<b>HEALTH K (KINDERGARTEN WELLNESS)</b>
Course Number:  <b>690000</b> <b>HEALTH K</b>	Kindergarten wellness objectives focus on the development of social skills, a basic understanding of personal health issues, injury prevention, the exploration of nutritious foods and the development of motor skills and movement concepts which are critical to future learning. Learning opportunities should focus on concrete experiences and provide a nurturing environment that promotes positive interaction with adults as well as other children and builds a foundation for practicing good health habits.
<b>COURSE TITLE:</b>	<b>HEALTH 1 (FIRST GRADE WELLNESS)</b>
Course Number:  <b>690100</b> <b>HEALTH 1</b>	The first grade wellness 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 lifetime interpersonal relationships and health habits. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits. First grade continues to develop motor skills and movement concepts that will enable students to learn to enjoy physical activity and enhance future participation in recreational lifetime activities.
<b>COURSE TITLE:</b>	<b>HEALTH 2 (SECOND GRADE WELLNESS)</b>
Course Number:  <b>690200</b> <b>HEALTH 2</b>	Students in second grade will be actively engaged in practicing and developing basic health behaviors and skills. The program continues to build on the development of motor skills and movement concepts from previous grades to enhance enjoyment and proficiency. Students will be provided opportunities to practice physical activities for lifetime health and wellness.
<b>COURSE TITLE:</b>	<b>HEALTH 3 (THIRD GRADE WELLNESS)</b>
Course Number:  <b>690300</b>	Students in third grade will explore the effects of health habits on wellness through decision making and problem solving techniques. Hands-on wellness activities provide experiences that are easily integrated with other third grade subject matter. Grade three wellness standards stress the application of motor skills and movement forms which will lead to

<b>HEALTH 3</b>	enjoyment in more complex skills and activities. Social skills and lifetime wellness principles promote continued participation in regular physical activity.
<b>COURSE TITLE:</b>	<b>HEALTH 4 (FOURTH GRADE WELLNESS)</b>
Course Number:  <b>690400</b> <b>HEALTH 4</b>	Students in the fourth grade will demonstrate wellness behaviors, practice health-enhancing skills and become advocates for their own personal health. Students will propose wellness strategies to develop independence, self-motivation and critical thinking skills. Advancements in proficiency of motor skills and movement concepts allow greater exploration of lifetime physical activities. Fourth grade incorporates vigorous activity to enhance physical development, social skills, and fosters participation in enjoyable physical activity outside the classroom.
<b>COURSE TITLE:</b>	<b>HEALTH 5</b>
Course Number:  <b>690500</b> <b>HEALTH 5</b>	Grade five represents the beginning of an important time in the social, emotional and physical growth of students. Students are assessing future prospects and making important decisions that will shape who they become as adults. Because of these factors, the health education curriculum will focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers and society on individual decisions and actions and improving proficiency and confidence with skills that will enhance health and safety. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns, self-acceptance, and the effects of physical activity and nutrition on personal health, growth and self-concept. By examining attitudes toward tobacco, alcohol and other drug non-use, students should recognize the benefits of being drug-free. Respect for individuality and independence are incorporated into the delivery of the fifth grade curriculum.
<b>COURSE TITLE:</b>	<b>HEALTH 6</b>
Course Number:  <b>690600</b> <b>HEALTH 6</b>	The sixth grade health objectives address many important social, emotional and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically 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 abilities to plan physical activities and nutritional practices to promote good health. They also recognize the relationship of body image and weight maintenance. Teaching strategies should provide students with opportunities to work in small groups and express individual opinions.
<b>COURSE TITLE:</b>	<b>HEALTH 7</b>
Course Number:  <b>690700</b> <b>HEALTH 7</b>	Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing safe, health enhancing group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. 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. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access and use available information and services to enhance and advocate for health.
<b>COURSE TITLE:</b>	<b>HEALTH 8</b>
Course Number:  <b>690800</b> <b>HEALTH 8</b>	The eighth grade health education objectives provide opportunities for students to practice decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety for 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. Multiple teaching strategies

	and activities enhance the student's experience and perceived relevance of health education. Students learn to access, use, critically evaluate and apply health information and services
--	---

