



WAKE COUNTY  
PUBLIC SCHOOL SYSTEM

# Wake County Public School

## 2025-2026

### Middle School Planning Guide



The Wake County Public School System Middle School Program is structured to respond to the unique and changing needs of adolescents. Middle school students complete a required core academic program of language arts, mathematics, social studies, science, and healthful living. Students also participate in an elective program that allows them to select courses from an array of offerings such as second languages, the arts, and career and technical education. The actual course selection varies by school and is often dependent on the availability of resources.



Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए नि:शुल्क अनुवाद सेवाएँ चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919) 852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại (919) 852-3303

如果您需要免费翻译服务来了解学校流程，请致电 (919) 852-3303

## Table of Contents

Section I: General Information	4
The Middle School Program	4
Middle School Career Competencies	5
Grading System	5
Students with Special Needs	6
Special Education Course Options	7
Behavior/Autism Support	9
English as a Second Language	10
Section II: Core Program Descriptions	11
Sixth Grade Core Program	11
Seventh Grade Core Program	14
Eighth Grade Core Program	17
Section III: Electives	21
Language Arts Electives	21
Math Electives	21
World Language Electives	22
Arts Education Electives	23
Career and Technical Education Electives	26
Section IV: Planning for Your Future	38
Looking Ahead to the High School Program	38
Scheduling High School Courses for Middle School Students	39
High School Courses Taken at the Middle School	39
Frequently Asked Questions	40
NCVPS	41
Section V: Testing	43
Section VI: Course Codes	44
Explanation of Course Code Digits for Middle Schools	45

**In compliance with federal law, Wake County Public School System administers all education programs, employment activities, and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability.**

**If you have questions or concerns, please visit the following site for further information: <https://www.wcpss.net/non-disc-policy>**

## **Application Middle Schools - Magnet Programs**

Carnage Gifted & Talented/ AIG Basics Magnet Middle School

Carroll Leadership in Technology Magnet Middle School

Centennial Campus Magnet Middle School Center for Innovation

Dillard Drive Center for Global Studies and Spanish Immersion Magnet Middle School

East Cary Center for Global Studies and World Languages Magnet Middle School

East Garner International Baccalaureate MYP /Creative Arts Magnet Middle School

East Millbrook Magnet Middle School Academy of Arts and Design

Ligon Gifted & Talented/ AIG Basics Magnet Middle School

Martin Gifted & Talented Magnet Middle School

Moore Square Gifted & Talented/ AIG Basics Magnet Middle School

Oberlin Global Studies/Language Immersion Magnet Middle School

Reedy Creek Center for the Digital Sciences Magnet Middle School

Wake Young Men's Leadership Academy

Wake Young Women's Leadership Academy

Wendell Magnet Middle School Academy of Design and Creative Arts

West Millbrook International Baccalaureate MYP Magnet Middle School

Zebulon Gifted & Talented Magnet Middle School Center for Advanced Studies and STEM

## Section I: General Information

### The Middle School Program

The Middle School Program provides students with opportunities to question and explore, to achieve and succeed, to belong and participate, and to think and create. Typically, middle schools are organized into interdisciplinary teacher teams in which two to six teachers assume joint responsibility for the instructional program of a given group of students. This organization offers advantages for students, teachers, and parents. For example, while the population of a middle school may be 1,200 students, a sixth grader may be on a team of 50 to 145 students. The teachers on the team, therefore, are able to better personalize instruction to meet the needs of their students.

Essential to students' growth during the middle school years is the development of positive character traits. Listed below are character traits that our school system believes are an important part of every child's education. Whenever possible and appropriate for the grade level, teachers incorporate character education in their lessons and classroom activities.

#### **Courage:**

- Having the determination to do the right thing even when others do not
- Having the strength to follow your conscience rather than the crowd
- Attempting difficult things that are worthwhile.

#### **Good Judgment:**

- Choosing worthy goals and setting proper priorities
- Thinking through the consequences of your actions
- Basing decisions on practical wisdom and good sense

#### **Integrity:**

- Having the inner strength to be truthful, trustworthy, and honest in all things
- Acting justly and honorably

#### **Kindness:**

- Being considerate, courteous, helpful, and understanding of others
- Showing care, compassion, friendship, and generosity
- Treating others as you would like to be treated.

#### **Perseverance:**

- Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement
- Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

#### **Respect:**

- Showing high regard for authority, for other people, for self, for property, and for country
- Understanding that all people have value as human beings.

#### **Responsibility:**

- Being dependable in carrying-out obligations and duties
- Showing reliability and consistency in words and conduct
- Being accountable for your own actions
- Being committed to active involvement in your community

#### **Self-Discipline:**

- Demonstrating hard work and commitment to purpose
- Regulating yourself for improvement and restraining from inappropriate behaviors
- Being in proper control of your words, actions, impulses, and desires
- Choosing abstinence from premarital sex, the use of drugs, alcohol, tobacco, and other harmful substances and unhealthy behaviors
- Doing your best in all situations

## Middle School Career Competencies

The emphasis at the middle school level for career development is on the awareness and refinement of knowledge as it relates to the experience of simulated work tasks. Middle school is the time to discover abilities and interests and to begin to formulate educational and career plans.

The following National Career Development competencies for middle school students represent the knowledge, skills, and abilities students need in order to cope effectively with daily life, to make the transition to the next level of education, and to develop an educational plan to ensure their academic growth and development (National Occupational Information Coordinating Committee—NOICC).

### Self-Knowledge

Competency 1: Knowledge of the influence of a positive self-concept

Competency 2: Skills to interact with others

Competency 3: Knowledge of the importance of growth and change

### Educational and Occupational Planning

Competency 4: Knowledge of the benefits of educational achievement to career opportunities

Competency 5: Understanding the relationship between work and learning

Competency 6: Skills to locate, understand and use career information

Competency 7: Knowledge of skills necessary to seek and obtain jobs

### Career Planning

Competency 8: Understanding how work relates to the needs and functions of the economy and society

Competency 9: Skills to make decisions

Competency 10: Knowledge of the interrelationships of life roles

Competency 11: Knowledge of different occupations and changing male/female roles

Competency 12: Understanding the process of career planning

Middle school counselors, Career Development Coordinators and teachers will work with students using the basic competencies that represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition to the next level of education and to develop an educational plan which will ensure academic development in the 21st century.

### Grading System

**Letter Grades** – Students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if, because of an emergency, they do not complete work by the end of the grading period. The "Incomplete" becomes an "F" if work is not finished by an assigned time. Letter grades have the following numerical values:

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	less than 60

Performance on the End-of-Course test will count as **20%** of the final grade for students enrolled in NC Math 1 or any other high school credit course that requires an EOC. Students enrolled in other high school credit courses will have an exam that counts 20% of the overall grade. Depending on the course, this may be a state, district, or teacher exam.

## **Report Cards**

Report cards are issued within a week following the end of each grading period. At the midpoint of the first and third reporting periods, all students receive interim reports to take home to parents. At the midpoint of the second and fourth reporting periods, students who are failing or whose grades have fallen a letter grade will again receive interim reports.

## **Promotion Requirements**

Wake County Public School System (WCPSS) Policy 3420 - Students in grades 6-8 are expected to achieve State grade level standards demonstrated through assessments and work products. In addition, promotion for 6th, 7th, and 8th grade requires that students must pass Language Arts, Mathematics, either Social Studies or Science, and 50% of their remaining courses. For students at risk of retention, schools will develop an intervention plan and document response to intervention. Achievement will be documented on report cards.

# **Students with Special Needs**

## **Academically and/or Intellectually Gifted (AIG)**

At the middle school level, 6th-8th grade AIG Identified students are served a minimum of 4 times per year in each identified area. AIG teachers at the middle school have the opportunity to serve their students beyond this required service delivery level.

Teachers, administrators, other school staff, students, and/or parents/guardians may nominate students for the AIG Program at any time during the school year.

## **Identification**

WCPSS maintains that a student may demonstrate their giftedness in multiple ways. Therefore, gifted identification practices must be dynamic in order to appropriately assess a student's gift(s). To achieve this, WCPSS employs a process for data collection and analysis of multiple data sources. Both qualitative and quantitative data will be examined to help determine eligibility for gifted programming. Each area of identification (AG Reading, AG Math, IG, AIG) can be assessed with multiple points of data to help the student demonstrate their giftedness. Note: one singular data point will not be used for exclusionary criteria for gifted programming access.

## **Talent Development**

A Talent Development model will be implemented at each elementary and middle school. Talent Development students are defined by being high-performing students that show the potential for gifted identification and/or that have high-performing characteristics as outlined in the referral process.

