

SOUTH GIRARD SCHOOL



2017-2018 Course Selection Guide

South Girard School

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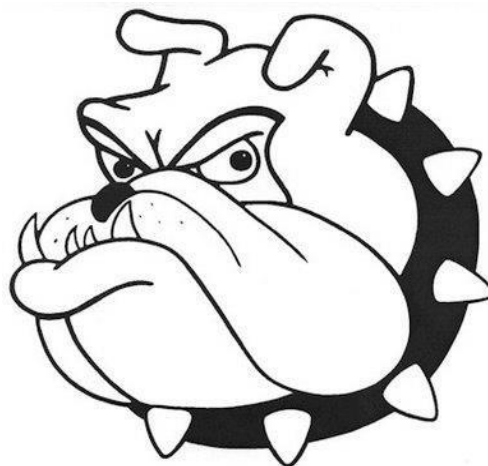
Title IX (Equal Opportunity)

The Phenix City Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

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Family Educational Rights and Privacy Act **(FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Parents are guaranteed the right to inspect and review the educational records of their children. Personally identifiable records can be released either with prior parental consent or to an official with legitimate educational interest.

SOUTH GIRARD SCHOOL

INTRODUCTION

The goal of South Girard School is to provide an educational program that will empower all students to make choices and meet the challenges of the 21st century. The following steps outline the process used in selecting courses for the 2017-2018 school year.

1. A representative from South Girard will meet with 7th grade students at (PCIS) Phenix City Intermediate School and present the curriculum guide.
2. Students and parents will study the curriculum guide and make choices regarding the student's course offerings. This form will be returned to the counselor/teacher at PCIS.
3. The SGS counselor will meet with the students individually to ensure they have completed the registration form.

SCHEDULE CHANGES

Schedule changes are addressed on an individual basis. The parent or student will complete a *Request for Schedule Change* form and return it to the counselor.

Required Immunizations

The registration process for the Phenix City School begins in the spring of each year and is designed to facilitate a smooth school opening. Students are expected to provide a current up-to-date Alabama immunization record prior to the beginning of the school year. This document should be maintained throughout the student's attendance in school. If this immunization document is not current, initial school attendance may be delayed.

GENERAL FEES

PE Locker Rental	\$5/year
Hall Locker Rental	\$5/year
Summer School	\$50 per course

OPTIONAL FEES

Ipad Usage Fee	\$25
PE Uniform (t-shirt/shorts)	\$18
Band	\$60
Yearbook	\$45

FEES ARE NON-REFUNDABLE

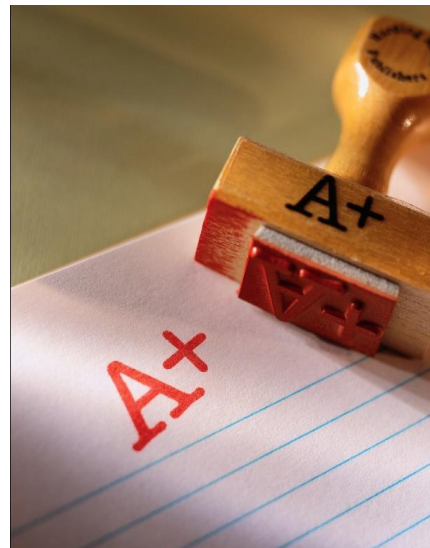


Promotion Requirements to Central Freshman Academy

Students must earn three (3) out of the four (4) credits in their core classes which include math, science, English, and history. Credits will be earned by scoring a 60 or above average for both semesters.

Students must earn two and one half (2 ½) out of the three (3) semester credits in their electives which may include any combination of physical education, enrichment, career preparedness, band, robotics, digital media, engineering or any other elective course offered.

Students wishing to participate in athletics and or extracurricular activities at the Freshman Academy must adhere to the No Pass/No Play rules outlined by the Alabama High School Athletic Association. For students going to the 9th grade to be eligible to play a sport, he/she must pass 6 out of 7 subjects and maintain an overall 70 average.



GRADING INFORMATION

The grading system at South Girard School will reflect the student's actual performance in all facets of learning. The following grading scale will be used:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 – Below = F

Report cards are issued at the end of each nine week grading period. Report cards will give numerical as well as letter grades.

4 Year Plan

There are four steps in the development of the 4-Year Plan. First, the student participates in an assessment of personal skills, interests, and abilities. Second, the assessment results are analyzed and the student identifies the connections between his or her skills, interests, and abilities to discover which cluster, pathway, or occupation for which he or she is best suited. Next, the student correlates personal preferences, education, and training with workforce requirements to determine postsecondary needs. The final step in the process is where the student, with assistance from the professional school guidance counselor, and with parent approval, determines the available secondary course requirements and opportunities that will enhance his or her success in postsecondary education and in the workforce. Through this process students gain an understanding of the relationship of academics to the world of work and to life at home and in the community.