# PHYSICAL EDUCATION

---

<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION K</b>
Course Number: <b>660000</b> <b>PHYS ED K</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 1</b>
Course Number: <b>660100</b> <b>PHYS ED 1</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 2</b>
Course Number: <b>660200</b> <b>PHYS ED 2</b>	Students build on the development of motor skills and movement concepts from previous grades to further enhance enjoyment and proficiency.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 3</b>
Course Number:  <b>660300</b> <b>PHYS ED 3</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 4</b>
Course Number:  <b>660400</b> <b>PHYS ED 4</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 5</b>
Course Number:  <b>660500</b> <b>PHYS ED 5</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 6</b>
Course Number:  <b>660600</b> <b>PHYS ED 6</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 7</b>
Course Number:  <b>660700</b> <b>PHYS ED 7</b>	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.
<b>COURSE TITLE:</b>	<b>PHYSICAL EDUCATION 8</b>
Course Number:	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

<b>660800</b> <b>PHYS ED 8</b>	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.
-----------------------------------	---

## Library/Media

---

<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS K</b>
Course Number:  <b>591400</b> <b>LIB SKILLS K</b>	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.
<b>COURSE TITLE</b>	<b>LIBRARY/MEDIA SKILLS 1</b>
Course Number:  <b>591401</b> <b>LIB SKILLS 1</b>	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.
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 2</b>
Course Number: <b>591402</b> <b>LIB SKILLS 2</b>	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.
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 3</b>
Course Number:  <b>591403</b> <b>LIB SKILLS 3</b>	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.
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 4</b>
Course Number:  <b>591404</b> <b>LIB SKILLS 4</b>	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
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 5</b>
Course Number:  <b>591405</b> <b>LIB SKILLS 5</b>	Students will demonstrate exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. They will critically and competently access information from a variety of sources. Students will efficiently use organizational features, reference tools, and bibliographic records. They will automatically evaluate and use note taking skills to create a final product.
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 6</b>
Course Number:  <b>591406</b> <b>LIB SKILLS 6</b>	Students will demonstrate exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. They will critically and competently evaluate and select a wide variety of materials for research purposes. They will independently follow the basic steps in the information search process. The students will efficiently and effectively use correct note taking skills and bibliographic format.
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 7</b>
Course Number:  <b>591407</b> <b>LIB SKILLS 7</b>	The students will demonstrate exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. They will critically and accurately evaluate and select the most appropriate materials for research purposes. They will accurately state a purpose for research. The students will independently identify and follow the basic steps in the information search

	process. He/she will efficiently and accurately identify and use correct note taking strategies and bibliographic formats
<b>COURSE TITLE:</b>	<b>LIBRARY/MEDIA SKILLS 8</b>
Course Number:  <b>591408</b> <b>LIB SKILLS 8</b>	The students will demonstrate exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy The students will critically evaluate and utilize primary and secondary sources representing a variety of views. They will effectively evaluate selected information and locates supplemental sources. The students independently identify the purpose of research and accurately records concise notes and appropriate bibliographic formats.

## Fine and Performing Arts Education: Visual Art

---

<b>COURSE TITLE:</b>	<b>ART K</b>
Course Number:  <b>320000</b> <b>ART K</b>	Kindergarten children explore art. Students learn to use tools properly for drawing, painting, printing and sculpture. Children explore colors and the use of lines and shapes and textures in artworks. The subject matter of art will center on the children's own environment, allowing expression of feelings and discussion about their own creations which lays the beginning foundations for 21 <sup>st</sup> Century Learning and Thinking Skills and Content.
<b>COURSE TITLE:</b>	<b>ART 1</b>
Course Number:  <b>320100</b> <b>ART 1</b>	Children in first grade make paintings, collages, and three-dimensional art works. They explore the elements of design which include color, line, form, shape, space, value and texture. Children use art to communicate their ideas and feelings. Students explore art in their own environment, nature, and other cultures which demonstrates 21 <sup>st</sup> Century global awareness, visual literacy and other skills. Teachers stress correct and safe use of materials. Children see connections between the arts and other disciplines.
<b>COURSE TITLE:</b>	<b>ART 2</b>
Course Number:  <b>320200</b> <b>ART 2</b>	At the second grade level, children learn about printmaking and sculpture processes and build upon prior knowledge of the 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 which contributes to civic literacy. 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 demonstrating 21 <sup>st</sup> Century Content, as well as Learning and Thinking Skills.
<b>COURSE TITLE:</b>	<b>ART 3</b>
Course Number:  <b>320300</b> <b>ART 3</b>	Children learn to identify and use complementary colors, organic forms, foreground, middle ground and background, repetition and overlapping. Children create portraits and illustrate stories. They explore how art reflects emotion. Children continue to develop creative problem solving skills as they see connections between the visual arts and other disciplines which demonstrates 21 <sup>st</sup> Century Communication and Life skills along with Learning and Thinking skills.
<b>COURSE TITLE:</b>	<b>ART 4</b>
Course Number:  <b>320400</b> <b>ART 4</b>	Students in Grade 4 learn to identify and use tints and shades. They create additive and subtractive sculpture. They develop creativity in the use of realistic, abstract, and/or non-objective symbols. Students learn about the past and the reasons art is created which contributes to global awareness. They identify the work of artists and characteristics that make it unique which demonstrates communication skills. Students use 21 <sup>st</sup> Century technology and online resources developing media literacy skills.
<b>COURSE TITLE:</b>	<b>ART 5</b>