Middle school AIG teachers will provide identified gifted and talent development students with higher-level thinking opportunities outside of class-based assignments. Other options for developing the 4C's may include project-based learning opportunities and Socratic Seminars.

Middle school students that are identified as gifted, as well as those that are academically advanced, have access to a variety of acceleration opportunities. For more information see the [WCPSS AIG Plan](#).

## **Special Education Services**

All Wake County Public School System middle schools provide services for students with disabilities who meet state criteria for Special Education Services. Students who are suspected of having a disability are typically referred by their parents or by school personnel. The IEP Team will review data and information to determine if an evaluation for special education consideration is necessary. Following the evaluation, if one was completed, an IEP team, to include the parents, determines whether the student is eligible. Every eligible student has an Individualized Educational Program (IEP), which identifies the student's strengths and needs and sets annual goals based on the identified needs. The IEP also reflects accommodations/modifications and specially designed instruction in the least restrictive placement in order for the student to make progress toward their annual goals and toward the general curriculum.

## **Special Education Course Options**

### **Literacy Essentials**

The Literacy Essentials course is designed for a small population of students on Standard Course of Study (SCoS) comprehending significantly below grade level upon entering 6th grade as evidenced by multiple data points. This class replaces English Language Arts (ELA) and will cover reading, writing, speaking, and listening standards using the EL Education curriculum with necessary scaffolds, modifications, and specialized support not possible. Literacy Essentials provides students access to specially designed instruction beyond the scope of services within the general education setting. If students demonstrate deficits in decoding, the Literacy Essentials class may be recommended to be paired with the Middle School Reading Class. Literacy Essentials is *not* intended to cover *both* the ELA standards as well as decoding deficits.

### **Middle School Reading Class (MSRC)**

The MSRC course is designed for students who exhibit specific deficits in phonic decoding and word recognition as evidenced by diagnostic assessment. Intensive, systematic, and explicit instruction will focus on the most basic to advanced phonics skills including spelling. Skills will be taught and practiced until automaticity is achieved at which point fluency will be taught and practiced. Multi-sensory strategies for both reading and spelling may be used to aid in the learning process. Additionally, the identification and meaning of prefixes, suffixes and roots will be addressed with more advanced learners. Pre and post-tests, placement tests, reading and spelling tests will be used to determine mastery as well as inform instruction.

### **Math Essentials**

This course focuses on explicit and systematic instruction in basic number sense and appropriate developmental math learning trajectories. It is designed for a small population of students with emerging numeracy skills who require specially designed instruction in order to support their access beyond the scope of services within the general education setting. Students in this course typically require explicit and systematic specialized math instruction and concrete support of developmental math skills to access grade level math standards through the Open Up Resources (OUR) curriculum.

### **Curriculum Assistance**

The Curriculum Assistance elective (CA) provides specially designed instruction for students who access the standard course of study. The primary focus of CA is to provide specially designed instruction on students' IEP goals, progress monitor IEP goals, and support students in their general education classes. Curriculum Assistance may provide a variety of self-advocacy, organizational or study skills dependent on the needs of the students enrolled in the class. Skills taught in CA may include how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy and Math skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

### **Social Skills Essentials**

This course is designed for concrete learners who need more foundational instruction in managing their behavior. Specialized instruction includes a focus on, but is not limited to, personal emotional knowledge, interpersonal relationships, conversational skills, and coping strategies.

## Social Skills Competencies

The course is designed for abstract learners who already have foundational social skills but need to learn to generalize these skills across settings. Specialized instruction includes a focus on, but is not limited to, managing behaviors, social interpretation and understanding, interpersonal relationships, conversational skills, and coping strategies.

Regular, resource, and separate placements on an academic curriculum are available in every WCPSS middle school. Course options may vary from school to school. Placements in an adapted curriculum may require a student to be assigned to a school different from the base school.

<b>Special Education – General Curriculum Standard Course of Study</b>	
<b>Course Name</b>	<b>Course Code</b>
Independent Study	96102Y0E
Curriculum Assistance 6	96102Y06G
Curriculum Assistance 7	96102Y07G
Curriculum Assistance 8	96102Y08G
Middle School Reading 6	10262Y0H6
Middle School Reading 7	10262Y0H7
Middle School Reading 8	10262Y0H8
Literacy Essentials 6	10562Y0E6
Literacy Essentials 7	10572Y0E7
Literacy Essentials 8	10582Y0E8
Math Essentials 6	20062Y0E6
Math Essentials 7	20072Y0E7
Math Essentials 8	20082Y0E8
Social Skills Essentials	96102Y0P
Social Competencies	96102Y0T

<b>Special Education – Extensions NC Extensions Curriculum</b>	
<b>Course Name</b>	<b>Course Code</b>
Language Arts 6 Extended	1056AY0
Language Arts 7 Extended	1057AY0
Language Arts 8 Extended	1058AY0
Math 6 Extended	2006AY0
Math 7 Extended	2007AY0
Math 8 Extended	2008AY0
Science 6 Extended	3006AY0
Science 7 Extended	3007AY0
Science 8 Extended	3008AY0
Social Studies 6 Extended	4006AY0
Social Studies 7 Extended	4007AY0
Social Studies 8 Extended	4008AY0
World Awareness Extended	96102Y0W
Socialization Leisure Skills	96102Y0X
Adaptive Comp. Extended	96102Y0BB
Prevocational Skills Extend.	96102Y0CC
Employment Adjust. Extended	96102Y0R
Skills in Independent Living	96102Y0DD
Physical Education Extended	60262Y0
Functional Academics	96102Y0HH

## **Behavior/Autism Support**

The Behavior/Autism Support Program is designed for students with significant behavioral concerns as documented by the IEP, including the Behavior Intervention Plan (BIP). The Behavior Support Teacher (BST) or Autism Support Teacher (AST) provides specially designed instruction and documented behavioral monitoring for these students throughout the day in order to facilitate access in the Least Restrictive Environment (LRE). This daily support may include Social Skills Instruction, Replacement Behavior Instruction, Crisis Intervention, Safe Space or Chill Out, Escort, Short-term Stabilization, Re-integration, and general case management. Through collaboration with subject area teachers, administrators, parents as well as other involved persons/agencies, the BST/AST teaches students to self-monitor their academic and behavioral performance; thereby, building capacity for student self-management.

## English as a Second Language

Students whose home language is not English and who are identified as Multilingual Learners may enroll in English as a Second Language (ESL) courses. The focus of the ESL classroom is to help students obtain English proficiency in order to participate fully and successfully in all academic areas.

The ESL Department highly recommends that ESL courses be scheduled as core classes rather than electives. Multilingual Learners miss the opportunity to register for other electives when the ESL courses are scheduled as electives.

### **ESL I (10382Y016-Grade 6; 10382Y017-Grade 7; 10382Y018-Grade 8)**

Recommended class size is a maximum of 10-12 students.

This course for elective credit is recommended for Multilingual Learners at the **comprehensive** level of support (Entering [Level 1] and Emerging [Level 2] on the Reading and/or Writing subtests of the WIDA Screener or ACCESS test).

Students in this course tend to be in Year 1 or Year 2 of schooling in the U.S., have very limited or no English language proficiency, struggle significantly to manage classroom content and require **extensive** scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language.

### **ESL II (10382Y026-Grade 6; 10382Y027-Grade 7; 10382Y028-Grade 8)**

Recommended class size is a maximum of 12-15 students.

This course for elective credit is recommended for Multilingual Learners at the **comprehensive/moderate** level of support (Emerging [Level 2] and Developing [Level 3] on the Reading and/or Writing subtests of the WIDA Screener or ACCESS tests).

Students in this course tend to be in Year 2 or 3 of schooling in the U.S., are able to converse with teachers and peers in English about familiar topics and some academic topics, may be able to manage grade-level content with language-scaffolds and require **moderate** scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language.

### **Advanced Language Support for MLs (Semester or Year Long) (10382Y0A)**

Recommended class size is a maximum of 15 students.

This course for elective credit is designed for Multilingual Learners at the **transitional** level (Developing [Level 3] to Bridging [Level 5] on the Reading and/or Writing subtests of the WIDA Screener or ACCESS tests). These students are not enrolled in either ESL I or ESL II.

Students in this course tend to be in Year 3 or 4 of schooling in the U.S., are able to converse with teachers and peers in English about most academic topics, manage grade-level content with occasional need for support, and participate in classroom activities with **some** language scaffolding.

This course will focus on the finer details of English language, specifically the academic language and skills needed for success in the content classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks.