Looking Ahead: Thinking about your Transition Year of Junior High School

Before beginning your junior high year, there are some important points you should consider that will affect your plans for high school:

1. What are your academic strengths and weaknesses?
2. In what school and non-school related extracurricular activities will you participate, and how will these activities affect your study time?
3. What careers are related to your interests and abilities?
4. Do you plan to continue your education after high school? At a junior college? At a four year college? At a technical school? Do you plan to work before continuing your education?

In considering these points, the decisions you make will enhance your experience at South Girard to get you ready for high school. You will be better equipped to make decisions about the direction your education will take in high school to prepare you for your adult life. Junior high school is the prime time to begin making your educational plan. Share your ideas and concerns with your parents, teachers, counselor, friends, and anyone else who is involved in supporting you. Although it is primarily your responsibility, the development of your educational plan cannot be accomplished without the assistance of these people.



TAKE TIME TO DO IT RIGHT!!!

The effort you put forth in your classes and your participation in activities, clubs, and sports will have a direct bearing on future career decisions. Counselors and teachers will work with you to develop a clear understanding of expectations of junior high school as well as prepare you to enter Central Freshman Academy ready to begin working toward your educational and career goals. The curriculum at South Girard School is designed to assure each student a comprehensive, balanced program to build a sense of achievement and the necessary background to pursue personal goals. Individual interests, abilities, aptitudes, and aspirations will be the determining factors in helping students plan their curriculum for high school. Course selection is not a task to be taken lightly. You are encouraged to make careful considerations as your choices are made.

STANDARDIZED TESTING INFORMATION

ACT ASPIRE

ACT Aspire will provide educators and parents with the insights they need to help students get and stay on track by better connecting assessment to teaching and learning.

ACT Aspire will include summative assessments that measure how much students have learned over time, as well as aligned classroom-based assessments that help educators better understand students' learning needs in individual classes throughout the school year. The aligned assessments will inform teachers about students' progress toward specific learning standards, so they can better tailor their instruction and resources to help students learn.



ACCESS

- Only for English Language Learners
- Evaluates individual student progress and when they are prepared for exiting EL services.

ALABAMA ALTERNATE ASSESSMENT (AAA)

- Only available to Special Education students working on the state's "extended standards" due to significant cognitive deficits.
- Teacher-designed lessons and tasks elicit work samples to reflect skills and knowledge required

Innovative Academic Opportunities

South Girard provides the following programs that allow our students to accelerate and/or catch up through technology and distance learning. The programs described below provide alternate academic choices to assist students in customizing their academic journey to meet their post-secondary goals.

Spring School

This program is used for those students who failed to earn credit in core academic course(s) during the first semester. In order to stay on track for promotion to the 9th grade, students will be allowed to make up a maximum of one class during spring school.

Edgenuity Software

This software allows students to take basic Internet courses in English, science, history, and math. We use this software for students who get placed at the alternative school and/or long term CARE placement.

It is interactive software where recorded instruction is given with notes, lectures, quizzes and tests. All work can be done from any accessible Internet location, but tests must be taken in the presence of a certified teacher. Courses are student-driven, so they can work at an accelerated pace.

Summer School

This program is for those students who did not meet the requirements for promotion to the ninth grade. Students will be allowed to take a maximum of two classes during summer school.

Summer School will focus on the Alabama Course of Study to ensure that students have mastered content in order to be successful in the ninth grade.

The cost for Summer School is \$50 per class. In order to receive credit, students must successfully complete all assignments and not miss more than two (2) days during the program.

SPECIAL SERVICES

For more information about any of the following special services call the Phenix City Board of Education Special Education Department at (334) 298-0534.

Every Student Succeeds Act

In accordance with Phenix City Board of Education policy, this school will provide a free and appropriate public education to the following groups: homeless, migratory, neglected and delinquent students. This policy dictates that enrollment will be provided pending removal of any and all barriers to the same free and appropriate public education.

Child Find

Child Find is a component of Individuals with Disabilities Education Act that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

Student Support Team (SST)

This team is a designated school-based committee designed to meet the needs of general education at-risk students that is composed of regular education teachers, administrators, counselors, and others as needed. This committee addresses discipline, drop out, academic and behavioral student challenges. It also provides immediate support and progress monitoring when addressing classroom concerns.

Special Education - Individuals with Disabilities Education Act (IDEA)

Students identified by school system personnel as qualifying for special education services receive those services in the least restrictive environment for the individual student. Services are primarily delivered through inclusion in the regular education classroom and/or the resource room as outlined in the students Individual Education Plan (IEP). A certified and highly qualified faculty member works closely with the student to deliver instruction. The special education teacher oversees the implementation of the IEP for students identified as being in need of

special education services and is the primary contact for issues related to the student's IEP.