Course Number: <b>320500</b> <b>ART 5</b>	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.
<b>COURSE TITLE:</b>	<b>ART 6</b>
Course Number: <b>320600</b> <b>ART 6</b>	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.
<b>COURSE TITLE:</b>	<b>ART 7</b>
Course Number: <b>320700</b> <b>ART 7</b>	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.
<b>COURSE TITLE:</b>	<b>ART 8</b>
Course Number: <b>320800</b> <b>ART 8</b>	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.

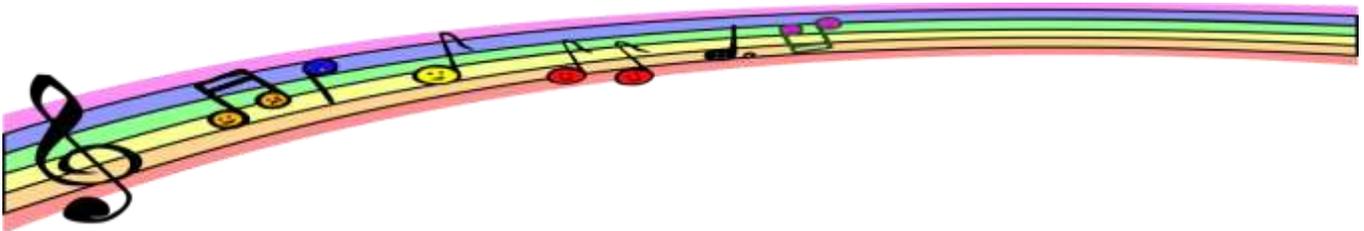
## Fine and Performing Arts Education: Music

---

<b>COURSE TITLE:</b>	<b>GENERAL MUSIC K</b>
Course Number: <b>360000</b> <b>GEN MUSIC K</b>	Kindergarten students explore the world of music through singing, playing instruments, moving and listening. They develop a beginning recognition of simple music notation and an awareness of the singing voice. Opportunities are provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness is introduced to the student through experiencing the music of other cultures. Collaboration skills are emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills are sharpened as students are taught to actively listen and respond to what they hear. Their creativity and problem-solving skills are developed through simple composition and improvisation. Students begin relating music to other disciplines, including literature, math, science, and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 1</b>
Course Number: <b>360100</b> <b>GEN MUSIC 1</b>	First grade students will continue to explore the world of music through singing, playing instruments, moving and listening. They continue to develop recognition of simple music notation and an awareness of the singing voice. Opportunities are provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness is introduced to the student through experiencing the music of other cultures. Collaboration skills are emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills are sharpened as students are taught to actively listen and respond to what they hear. Their creativity and problem-solving skills are developed through

	simple composition and improvisation. Students begin relating music to other disciplines, including literature, math, science, and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 2</b>
Course Number: <b>360200</b> <b>GEN MUSIC 2</b>	Second grade students will continue to explore the world of music through singing, playing instruments, moving and listening. They continue to develop recognition of simple music notation and an awareness of the singing voice. Opportunities are provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness is introduced to the student through experiencing the music of other cultures. Collaboration skills are emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills are sharpened as students are taught to actively listen and respond to what they hear. Their creativity and problem-solving skills are developed through simple composition and improvisation. Students begin relating music to other disciplines, including literature, math, science, and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 3</b>
Course Number: <b>360300</b> <b>GEN MUSIC 3</b>	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 the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 4</b>
Course Number: <b>360400</b> <b>GEN MUSIC 4</b>	Fourth grade students will continue to develop further independence in the use of the singing voice. Additional terms are added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 5</b>
Course Number: <b>360500</b> <b>GEN MUSIC 5</b>	Fifth grade students will continue to develop further independence in the use of the singing voice. Additional terms are added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history and visual art.
<b>COURSE TITLE:</b>	<b>GENERAL MUSICS 6</b>
Course Number: <b>360600</b> <b>GEN MUSIC 6</b>	Sixth grade students continue to build proper singing technique. Student creativity and problem-solving are demonstrated through interpretation, improvisation, and composition of music. Students increase their civic literacy through singing both patriotic songs and the songs of West Virginia. Global awareness is further expanded through performing and listening to music of other cultures. Students explore the role of the musician in society and careers in music. Students relate music to other disciplines through the study of acoustics and the study of history as it relates to the evolution of musical style.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 7</b>
Course Number:	Seventh grade students continue to build proper singing technique. Student creativity and problem-solving are demonstrated through interpretation, improvisation, and composition