## Section II: Core Program Descriptions

### Sixth Grade Core Program

Sixth grade students study language arts, mathematics, science, social studies, healthful living and Arts. Each middle school offers a program of electives selected from the courses described in Section III of this guide. In some schools, students may participate in an *exploratory wheel* as part of their elective experience. The wheel may include keyboarding, visual arts, music, dance, and/or theater. In other schools, students may take one or more year-long or semester-long electives.

#### English/Language Arts (10562Y0)

Following the NC State Standards for English Language Arts, sixth graders develop skills in reading, writing, speaking, and listening, and language acquisition through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they develop comprehension strategies, vocabulary, as well as high order thinking skills. Students read a variety of fiction, drama, poetry, and informational text such as memoirs, articles, and essays. During each module of study, students apply skills such as citing evidence, determining theme, and analyzing how parts of the text affect the whole.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students write for a variety of purposes and audiences. Sixth graders also conduct short research projects drawing on and citing several sources appropriately.

Sixth graders practice communication and collaboration skills as they work together, express and listen to ideas, integrate information, and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and shades of meaning that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

#### Mathematics

The North Carolina Standard Course of Study for 6-8 Mathematics consists of two types of standards – Standards for Mathematical Practice that span K-12 and the North Carolina Standard Course of Study for 6-8 Mathematics content specific to each course. The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The North Carolina Standard Course of Study for 6-8 Mathematics content is organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

## Math 6 (20062Y0)

The foci of Math 6 are outlined below by domain.

- **Ratios and Proportional Relationships:** Understand ratio concepts and use ratio reasoning to solve problems.
- **The Number System:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers.
- **Expressions and Equations:** Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations; reason about one variable inequality; represent and analyze quantitative relationships between dependent and independent variables.
- **Geometry:** Solve real-world and mathematical problems involving area, surface area, and volume.
- **Statistics and Probability:** Develop understanding of statistical variability; summarize and describe distributions.

## Math 6 Plus (20092Y06)

Math 6 Plus is a compacted course comprising all the Math 6 standards and a portion of the Math 7 standards. The foci of the course are outlined below by domain.

- **Ratios and Proportional Relationships:** Understand ratio concepts and use ratio reasoning to solve problems; analyze proportional relationships and use them to solve real-world and mathematical problems.
- **The Number System:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understandings of numbers to the system of rational numbers; apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
- **Expressions and Equations:** Apply and extend previous understandings of arithmetic to algebraic expressions; reason about and solve one-variable equations; reason about one variable inequality; represent and analyze quantitative relationships between dependent and independent variables.
- **Geometry:** Solve real-world and mathematical problems involving area, surface area, and volume; solve real-world and mathematical problems involving angle measure, area, surface area and volume; draw, construct, and describe geometric figures and describe relationships between them.
- **Statistics and Probability:** Develop understanding of statistical variability; summarize and describe distributions.

## Science (30062Y0)

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations typically involve asking questions, developing and using models, planning and carrying-out investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, engaging in argument from evidence and obtaining, evaluating and communicating information. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience and exploration of phenomenon. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

- Understand the earth/moon/sun system, and the properties, structures, and predictable motions of celestial bodies in the universe.
- Understand the lithosphere and how interactions of constructive and destructive forces have resulted in changes in the surface of the earth over time.

- Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.
- Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment.
- Understand the properties of waves and the wavelike property of energy in seismic, electromagnetic (including visible light), and sound waves.
- Understand the structure, states, and physical properties of matter.
- Understand characteristics of thermal and electrical energy transfer and interactions of matter and energy.
- Understand the reciprocal relationship between the lithosphere and humans.

### **Social Studies (40062Y0)**

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political, and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort will be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe, and the Americas). During this study, students will learn to recognize and interpret the “lessons of history;” those transferable understandings that are supported throughout time by recurring themes and issues.

### **Healthful Living (60462Y0)**

Healthful Living is required for all 6th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle creating a heightened quality of life. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals.

In sixth grade, students will learn a variety of communication techniques that will allow them to employ critical thinking skills to make positive health decisions. Students will appraise their own health and fitness status, understand sound nutrition principles, and develop sensible exercise practices. This knowledge will be applied as they demonstrate the ability to set, pursue and achieve personal health and fitness goals. Students will engage in physical activities that provide opportunities for rhythmic/dance movement, lead-up games enhancing basic sport skills, offensive and defensive game strategies, game rules/etiquette, problem solving, fair play, and sportsmanship.

Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.

## Seventh Grade Core Program

Seventh grade students continue their studies in language arts, mathematics, science, social studies, and healthful living.

### English/Language Arts (10572Y0)

Following the NC State Standards for English Language Arts, seventh graders develop skills in reading, writing, speaking, and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, students increase their comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, poetry, and informational text such as memoirs, articles, and essays and apply skills such as citing textual evidence, analyzing points of view and presentation, and examining how parts of the text affect the whole. Experience with a variety of text types and text complexity helps students develop a knowledge-based essential for recognizing and understanding allusions.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students write for a variety of purposes and audiences. Seventh graders also conduct short research projects drawing on and citing several sources appropriately.

Seventh graders hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information, and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

### Mathematics

The North Carolina Standard Course of Study for 6-8 Mathematics consists of two types of standards – Standards for Mathematical Practice that span K-12 and the North Carolina Standard Course of Study for 6-8 Mathematics content specific to each course.

The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The North Carolina Standard Course of Study for 6-8 Mathematics content is organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

## Math 7 (20072Y0)

The foci of Math 7 are outlined below by domain.

- **Ratios and Proportional Relationships:** Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **The Number System:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- **Expressions and Equations:** Use properties of operations to generate equivalent expressions; solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.
- **Geometry:** Draw, construct and describe geometrical figures and describe the relationships between them; solve real-world and mathematical problems involving angle measure, area, surface area, and volume.
- **Statistics and Probability:** Use random sampling to draw inferences about a population; make informal inferences to compare two populations; investigate chance processes and develop, use, and evaluate probability models.

## Math 7 Plus (20122Y07)

Math 7 Plus is a compacted course comprising a portion of standards from Math 7 and all standards from Math 8. The foci of the course are outlined below by domain.

- **Ratios and Proportional Relationships:** Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **The Number System:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; know that there are numbers that are not rational, and approximate them by rational numbers.
- **Expressions and Equations:** Use properties of operations to generate equivalent expressions; solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; work with radicals and integer exponents; analyze and solve linear equations and inequalities; analyze and solve pairs of simultaneous linear equations.
- **Geometry:** Draw, construct and describe geometrical figures and describe the relationships between them; solve real-world and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres; analyze angle relationships; understand and apply the Pythagorean Theorem.
- **Statistics and Probability:** Use random sampling to draw inferences about a population; make informal inferences to compare two populations; investigate chance processes and develop, use, and evaluate probability models; investigate patterns of association in bivariate data.
- **Functions:** Define, evaluate, and compare functions; use functions to model relationships between quantities.

## Science (30072Y0)

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations typically involve asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, engaging in argument from evidence and obtaining, evaluating and communicating information. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience and exploration of phenomenon. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

- Understand the atmosphere and how the cycling of water relates to earth's weather and climate.
- Understand the reciprocal relationship between the atmosphere and humans.
- Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry-out the basic functions of life.
- Understand the relationship of the mechanisms of cellular reproduction, patterns of inheritance and external factors to potential variation among offspring.
- Understand motion, the effects of forces on motion and the graphical representations of motion.
- Understand forms of energy, energy transfer and transformation, and conservation in mechanical systems.

### **Social Studies (40072Y0)**

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth-grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction, and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of the environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort will be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia).

### **Healthful Living (60472Y0)**

Healthful Living is required for all 7th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals.

In seventh grade, students will appraise their own health status, apply communication, and stress management skills to prevent serious health risks, employ a variety of injury prevention techniques, understand the dietary guidelines, learn about the benefits of abstinence until marriage and the risks of premarital sexual intercourse, comprehend negative media messages, and demonstrate refusal skills related to peer pressure. Students will understand the risks associated with the use of alcohol and other drugs. In addition, students will learn how to encourage others not to engage in risky behaviors. Students will establish personal fitness goals and participate in social dance, small-sided games, and demonstrate advanced movement/skill sequences. Students will display appreciation toward the varying skill levels of teammates while enjoying the many benefits of physical activity.

Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.

## Eighth Grade Core Program

Eighth grade students continue their studies in language arts, mathematics, science, social studies, and healthful living. Courses in the core program are year-long. Elective courses may be offered in nine-week, semester, and/or year-long formats.