Gifted Education

The Phenix City Board of Education recognizes that all students identified as gifted in our system have the right to an appropriate education that provides educational interventions, which sustain, challenge, and ensure continued growth. The Phenix City Gifted Education Program is designed to identify students who demonstrate high intellectual capacity, high academic proficiency, and/or exceptional talent in expression or leadership. This program includes specific measures designed to identify culturally diverse gifted students and ensures that no student will be excluded from either referral or participation in the gifted program because of behavior.

English Learner Program (EL)

The English Learner (EL) program emphasizes mastery of English language skills and content area concepts for students who do not speak English as their primary language and may have limited English proficiency (LEP). This program enables the student to participate effectively in the regular academic program.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a national law that protects qualified individuals from discrimination based on their disability. The Phenix City Board of Education employs formalized procedures and guidelines to insure that our school district is in compliance. Section 504 protects persons with a physical or mental impairment which substantially limits one or more major life activity, including but not limited to, caring for one's self, walking, seeing, hearing, speaking, breathing, performing manual tasks, learning, communicating, concentrating and reading. Additional information, eligibility requirements, and a copy of the Section 504 guidelines may be obtained from the Phenix City Public Schools Special Education Department.

ENGLISH COURSES

English 8

The English 8 program is designed to meet the educational goals of students through the study of reading, writing, listening, and speaking. Literature, in a variety of forms, is studied not only for its own appreciation, but also in conjunction with the social studies program to provide an interdisciplinary approach to learning. Grammar and composition units are studied as well as research skills, including internet research, and culminate with the writing of a formal research paper.



English 9 Honors (1 HS Credit - 1/2 Each Semester)

In addition to the regular course of study material covered in English 9, English 9 Honors emphasizes critical thinking skills, literary analysis, essay writing, and group discussion. This course is geared towards above-average, well-motivated students and moves at a rapid pace. Summer reading of a book that will be determined by the teacher and a corresponding assignment and test are required and can be found on the school website. Both the assignment and test are valued at two test grades each. A study skills unit is also included in this course.

In order for the student to receive the high school credit, the 80/80 semester rule applies. This means that the student must have a semester average of 80 or above and have mastery of 80% of the standards taught. This percentage of mastery is determined by Mastery Connect.

Prerequisite: Completion of English 8 in the Accelerated Academy at PCIS.

MATHEMATICS COURSES

Pre-Algebra

This course will place a strong emphasis on the continued study of integers, order of operations, variables, expressions, and equations. Students will solve and graph equations and inequalities, write and solve proportions, and explore geometry, statistics, and graph concepts. Problem solving will be emphasized throughout the course.

Students will move on to Algebra I or Algebra IA during the ninth grade.



Honors Algebra I (1 HS Credit - 1/2 Each Semester)

This course is designed to develop a mathematics vocabulary and to cover the fundamental ideas and techniques of algebra. This course is fast paced and a study of equations, algebraic expressions, word problems, rules of exponents, polynomials, factoring, functions and graphs. A primary theme of the course is the renaming of one expression into an equivalent expression.

In order for the student to receive the high school credit, the 80/80 semester rule applies. This means that the student must have a semester average of 80 or above and have mastery of 80% of the standards taught. This percentage of mastery is determined by Mastery Connect.

Prerequisite: Completion of Pre-Algebra in the Accelerated Academy at PCIS.

SCIENCE COURSE

Physical Science

Physical Science is the study of natural science and nonliving matter. It includes several areas of study, such as physics, chemistry, energy, waves, electricity and magnetism. Differentiated strategies and challenging activities are used to provide opportunities for students to be engaged in the learning process. The curriculum is also expanded by incorporating research, technology and applying real world situations to learning.

Biology Honors (1 HS Credit - 1/2 Each Semester)

An advanced, fast paced, science course with rigorous academic standards. Topics include an in depth study of cells and organization, chemistry of life, metabolism, and energy transformation within organisms and environmental systems, interdependence of organisms, genetics, heredity, and adaptations, classification of plants and animals. In addition to research based class work and activities, students will also engage in laboratory experiences and independent projects.

In order for the student to receive the high school credit, the 80/80 semester rule applies. This means that the student must have a semester average of 80 or above and have mastery of 80% of the standards taught. This percentage of mastery is determined by Mastery Connect.

Prerequisite: Completion of Physical Science 8 in the Accelerated Academy at **PCIS**.

SOCIAL STUDIES COURSE

World History

The curriculum of 8th grade Ancient World History covers the time period from Neolithic man to the early Renaissance. This course traces the development of civilization through analysis of the political and social systems of Mesopotamia, Egypt, Greece, Rome, China, Imperial Japan, India, and Medieval Europe. Students also learn the main beliefs and practices for all five major world religions including: Christianity, Judaism, Islam, Hinduism, and Buddhism.