<b>360700 GEN MUSIC 7</b>	of music. Students increase their civic literacy through singing both patriotic songs and the songs of West Virginia. Global awareness is further expanded through performing and listening to music of other cultures. Students explore the role of the musician in society and careers in music. Students relate music to other disciplines through the study of acoustics and the study of history as it relates to the evolution of musical style.
<b>COURSE TITLE:</b>	<b>GENERAL MUSIC 8</b>
Course Number: <b>360800 GEN MUSIC 8</b>	Eighth grade students continue to build proper singing technique. Student creativity and problem-solving are demonstrated through interpretation, improvisation, and composition of music. Students increase their civic literacy through singing both patriotic songs and the songs of West Virginia. Global awareness is further expanded through performing and listening to music of other cultures. Students explore the role of the musician in society and careers in music. Students relate music to other disciplines through the study of acoustics and the study of history as it relates to the evolution of musical style.
<b>COURSE TITLE:</b>	<b>CHORAL MUSIC 6</b>
Course Number: <b>361600 CHRL MUSIC 6</b>	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
<b>COURSE TITLE:</b>	<b>CHORAL MUSIC 7</b>
Course Number: <b>361700 CHRL MUSIC 7</b>	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
<b>COURSE TITLE:</b>	<b>CHORAL MUSIC 8</b>
Course Number: <b>361800 CHRL MUSIC 8</b>	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
<b>COURSE TITLE:</b>	<b>INSTRUMENTAL MUSIC 6</b>
Course Number: <b>363600 INSTR MUSIC 6</b>	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.
<b>COURSE TITLE:</b>	<b>INSTRUMENTAL MUSIC 7</b>
Course Number: <b>363700 INSTR MUSIC 7</b>	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.
<b>COURSE TITLE:</b>	<b>INSTRUMENTAL MUSIC 8</b>
Course Number: <b>363800 INSTR MUSIC 8</b>	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

---

<b>COURSE TITLE:</b>	<b>FRENCH EXPLORATION</b>
Course Number: <b>562000</b> <b>FRENCH EXPL</b>	Exploratory students are exposed to basic conversational vocabulary. They repeat and imitate the sounds of the target language and engage in memorized, short conversations. They learn about foods, holidays, and customs and family traditions of the target culture.
<b>COURSE TITLE:</b>	<b>FRENCH I B Grade 8</b>
Course Number: <b>5621B8</b> <b>FRENCH IB</b>	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.  <i>Grade 8 Prerequisite: Students must have completed French 1A.</i>
<b>COURSE TITLE:</b>	<b>SPANISH EXPLORATION 7</b>
Course Number: <b>566007</b> <b>SPANISH EXPL7</b>	Exploratory students are exposed to basic conversational vocabulary. They repeat and imitate the sounds of the target language and engage in memorized, short conversations. They learn about foods, holidays, and customs and family traditions of the target culture.
<b>COURSE TITLE:</b>	<b>SPANISH EXPLORATION 8</b>
Course Number: <b>566008</b> <b>SPANISH EXPL8</b>	Exploratory students continue to be exposed to conversational vocabulary. They repeat and imitate the sounds of the target language and engage in memorized, short conversations. They continue to learn about foods, holidays, and customs and family traditions of the target culture.
<b>COURSE TITLE:</b>	<b>SPANISH 1 B</b>
Course Number: <b>5661B8</b> <b>SPANISH IB</b>	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.  <i>Grade 8 Prerequisite: Students must have completed Spanish 1A.</i>