### English/Language Arts (10582Y0)

Following the NC State Standards for English Language Arts, eighth graders develop skills in reading, writing, speaking, listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, they further develop comprehension strategies, vocabulary, as well as high order thinking skills. They read a balance of short and long fiction, drama, and poetry with a focus on comparing how two or more literary elements create effects such as suspense or humor. Eighth graders approach informational text such as articles, arguments, and essays with the intent to cite textual evidence, analyze points of view and presentation, and evaluate accuracy and relevance of details. Experience with a variety of text types and text complexity helps students develop a knowledge-based essential for recognizing and understanding allusions.

Students learn about the writing-reading connection by drawing upon and writing about evidence from literary and informational texts. Writing skills, such as the ability to plan, revise, edit, and publish, develop as students practice skills of specific writing types such as arguments, informative/explanatory texts, and narratives. Guided by rubrics, students strategically write for a variety of purposes and audiences. Eighth graders also conduct short research projects drawing on and citing several sources appropriately.

Eighth graders hone skills of flexible communication and collaboration as they learn to work together, express and listen carefully to ideas, integrate information, and use media and visual displays to help communicate ideas. Students learn language conventions and vocabulary to help them understand and analyze words and phrases, relationships among words, and nuances that affect the text they read, write, and hear. Students are encouraged to engage in daily independent reading to practice their skills and pursue their interests.

### Mathematics

The North Carolina Standard Course of Study for 6-8 Mathematics consists of two types of standards – Standards for Mathematical Practice that span K-12 and the North Carolina Standard Course of Study for 6-8 Mathematics content specific to each course. The Standards for Mathematical Practice rest on important “processes and proficiencies” with longstanding importance in mathematics education. They describe the characteristics and habits of mind that all students who are mathematically proficient should be able to exhibit. The eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The North Carolina Standard Course of Study for 6-8 Mathematics content is organized under domains: *The Number System, Ratios and Proportional Relationships, Functions, Expressions and Equations, Geometry, and Statistics and Probability.*

## Math 8 (20082Y0)

The foci of Math 8 are outlined below by domain:

- **The Number System:** Know that there are numbers that are not rational and approximate them by rational numbers.
- **Expressions and Equations:** Work with radicals and integer exponents; analyze and solve linear equations and inequalities; analyze and solve pairs of simultaneous linear equations.
- **Geometry:** Understand congruence and similarity using physical models, transparencies, or geometry software; analyze angle relationships; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- **Statistics and Probability:** Investigate patterns of association in bivariate data.
- **Functions:** Define, evaluate, and compare functions; use functions to model relationships between quantities.

## NC Math 1 (for High School Credit) (21092Y0)

This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the NC Math 1 End-of-Course test, and it will be averaged as 20% of the overall grade for the course. *Please note: Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from NC Math 1 after the 20<sup>th</sup> day of school (10<sup>th</sup> day on a semester block).*

## NC Math 2 (for High School Credit) (22092Y0)

*Recommended prerequisite(s): NC Math 1*

In NC Math 2, students continue to deepen their study of quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between NC Math 2 and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is a teacher-made test and will be averaged as 20% of the overall grade for the course.

### **NC Math 3 (for High School Credit) (23092Y0)**

*Recommended prerequisite(s): NC Math 2*

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include logarithmic, polynomial, rational, absolute value, piecewise, and trigonometric functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that means use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the NC Math 3 End-of-Course test, and it will be averaged as 20% of the overall grade for the course. **Please note: Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from Math 3 after the 20<sup>th</sup> day of school (10<sup>th</sup> day on a semester block).**

### **Science (30082Y0)**

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations typically involve asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations, engaging in argument from evidence and obtaining, evaluating and communicating information. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience and exploration of phenomenon. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

By the end of this course, the students will be able to:

- Understand the hydrosphere including freshwater, estuarine, ocean systems.
- Understand the reciprocal relationship between the hydrosphere and humans.
- Understand the history of earth and its life forms based on evidence of change recorded in fossil records and landforms.
- Understand the hazards caused by agents of diseases that affect living organisms.
- Understand how organisms interact with and respond to the biotic and abiotic components of their environment.
- Understand the evolution of organisms over time based on evidence and processes.
- Understand the properties of matter and changes that occur when matter interacts in an open and closed system.
- Explain the environmental implications associated with the various methods of obtaining, managing, and using energy resources.

### **Social Studies (40082Y0)**

Historical study connects students to the enduring themes and issues of our past and equips them to meet the challenges they will face as citizens in a state, nation, and an interdependent world. Pursuant to the passage of House Bill 1032 *An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina*, the new essential standards for eighth grade will integrate United States history with the study of North Carolina history. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians. This course will serve as a stepping-stone for more intensive study in high school. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous

study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political, economic, technological, and cultural developments that shaped our existence in North Carolina and the United States over time.

## **Healthful Living (60482Y0)**

Healthful Living is required for all 8th grade students and includes health education and physical education. These two courses complement each other as students learn how to be healthy and physically active for a lifetime. Because our health and physical fitness needs are so different from a generation ago, the nature of healthful living is changing. Poor health choices (i.e., use of alcohol and other drugs, poor nutrition, and physical inactivity) now account for more than 50% of the preventable deaths in the United States.

Through a quality healthful living education program, students will learn the importance of health and physical activity and develop skills to achieve and maintain a healthy lifestyle. Students will learn how to apply the concepts of proper exercise in their daily lives, discover ways to handle stress, avoid harmful and illegal drugs, learn about the relationship between nutrition and weight management, develop healthy interpersonal relationships (including conflict resolution skills), develop teamwork and character-building skills, and learn how to achieve positive health and fitness goals.

In eighth grade, students will identify how media and peer pressure influence health behaviors, identify positive ways to manage stress, explain how to gain, reduce, or maintain weight in a healthy manner, demonstrate skills and strategies for remaining abstinent from sexual intercourse, and demonstrate good communication skills for healthy relationships. Students will demonstrate basic CPR skills, understand the special risks associated with alcohol and other drugs, understand the negative impact (emotional, social, and physical) of using harmful and illegal drugs, and assist others to seek help for risky behaviors. Students will explain the principles of cardiovascular and strength conditioning, develop a personal fitness program, establish personal fitness goals, and monitor their progress, participate in regular physical activity both in school and during non-school hours, display advanced sport movements through the engagement in dual, team, and lifetime sports. Students will work cooperatively to follow rules and exhibit safe practices while achieving individual and group fitness-related goals through fair play and sportsmanship.

CPR instruction is presented as part of the 8th grade Health curriculum. Beginning with the graduating class of 2015 (current 8th graders and beyond), successful completion of CPR instruction is a high school graduation requirement for all North Carolina students. Successful completion is defined in the Essential Standards Curriculum as “demonstrating basic CPR techniques and procedures on a mannequin and passing a Red Cross or American Heart Association approved test of CPR skills.” Students who successfully complete CPR in 8th grade are considered to have met the requirement.

Because of the nature of health education, discussion may include sensitive topics. By contacting the school principal, parents may request in writing that their child be excluded from certain health topics owing to personal/religious beliefs.

## Section III: Electives

### Language Arts Electives

*Elective offerings vary by school; therefore, each school prepares a registration sheet that lists the electives it will offer. The availability of electives depends on student interest, an appropriate facility, and staffing.*

#### **Reading Acceleration and Support (10262Y0B)**

Available for grades 6, 7, and 8, this course is for students who need additional instruction, support, and/or extensions in comprehension building, vocabulary, and reading. Direct strategy instruction will occur with extended opportunities for reading both fiction and nonfiction texts. Students will have the opportunity to self-select texts and set individual reading goals. Instructional strategies will include teacher read aloud, paired reading, literature circles, and building of independent reading time.

#### **Public Speaking and Debate (10182Y0B)**

Students explore the production and reception of oral language through writing, delivering, and critiquing informal and formal speeches. Informational and argumentative public speaking is emphasized as students learn to consider both sides of an issue and move into formal debate. A variety of instructional strategies and resources will be utilized for this course.

#### **Newspaper (10312Y0A)**

This course allows students to examine the various types, purposes, and effects of journalistic styles and designs. Students learn different types of journalistic writing, including news stories, feature stories, sports copy, and editorials. Assignments include writing, proofreading, constructing layouts, and using photographs and artwork. Emphasis is on developing creativity, using imagination, and stimulating student interest in the communication media, especially in the area of visual literacy. This course may be taught in combination with Yearbook.

#### **Yearbook (10312Y0H)**

This course allows students to examine journalistic writing and publishing. Students learn the fundamentals of yearbook design from theme development to marketing and distribution. Communication skills are developed through the use of oral language, written language, and other media/technology to complete activities including interviewing, organizing information, writing various journalistic pieces such as feature stories, sports stories, student, and faculty profiles, etc. Additionally, students refine their revision, editing, and proofreading skills and learn the basics of page layout and design. Collaborative work efforts, the use of technology as a publishing tool, and development of responsibility are emphasized. This course may be taught in combination with Newspaper.