Throughout the curriculum the students focus on the connection of the ancient world to that of today.

Advanced World History

In a dvanced world history, the students follow the 8th grade world history curriculum as well as participating in various enrichment activities. These activities include, but are not limited to, National History Day, Future Problem Solving, and varied writing competitions.

Prerequisite: Completion of Accelerated Academy at PCIS.



PHYSICAL EDUCATION

PE Class

All students are enrolled in PE for the entire school year. Students are introduced and participate in the following co-ed units of study: Speedball, Volleyball, Team Handball, Archery, Dance, Basketball, and the Fitness Test. Each unit is developed from the Sport-Ed Module that stresses the importance of cooperation, knowledge and basic skills which will be assessed with a pre/post skill and/or written test.

Students are required to dress out on a daily basis, along with keeping a classroom folder with all handouts, tests and written assignments which are counted in the students' overall grade.

Students may purchase a PE uniform from the school for \$18 or supply their own that conforms to the school's dress code policy and school colors (red, black, white).



Athletic PE

This course will consist of strength and conditioning development through lifting weights, running, agility drills, plyometrics and other exercise techniques to enhance the athletic performance of all athletes. Students are required to dress out daily in order to workout.

Athletes who are playing sports that require travel will ride the athletic bus to their destination daily. They will be picked up at that location after practice.

Students wishing to participate in athletics and or extracurricular activities at the Freshman Academy must adhere to the No Pass/No Play rules outlined by the Alabama High School Athletic Association. For students going to the 9th grade to be eligible to play a sport, he/she must pass 6 out of 7 new subjects and maintain an overall 70 average.

ELECTIVE COURSES

Band

Band is offered to all interested students. Any student who has a desire to play a musical instrument is eligible and will be required to take a basic listening skills test to determine eligibility. Those who have already participated in band at previous schools will be play-tested for placement in an SGS Band class.

There are only a limited number of students that can be enrolled in percussion classes.

There is a band fee of \$40 (full payment is due in September) and a \$60 fundraising fee (full payment due mid April). This covers the first copy of music, band binder, band shirt, and instrument locker rental.

Students are required to have a functioning instrument and participate daily. There are daily participation grades, homework/daily practice, required performances (concerts, solo and ensemble festival and football games) as well as written/playing skills tests administered throughout the school year.

Calendar and other important band information and events will be handled through www.Charmsoffice.com.



Enrichment

This course provides students opportunities for additional practice when learning new skills, remediation of core subjects, sustained silent reading, and preparation and practice for state assessments through high-quality resources. Additionally, the course allows students opportunity to complete homework assignments, conference with teachers or receive individualized tutoring.

Career Preparedness (1 HS Credit – 1/2 Each Semester)

The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience.

In order for the student to receive the high school credit, the 80/80 semester rule applies. This means that the student must have a semester average of 80 or above and have mastery of 80% of the standards taught. This percentage of mastery is determined by Mastery Connect.

Prerequisite: Completion of the Accelerated Academy at PCIS or recommendation by SGS administration based on Aspire scores and grades.



Robotics with Coding



This class combines Science, Technology, Engineering, and Mathematics for a rigorous introduction to the world of Robotics. In the Robotics course, partners will be assigned the use of a LEGO Mindstorms Robotics kit that contains a programmable NXT Intelligent Brick, Ultrasonic Sensor, Interactive Servo Motors, Light, Touch, and Sound Sensors, plus over four hundred LEGO components giving you the necessary pieces to construct a variety of robots. Students will also learn to use the LEGO Mindstorms NXT Programming Software to give their robots ACTION!



White Box Learning

White Box Learning is a complete **Standards-Based STEM Learning System** for Engineering, Science, and Technology Education classrooms, grades 6-12. Completely web-based, students can design, analyze, and simulate their designs, hundreds of times, from a web browser, and compete with other students throughout their district.

This class is a standards-based, cloud-based virtual modeling STEM application that guides students through an engaging, realistic development process of building rockets, mousetrap cars, structures such as bridges, dragsters, gliders and prosthetics. A 3-D model is literally developed in minutes! The simplicity of the modeling process puts focus where it belongs - learning the critically important science, technology, engineering and math (STEM) that lives just below the surface. And it's completely web-based ... how cool is that? Then, "connecting the virtual to the physical," students can print custom templates to build their actual designs.



Digital Media

This course is a project-based curriculum that promotes hands-on learning to develop the foundations of technical literacy while exercising problem-solving, communication, reflection and collaboration skills. The content is designed to integrate instructional goals into application-based learning experiences. Digital Media builds upon prior knowledge and standards in English Language Arts as students progress through the curriculum.

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