# Miscellaneous:

---

<b>COURSE TITLE:</b>	<b>BASE LIFE BASICS (5-8)</b>
Course Number: <b>092200</b> <b>LIFE</b>	The Skill Sets in this course explore the basic life management skills required to develop responsible and disciplined behaviors leading to self-sufficiency in adulthood. Life Basics is recommended as an elective middle school precursor to any CTE concentration. Students utilize problem-solving techniques and participate in hands-on activities to develop an understanding of course concepts. Students are encouraged to become active members of a student organization. Teachers should provide each student with real world learning opportunities and instruction. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and skill sets
<b>COURSE TITLE:</b>	<b>TELEVISION PRODUCTION APPLICATIONS</b>
Course Number: <b>168500</b> <b>COMTEC-TV</b>	This course is designed to teach students about electronics, filming, writing scripts, proper grammar and mechanics and various components of technology. They will also learn and demonstrate elements of Microsoft Office. They will gain self-confidence while

	experiencing activities in front of a camera. Editing and making presentations in front of a camera are also major components.
<b>COURSE TITLE:</b>	<b>MIDDLE EXPLORING TECHNOLOGY 7</b>
Course Number: <b>240700 EXPLR TECH 7</b>	This course will introduce students to a variety of ways that people use communication, manufacturing, transportation and construction to adapt to their environment. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA) which is an integral component of the program and provides curricular opportunities that enhance student achievement.
<b>COURSE TITLE:</b>	<b>MIDDLE EXPLORING TECHNOLOGY 8</b>
Course Number: <b>240800 EXPLR TECH 8</b>	This course will continue to teach students a variety of ways that people use communication, manufacturing, transportation and construction to adapt to their environment. Students will utilize problem-solving techniques and manipulative skills while completing laboratory activities to develop an understanding of course concepts. Safety instruction is integrated into all activities. Students are encouraged to become active members of the Technology Student Association (TSA) which is an integral component of the program and provides curricular opportunities that enhance student achievement.
<b>COURSE TITLE:</b>	<b>GENERAL COMPUTER</b>
Course Number: <b>284600 GEN CMPT</b>	This course will allow the student to become a more critical thinker and problem solver and use technology tools to solve problems and make decisions related to classroom assignments. They will create products that reflect a growing understanding of visual language and effective use of technology tools. The students will use expanded features of spreadsheet, database and presentation software and use telecommunications to publish information. They will demonstrate a sound understanding of the nature and operation of technology systems and will effectively use telecommunications tools for research, collaboration and communication.
<b>COURSE TITLE:</b>	<b>FAST FORWARD</b>
Course Number: <b>483200 ASST READING</b>	This course is a technology based, self-paced program designed to improve student reading comprehension and fluency.  <i>Pre-requisite: Scoring a Level I or Level II on the ELA portion of the West Virginia General Summative Assessment. This course is a technology</i>
<b>COURSE TITLE:</b>	<b>LEARNING SKILLS AND STRATEGIES</b>
Course Number: <b>765300 LRN SKILLS</b>	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.
<b>COURSE TITLE:</b>	<b>RETEACH/ENRICHMENT 7</b>
Course Number: <b>765607 RETEAC/ENRH7</b>	This course will assist students' in developing mastery of skills necessary to be academically successful and enhance mastery of standards.
<b>COURSE TITLE:</b>	<b>RETEACH/ENRICHMENT 8</b>
Course Number: <b>765608 RETEAC/ENRH8</b>	This course will assist students' in developing mastery of skills necessary to be academically successful and enhance mastery of standards.
<b>COURSE TITLE:</b>	<b>LINKS (LEARNING INDIVIDUALIZED NEEDS KNOWLEDGE AND SKILLS</b>
Course Number: <b>767600 LINKS</b>	<i>LINKS is a grade 5-12 West Virginia Student Advisement Model and is research-based and standards-based. This website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for West Virginia middle and high school students.</i> The purpose of LINKS is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one consistent adult who facilitates weekly lessons and serves as an advocate for their students. LINKS provides a vehicle for schools to 'link' to other school and community initiatives and develops the whole child through a system of individualized supports for each

	student. The LINKS curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing <u>six major skills areas</u> :
<b>COURSE TITLE:</b>	<b>BASE 7</b>
Course Number: <b>925000</b> <b>BASE 7</b>	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.
<b>COURSE TITLE:</b>	<b>BASE 8</b>
Course Number: <b>926000</b> <b>BASE 8</b>	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.

*If your plan is for one year, plant rice.*

*If your plan is for ten years, plant trees.*

*If your plan is for a hundred years, educate children.*

*-Confucius*

Marion County Schools

1516 Mary Lou Retton Drive

Fairmont, WV 26554

Phone 304-367-2100 Fax 304-367-2111

<http://marionboe.com>

GLD/2018  
REVISIONS 8/21/2018