## Math Electives

*Elective offerings vary by school; therefore, each school prepares a registration sheet that lists the electives it will offer. The availability of electives depends on student interest, an appropriate facility, and staffing. The curriculum for the following math electives is developed by individual schools.*

#### **Math Acceleration and Support (28002Y0A)**

This course is designed for students who need additional instruction and support in gaining grade level mathematics skills, problem-solving strategies, test-taking skills, and mathematical thinking in authentic contexts.

Activities will focus on the use of manipulatives to build understanding of mathematical concepts and the use of cooperative and individual activities that practice and strengthen grade level skills and ability in mathematics. Technology, reading and writing for greater understanding in mathematics will be incorporated where appropriate.

## **World Language Electives**

### **Exploratory Language (12752Y0)**

This course is intended as a link between the elementary language programs or as an initial introduction to the language. The exploratory course does not aim to build proficiency in communication skills but focuses on increasing the understanding of the language culture, building an appreciation for the value of learning another language, and increasing the motivation for future language study. The exploratory curriculum may emphasize the use of songs, games, and activities to practice the new language and to learn about the culture.

### **French Beginning Less Than 1 Year (11002Y0)**

### **Spanish Beginning Less Than 1 Year (11402Y0)**

This course is the first in a multi-course sequence for high school Level I credit. In this course, students will learn the foundations of the language's vocabulary and structures in order to communicate in simple, memorized, sentences related to basic necessary skills in the target language. Classes are conducted primarily in the target language with a strong focus on comprehensible input at a level appropriate for novice learners. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes of communication. Students who successfully complete this course will demonstrate Novice Low proficiency and should enroll in the Intermediate course to continue the HS Level I credit curriculum.

### **French Beginning 1 Year (11002Y1)**

### **Spanish Beginning 1 Year (11402Y1)**

This course is the continuation of a multi-course sequence for high school Level I credit. In this course, students will continue to learn the foundations of the language's vocabulary and structures in order to communicate in simple, memorized, sentences related to basic necessary skills in the target language. Classes are conducted primarily in the target language with a strong focus on comprehensible input at a level appropriate for novice learners. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes of communication. Students who successfully complete this course will demonstrate Novice Low - Novice Mid proficiency level and should enroll in the Advanced course to complete the HS Level I credit curriculum.

### **French I (MS for HS Credit) 11012Y0**

### **Spanish I (MS for HS Credit) 11412Y0**

This course completes the high school Level I credit course. Students should have taken the Beginning and Intermediate levels prior to enrolling in this course. In this course, students will continue to learn the foundations of the language's vocabulary and structures in order to communicate in simple, memorized, sentences related to basic necessary skills in the target language. Classes are conducted primarily in the target language with a strong focus on comprehensible input at a level appropriate for novice learners. Activities focus on students' abilities to perform in the interpersonal, interpretive, and presentational modes of communication with a strong focus on target culture literacy. The goal is that students will be able to use what they have learned, in this course, now and in the future. Typical topics in the level one courses include personal identity, family, and activities in the community. Students in the course take an exit exam that is worth 20% of their grade. Students who successfully complete this course will demonstrate Novice Mid proficiency or higher and should register for high school Level II.

## Arts Education Electives

*Every student must complete ONE arts credit (music, visual arts, theatre arts, dance) between Grades 6 and 12 in order to graduate from high school, beginning with those students entering 6<sup>th</sup> Grade in 2022.*

*Elective offerings vary by school; therefore, each school prepares a registration sheet that lists the electives it will offer. The availability of electives depends on student interest, an appropriate facility, and staffing.*

### MUSIC

#### **Music Exploratory (52092Y0K)**

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate, and understand the music and concepts from other areas.

#### **Beginning Chorus (Semester) (52692Y01)**

Students are introduced to the skills necessary for singing and playing music with accuracy and expression while interpreting the sound and symbols of music. Through the study of various genres and cultures students will analyze, evaluate, and understand the music and concepts from other areas.

#### **Intermediate Chorus (Semester) (52692Y0D)**

**Available for grades 7 - 8 only.** Students apply correct singing technique and various elements of musical expression through developmentally appropriate and historic vocal literature. Students learn how to use traditional notation in order to learn music, and to respond correctly to conductors' gestures both in rehearsal and public performance. Students will study vocal music and its relationship to other cultures, eras, and geographical locations.

#### **Advanced Chorus (Year-Long) (52692Y0E)**

**Available for grades 7 - 8 only.** Students will continue to apply correct singing technique, study vocal health issues and various elements of musical expression through developmentally appropriate and historic vocal literature. Students will use traditional notation in order to learn music, and to respond correctly to conductors' gestures both in rehearsal and public performance. Students in this class may be asked to represent the school in public performances and should anticipate some after-school practices and evening performances.

#### **Beginning Band (year-long course) (52862Y0A)**

Emphasis is on the acquisition of basic musical skills as students learn to play a brass, woodwind, or percussion instrument. Band classes prepare several concert compositions that are performed for an audience. Students should anticipate some after-school practices and evening performances.

#### **Intermediate Band (year-long course) (52872Y0A)**

This class is a continuation of the skills taught in Beginning Band with further development of tone production, breath support, and music reading. Students are introduced to performance skills and techniques. They are encouraged to perform as individuals and as members of an ensemble. Students should anticipate some after-school practices and evening performances.

#### **Advanced Band (year-long course) (52882Y0A)**

Technical drills, scale studies, rhythm studies, and sight-reading exercises are used to advance the student's skills, knowledge, and reading ability in music. A wide variety of band literature is studied to give the students experience in various musical styles. Students should anticipate some after-school practices and evening performances.

### **Beginning Strings (year-long course) (52762Y0A)**

Beginning Strings is a course designed for students who are interested in playing a stringed instrument (violin, viola, cello, bass) for the first time. Previous experience is not needed for this class. This course will cover basic fundamentals of rhythm, note reading, posture, watching the conductor, bowing, pizzicato and learning how to perform as a group. Appropriate use of musical terms, dynamic markings, and the parts and care of stringed instruments are emphasized. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

### **Intermediate Strings (year-long course) (52772Y0A)**

The curriculum for Intermediate Strings is a continuation of Beginning Strings, or for students who enter middle school with previous experience. Solo and orchestral literature from a variety of time periods and cultures is studied in this class. Emphasis is on varied bowing, ear training, identifying, and playing various styles, and the deeper understanding of musical terms. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

### **Advanced Strings (year-long course) (52782Y0A)**

Advanced Strings students should have the equivalent of at least two years of orchestral instruction in order to take this course. Students will continue to master scales and technique. Extended ranges, shifting, and further study of good intonation are emphasized, along with in-depth study of style and interpretation. Students are encouraged to perform on an individual basis and participate in small or large ensembles. Students prepare a number of concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances.

## **VISUAL ARTS**

### **Arts Exploratory (54092Y0L)**

This course introduces students to the elements of art through a variety of media that may include drawing, painting, printmaking, mixed media, pottery, and weaving. Application of these elements to the students' own original artwork is the major emphasis while being introduced to art history and critical analysis of master work as well as their own.

### **Visual Composition I (54092Y0M)**

**Available for grades 7-8 only.** Students will engage in deep study of the elements and principles of art centered on the curriculum set forth in the North Carolina Essential Standards for Visual Art. Two and three-dimensional techniques will be taught using a variety of media. Students explore various cultures, art history and learn to think and write critically about master work as well as their own.

### **Visual Composition II (54092Y0N)**

**Available for grades 7-8 only.** Students will continue to develop their technical and artistic skills as they solve problems with their own choice of media. Students will be expected to write critical analysis of the work of others (including the masters) and their own.

### **Drawing (54092Y0D)**

**Available for grades 7 - 8 only.** Students are taught drawing techniques using various media. They work with line, value, and basic perspective. In addition, students will learn to think and write critically about master work as well as their own.

### **Painting (54092Y0P)**

**Available for grades 7 - 8 only.** This course introduces basic painting skills and concepts and presents the painting process as a problem-solving exercise designed to promote fluency, flexibility, and elaboration. In addition, students will learn to think and write critically about master work as well as their own.

**Pottery/Sculpture (54092Y0S)**

**Available for grades 7 - 8 only.** Students will create their own work with a wide variety of media such as paper, wood, clay, plaster, paper mâché, or fabric. Students explore various cultures, art history and learn to think and write critically about master work as well as their own.

**Weaving/Crafts (54092Y0C)**

**Available for grades 7 - 8 only.** Off-the-loom weaving is the major emphasis of this course. Crafts may include batik, tie-dye, bas-relief clay, and soft sculpture. Students explore various cultures, art history and learn to think and write critically about master work as well as their own.

**THEATRE ARTS****Introduction to Theatre (53092Y0C)**

This course is an overview of dramatic techniques. Students develop communication skills through study in dialogue, pantomime, improvisation, speech/diction, and role play.

**Dramatics (53092Y0D)**

**Available for grades 7 - 8 only.** Students develop specific skills that allow them to study and create characters for the stage. Activities include stage directions, simple set and costume design, prop collection, and play production. Students should anticipate some after-school practices and evening performances.

**Advanced Dramatics (53092Y0E)**

**Available for grades 7 – 8 only.** Students will continue to develop their acting skills through more challenging theatre projects. They will work collaboratively to incorporate all the technical elements (lighting, sound, scenery, costumes) into creating a production. Students should anticipate some after-school practices and evening performances.

**DANCE****Introduction to Dance (51092Y0A)**

This course introduces creative movement, improvisation, and choreography through basic modern dance techniques.

**Dance I (51092Y0B)**

**Available for grades 7 – 8 only.** This course continues developing skills and creativity through modern dance. Students may participate in formal and informal performance activities.

**Dance II (51092Y0C)**

**Available for grades 7 – 8 only.** Students will further develop their modern dance technique skills through a rigorous class with more complicated performance and choreographic projects. Students should anticipate some after-school practices and evening performances.

## Career and Technical Education Electives

**2025-2026**

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
<b>6th Grade Course Options</b>			
<b>Agriculture Education</b>			
Exploring Environmental and Natural Resources	AY202Y0	25	Fundamentals of the Agricultural Science Program
Exploring Animal and Plant Science	AY212Y0	25	Fundamentals of the Agricultural Science Program
Exploring Food and Agricultural Products	AY222Y0	25	Agriculture and Our Social and Economic Well-Being
Exploring Agricultural Issues	AY242Y0	25	One Agriculture Education Course
Fundamentals of the Agricultural Science Program	AY242Y0	25	None
Agriculture & Our Social and Economic Well-Being	AY225Y0	25	None
<b>Business, Finance, and Marketing</b>			
Exploring Economic Systems	BY112Y0	25	None
Keyboarding and Basic Word Processing	CY012Y0	25	None
Digital Literacy	CY042Y0	25	None
<b>Computer Science and Information Technology</b>			
Computer Science Discoveries I	CY202Y0	30	None
Coding in Minecraft - Introductory	CY302Y0	30	None
<b>Technology, Engineering, and Design</b>			
Engineering: Exploring Technology I	CY402Y0	30	None
Engineering: Exploring Technology II	CY412Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
Engineering: Invention and Innovation I	CY422Y0	30	None
Engineering: Invention and Innovation II	CY432Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
Engineering: Technological Systems I	CY442Y0	30	None
Engineering: Technological Systems II	CY452Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
<b>Career Development</b>			
Exploring Personal Characteristics and Careers	EY102Y0	30	None
<b>Family and Consumer Sciences</b>			
Exploring Social and Emotional Skills	FY102Y0	25	None
Exploring Childcare	FY142Y0	25	None
<b>7th Grade Course Options</b>			
<b>Agriculture Education</b>			
Exploring Environmental and Natural Resources	AY202Y0	25	Fundamentals of the Agricultural Science Program
Exploring Animal and Plant Science	AY212Y0	25	Fundamentals of the Agricultural Science Program
Exploring Food and Agricultural Products	AY222Y0	25	Agriculture and Our Social and Economic Well-Being
Exploring Agricultural Issues	AY242Y0	25	One Agriculture Education Course
Fundamentals of the Agricultural Science Program	AY242Y0	25	None
Agriculture & Our Social and Economic Well-Being	AY225Y0	25	None

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
<b>Business, Finance and Marketing</b>			
Exploring Business and Entrepreneurship	BY102Y0	25	Introduction to Office Productivity
Exploring Business Activities	BY122Y0	25	Introduction to Office Productivity
Exploring Business Procedures and Leadership	BY132Y0	25	Introduction to Office Productivity
Introduction to Office Productivity	CY022Y0	25	None
Office Productivity Applications	CY032Y0	25	None
<b>Computer Science and Information Technology</b>			
Computer Science Discoveries II	CY212Y	30	Computer Science Discoveries I
Coding in Minecraft - Intermediate	CY312Y0	30	Coding in Minecraft - Introductory
<b>Technology, Engineering, and Design</b>			
Engineering: Exploring Technology I	CY402Y0	30	None
Engineering: Exploring Technology II	CY412Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
Engineering: Invention and Innovation I	CY422Y0	30	None
Engineering: Invention and innovation II	CY432Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
Engineering: Technological Systems I	CY442Y0	30	None
Engineering: Technological Systems II	CY452Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
<b>Career Development</b>			

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
Exploring Personal Characteristics and Careers	EY102Y0	30	None
Exploring Careers and Employment	EY112Y0	30	None
<b>Family and Consumer Sciences</b>			
Exploring Nutrition & Wellness (Offer 2 <sup>nd</sup> /3 <sup>rd</sup> 9wks due to purchasing deadlines)	FY112Y0	25**	None
Exploring Apparel and Interior Design	FY122Y0	25**	None
<b>8th Grade Course Options</b>			
<b>Agriculture Education</b>			
Exploring Environmental and Natural Resources	AY202Y0	25	Fundamentals of the Agricultural Science Program
Exploring Animal and Plant Science	AY212Y0	25	Fundamentals of the Agricultural Science Program
Exploring Food and Agricultural Products	AY222Y0	25	Agriculture and Our Social and Economic Well-Being
Exploring Agricultural Issues	AY242Y0	25	One Agriculture Education Course
Fundamentals of the Agricultural Science Program	AY242Y0	25	None
Agriculture & Our Social and Economic Well-Being	AY225Y0	25	None
<b>Computer Science and Information Technology</b>			
Computer Science Discoveries III	CY222Y0	30	Computer Science Discoveries II
Coding in Minecraft - Advanced	CY322Y0	30	Coding in Minecraft – Intermediate
<b>Technology, Engineering, and Design</b>			

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
Engineering: Exploring Technology I	CY402Y0	30	None
Engineering: Exploring Technology II	CY412Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
Engineering: Invention and Innovation I	CY422Y0	30	None
Engineering: Invention and innovation II	CY432Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
Engineering: Technological Systems I	CY442Y0	30	None
Engineering: Technological Systems II	CY452Y0	30	Engineering: Exploring Technology I OR Engineering: Invention and Innovation OR Engineering: Technological Systems I
<b>Career Development</b>			
Exploring Personal Characteristics and Careers	EY102Y0	30	None
Exploring Careers and Employment	EY112Y0	30	None
Exploring Financial Literacy	EY122Y0	25	None
AGED-CE Agricultural Education <ul style="list-style-type: none"> <li>• Animal Science</li> <li>• Plant Systems</li> <li>• Sustainable Agriculture</li> </ul>	EY302Y0	30	None
BFM-CE Business Management and Entrepreneurship <ul style="list-style-type: none"> <li>• General Management</li> <li>• Entrepreneurship</li> </ul>	EY302Y0	30	Intro to Office Productivity
BFM-CE Marketing <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Sport and Event Marketing</li> </ul>	EY302Y0	30	Intro to Office Productivity
CSIT-CE: 3D, Games & Data Science <ul style="list-style-type: none"> <li>• 3D Modeling and Animation</li> <li>• Game Art and Design</li> <li>• Data Science Principles</li> </ul>	EY302Y0	30	None
CSIT-CE: Computer Science & Networks <ul style="list-style-type: none"> <li>• Computer Science Principles</li> </ul>	EY302Y0	30	None

9-Week Courses	Course Numbers	Maximum Enrollment*	Recommended Prerequisite
<ul style="list-style-type: none"> <li>Computer Engineering</li> <li>Network Administration</li> </ul>			
FCS-CE Food and Nutrition and Culinary Arts <ul style="list-style-type: none"> <li>Culinary Arts Applications</li> <li>Food and Nutrition</li> </ul> <i>This course <b>does not</b> include cooking Standards. An Instructional kitchen <b>is not</b> required for this course.</i>	EY302Y0	30	None
HSE-CE Health Science <ul style="list-style-type: none"> <li>Biomedical Technology</li> <li>Healthcare Professionals</li> </ul>	EY302Y0	30	None
TI-CE Transportation Systems <ul style="list-style-type: none"> <li>Automotive Service</li> <li>Collision Repair</li> </ul>	EY302Y0	30	None
TI-Construction Trades <ul style="list-style-type: none"> <li>Carpentry</li> <li>Drafting Architectural</li> <li>Masonry</li> </ul>	EY302Y0	30	None
TI-CE Emergency Management <ul style="list-style-type: none"> <li>Emergency Management Technology</li> <li>Firefighter Technology</li> <li>Public Safety</li> </ul>	EY302Y0	30	None

\* Enrollment in each class is to be of a size that ensures effective instruction as prescribed in the individual course descriptions in the North Carolina Career and Technical Education Essential Standards. The Maximum Enrollment column shows the maximum number of students that are permitted in the course based on legal restrictions, guidelines from regulatory or credentialing agencies, or to provide for the safety of students and teachers. Supplies and equipment for enrollment above this amount must be provided at the school level.

\*\* Enrollment in this course is determined by the facility design of the Family and Consumer Sciences classroom/lab that is in most Wake County middle schools and the equipment that is provided for each facility (4 students per kitchen and 1 sewing machine per student).

**The Wake County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Office of Equity Affairs has been designated to handle inquiries regarding equity and the non-discrimination policies and may be reached at (919) 694-7903.**

# Agricultural Education

## EXPLORING AGRICULTURAL SCIENCE

### Exploring Environmental & Natural Resources (9-week course AY202Y0)

Grades: 6, 7, 8

**Recommended Prerequisite: Fundamentals of the Agricultural Science Program**

Foster knowledge of the relationship between natural resources and how it supports the environment. Conceptualize the role of alternative energy. Develop environmental stewardship practices through hands-on activities. Connect animal and plant production to best management practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

### Exploring Animal & Plant Science (9-week course AY212Y0)

Grades: 6, 7, 8

**Recommended Prerequisite: Fundamentals of the Agricultural Science Program**

Explore the fundamentals of the animal and plant industry through classroom and exploratory settings. Foster an understanding of the importance of plant and animal products through hands-on activities. Generate knowledge of plant physiology in laboratory settings. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

### Exploring Food & Agricultural Products (9-week course AY222Y0)

Grades: 6, 7, 8

**Recommended Prerequisite: Agriculture & Our Social & Economic Well-Being**

Become an informed consumer of agricultural products by experiencing the process to produce safe agricultural products for consumption. Participate in the process to convert agricultural products into food and fiber through hands-on activities. Discover the purpose of marketing and labeling agriculture products to enhance consumption. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

### Exploring Agricultural Issues (9-week course AY232Y0)

Grades: 6, 7, 8

**Recommended Prerequisite: One Course in Agriculture Education**

Explore the production process for agriculture products and the connection between science and research. Analyze current issues affecting the agriculture industry and economy through exploratory activities. Build agricultural advocacy through leadership development and authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

### Fundamentals of the Agricultural Science Program (9-week course AY242Y0)

Grades: 6, 7, 8

**Prerequisite: None**

Explore the importance of stewardship through hands-on experiences. Discover appropriate safety procedures for various agricultural education learning environments. Implement foundational work-based learning experiences and develop leadership skills through agriculture and community settings. Build leadership skills and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

### Agriculture & Our Social & Economic Well-Being (9-week course AY252Y0)

---

Grades: 6, 7, 8

**Prerequisite: None**

Analyze the importance of agriculture to social and economic well-being through hands-on activities. Explore how advances in agriculture support life and help society. Establish a connection to agriculture through career exploration. Build knowledge of industrial and environmental biotechnology applications and their global impact. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food, and Natural Resources career cluster.

## **Business, Finance, and Marketing Education**

### **Exploring Business and Entrepreneurship (9-week course BY102Y0)**

Grades: 7, 8

**Recommended Prerequisite: Introduction to Office Productivity**

Explore the purpose and functions of business and the concepts of entrepreneurship. Focus on the characteristics of an entrepreneur and the entrepreneurial process. Gain the knowledge and skills for careers in business, finance, and marketing.

### **Exploring Economics Systems (9-week course BY112Y0)**

Grades: 6, 7, 8

**Prerequisite: None**

Discover the basics of economics. Research the types of economic systems and explore the United States economic system. Investigate concepts including supply and demand, the stock market, e-commerce, and the Federal Reserve. Gain the knowledge and skills for careers in business, finance, and marketing.

### **Exploring Business Activities (9-week course BY122Y0)**

Grades: 7, 8

**Recommended Prerequisite: Introduction to Office Productivity**

Analyze the basics of business activities and various careers. Investigate careers related to finance, management, information technology, marketing, and entrepreneurship. Gain the knowledge and skills for careers in business, finance, and marketing.

### **Exploring Business Procedures and Leadership (9-week course BY132Y0)**

Grades: 7, 8

**Recommended Prerequisite: Introduction to Office Productivity**

Explore business procedures and basics of leadership. Establish durable skills including business etiquette, ethical decision-making, and how to seek, gain, and maintain employment. Gain the knowledge and skills for careers in business, finance, and marketing.

### **Keyboarding and Basic Word Processing (9-week course CY012Y0)**

Grades: 6, 7, 8

**Prerequisite: None**

Improve in the application of the touch method of keyboarding. Draft basic documents using proper formatting techniques. Establish a foundation for effective technology use by learning to type. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Introduction to Office Productivity (9-week course CY022Y0)**

Grades: 7, 8

**Prerequisite: None**

Research word processing features and their uses. Explore the purpose and procedures for effectively delivering a multimedia presentation. Investigate the components and operations of spreadsheet software. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Office Productivity Applications (9-week course CY032Y0)**

Grades: 7, 8

#### **Prerequisite: None**

Utilize advanced functions, graphs, and charts in spreadsheet software. Explore the purpose and basic components of database software. Investigate the purpose and basic principles of business publications. Explore the skills and knowledge for careers in the Computer Science, IT, and Technology pathways.

### **Digital Literacy (9-week course CY042Y0)**

Grades: 6, 7, 8

#### **Prerequisite: None**

Explore critical digital literacy skills and evaluate content for accuracy and motive. Research the benefits of online communities and how to effectively navigate potential pitfalls in their digital lives. Formulate practical steps to protect privacy and safety online. Explore the knowledge and skills for the careers in the Computer Science, IT, and Technology pathways.

## **Computer Science and Information Technology Education**

### **Computer Science Discoveries I (9-week course CY202Y0)**

Grades: 6, 7, 8

#### **Prerequisite: None**

Solve a series of puzzles, challenges, and real-world scenarios using problem-solving processes. Explore how computers take input, output, store, and process information to help humans resolve problems. Design original content and share it on a webpage using HTML and CSS. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Computer Science Discoveries II (9-week course CY212Y0)**

Grades: 6, 7, 8

#### **Recommended Prerequisite: CY20 Computer Science Discoveries I**

Code program animations, interactive art, and games in the Game Lab. Program various apps, from simple shapes up to sophisticated sprite-base game, using multiple programming concepts. Enhance problem-solving abilities by analyzing the needs of others and develop programs to meet them. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Computer Science Discoveries III (9-week course CY222Y0)**

Grades: 6, 7, 8

#### **Recommended Prerequisite: CY21 Computer Science Discoveries II**

Utilize the App Lab and Adafruit's Circuit Playground to develop programs that take advantage of hardware inputs and outputs. Participate in the design process from simple prototype to finished product. Explore the role of hardware platforms in computing and how different sensors can provide more effective input and output than the traditional keyboard, mouse, and monitor. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Coding in Minecraft - Introductory (9-week course CY302Y0)**

Grades: 6, 7, 8

#### **Prerequisite: None**

Design algorithms using the Minecraft platform. Investigate how to determine the outcome of running a series of programming statements. Perform the process of debugging and resolving problems in algorithms. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Coding in Minecraft - Intermediate (9-week course CY312Y0)**

Grades: 6, 7, 8

#### **Prerequisite: CY30 Coding in Minecraft - Introductory**

Develop programs in the Minecraft platform with block-based coding and using MakeCode. Build programs that utilize variables, logic statements, and loops. Produce a program that effectively solves a problem. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

## **Coding in Minecraft - Advanced (9-week course CY322Y0)**

Grades: 6, 7, 8

### **Prerequisite: CY31 Coding in Minecraft - Intermediate**

Develop programs in the Minecraft platform with text-based coding and using JavaScript. Establish where code can be reused, follow JavaScript code, and predict the outcome. Code programs in JavaScript that make use of logic statements, comparison operators, and iteration. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **CSIT-CE: 3D, Games & Data Science**

- **3D Modeling and Animation**
- **Game Art and Design**
- **Data Science Principles**

Engage in activities that illuminate the vital knowledge, skills, and purpose of careers in these areas: Computer Science, IT and Technology; Become empowered to self-assess personal aptitudes, skills, values, personality, and career interests. Evaluate aligned pathways to identify career education, training, and certifications. Gain information on the most cost-efficient path to entry and discover opportunities within the school setting to explore and prepare for the chosen career.

### **CSIT-CE: Computer Science & Networks**

- **Computer Science Principles**
- **Computer Engineering**
- **Network Administration**

Engage in activities that illuminate the vital knowledge, skills, and purpose of careers in these areas: Computer Science, IT and Technology; Become empowered to self-assess personal aptitudes, skills, values, personality, and career interests. Evaluate aligned pathways to identify career education, training, and certifications. Gain information on the most cost-efficient path to entry and discover opportunities within the school setting to explore and prepare for the chosen career.

## **Career Development Education**

### **Exploring Personal Characteristics and Careers (9-week course EY102Y0)**

Grades: 6, 7, 8

#### **Prerequisite: None**

Develop an orientation to self-awareness and the world of work. Explore how interests, attitudes, values, learning styles, skills, and personality influence career choices. Build an understanding of the National Career Development Guidelines, including communication skills, personal management, and teamwork. Gain the knowledge and skills for careers in all CTE pathways.

### **Exploring Careers and Employment (9-week course EY112Y0)**

Grades: 7, 8

#### **Prerequisite: None**

Develop an orientation to career planning and future employment success. Explore the world of work, skills needed for employment success, and the career planning and preparation process. Build understanding of the National Career Development Guidelines, including communication skills, personal management, and teamwork. Gain the knowledge and skills for careers in all CTE pathways.

### **Exploring Financial Literacy (9-week course EY122Y0)**

Grades: 7, 8

#### **Prerequisite: None**

Explore the basics of financial literacy to build confidence in making financial decisions. Understand decision-making principles related to banking, budgeting, and credit. Discover careers in the financial industry while exhibiting mindful money management behaviors needed for adult life. Gain the knowledge and skills for careers in all Career and Technical Education pathways.

### **Career Exploration (EY302Y0)**

Grade: 8

#### **Prerequisite: None**

Engage in activities that illuminate the vital knowledge, skills, and purpose of careers in these areas:

- Agriculture Education
- Business, Finance, and Marketing
- Construction Trades
- Computer Science and IT
- Emergency Management

- Health Science
- Family and Consumer Sciences
- Technology, Engineering, and Design
- Transportation Systems

Become empowered to self-assess personal aptitudes, skills, values, personality, and career interests. Evaluate aligned pathways to identify career education, training, and certifications. Gain information on the most cost-efficient path to entry and discover opportunities within the school setting to explore and prepare for the chosen career.

## **Family and Consumer Sciences Education**

### **Exploring Social and Emotional Skills (9-week course FY102Y0)**

Grade: 6, 7, 8

**Prerequisite: None**

Gain an understanding of social and emotional learning. Explore communication skills, self-awareness, self-management, and careers in the human services field. Cultivate responsible decision-making skills, social awareness, and interpersonal relationships. Gain the knowledge and skills for careers in human services.

### **Exploring Nutrition & Wellness (9-week course FY112Y0)**

Grade: 7, 8

**Prerequisite: None**

Gain an understanding of the impact of choices on wellness by examining the current USDA Food Guidelines. Practice nutritious meal planning and preparation. Explore basic kitchen skills, safety needs, and sanitation. Gain the knowledge and skills for careers in hospitality and tourism or human services.

### **Exploring Apparel and Interior Design (9-week course FY122Y0)**

Grade: 7, 8

**Prerequisite: None**

Examine the field of apparel by exploring the elements of design, basic clothing construction, and the impact of marketing on clothing choices. Characterize the basics of interior design, including the basic principles of design. Practice managing living spaces and learn how sustainable design impacts housing. Gain the knowledge and skills for careers in apparel, textile, and interior design.

### **Exploring Childcare (9-week course FY142Y0)**

Grade: 6, 7, 8

**Prerequisite: None**

Investigate children's development from birth to age seven. Practice basic care of infants, toddlers, and preschoolers, discuss proper nutrition, understand how to prevent accidents, and how to use positive guidance while working with children. Illustrate the importance of well-prepared and trained babysitters and how to prepare for the diverse responsibility of being a babysitter. Gain the knowledge and skills for careers in early childhood education.

# Technology Engineering Design Education

## TECHNOLOGICAL DESIGN AND INNOVATION

### **Engr: Exploring Technology I (9-week course CY402Y0)**

Grades: 6, 7, 8

**Prerequisite: None**

Discover and use technology, engineering, and design journals and the Engineering Design Process. Construct and test prototypes to various design challenges. Experiment with different types of energy sources. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Engr: Exploring Technology II (9-week course CY412Y0)**

Grades: 6, 7, 8

**Prerequisite: Engr: Exploring Technology I OR Engr: Invention and Innovation I OR Engr: Technological Systems I**

Develop an invention timeline that includes the major innovations to the product. Design and build prototypes, solve design problems, and write interactive stories using the design process. Discover and use the upcycling process. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Engr: Invention and Innovation I (9-week course CY422Y0)**

Grades: 6, 7, 8

**Prerequisite: None**

Design and engineer systems to accomplish specific goals or processes. Dissect objects to locate and troubleshoot potentially sources of failure. Design, build, and document prototypes for various engineering design challenges. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Engr: Invention and Innovation II (9-week course CY432Y0)**

Grades: 6, 7, 8

**Prerequisite: Engr: Exploring Technology I OR Engr: Invention and Innovation I OR Engr: Technological Systems I**

Discover and use the upcycling process. Design and build prototypes, solve design problems, and write interactive stories using the design process. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Engr: Technological Systems I (9-week course CY442Y0)**

Grades: 6, 7, 8

**Prerequisite: None**

Design and engineer systems to accomplish specific goals or processes. Design, build, and document prototypes for various engineering design challenges. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

### **Engr: Technological Systems II (9-week course CY452Y0)**

Grades: 6, 7, 8

**Prerequisite: Engr: Exploring Technology I OR Engr: Invention and Innovation I OR Engr: Technological Systems I**

Dissect objects to locate and troubleshoot potential sources of failure. Design, build, and document prototypes for various engineering design challenges. Explore the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

## **Section IV: Planning for Your Future**

### **Looking Ahead to the High School Program**

The Middle School Program builds the foundation for high school success, and planning your educational program is one of the most important steps to a successful high school experience. The information below will help you plan for high school and beyond.

#### **Planning for High School**

High school students take rigorous courses that build the foundation for success in college, the military, or the workforce. The Future Ready Core Course of Study was established by the NC State Board of Education as the minimum units required for graduation, but many WCPSS high schools have additional course requirements. You can view WCPSS high school graduation requirements in the WCPSS High School Program Planning Guide <https://wakeconnect.wcpss.net/sites/academics/SitePage/1668/academics>

The following pages of this guide provide additional information for your high school planning, including the North Carolina Scholars recognition and University of North Carolina System Minimum Course Requirements for entrance into the 16 UNC System universities. Although you are not yet in high school, it is helpful to have an understanding of what is to come.

In the spring of your eighth-grade year, you will be given the High School Program Planning Guide which outlines the entire high school program. The guide can be found at the link listed above. At that time, you will also be guided by your eighth-grade teachers and school counselors in selecting courses for ninth grade. This process includes choosing your ninth-grade courses and projecting your tenth, eleventh, and twelfth grade courses. When you are in ninth, tenth, and eleventh grades, your high school teachers and school counselors will continue to assist you as you choose courses for the next school year and plan for your future.

#### **Exploring Careers**

Exploring your career interests will help you with high school planning. Consider taking a career interest inventory to help you focus on what you might want to consider for a career. Knowing more about your interests and skills will help you plan for your high school experience. You can take a free interest inventory at [www.CFNC.org](http://www.CFNC.org)

## Scheduling High School Courses for Middle School Students

As outlined in SBE Policy GCS-M-001, students have the opportunity to earn high school credit while in middle school. WCPSS has determined that the following courses will be available to middle school students.

Course Name	Course Code if offered on NCVPS or WCPSS Online	Course Code if offered at Middle School
<b>English/Language Arts</b>		
English I*	10212Y0V	10212Y0
<b>Math</b>		
NC Math 1	21092Y0V	21092Y0
NC Math 2	22092Y0V*	22092Y0
NC Math 3	23092Y0V*	23092Y0
Precalculus*	24032Y0V	24032Y0
<b>World Language</b>		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0

If schools are unable to accommodate the scheduling of the courses as teacher-led courses, then the courses may be taken online via NCVPS. (See chart for details). ***Math courses can be substituted for grade level math courses. All other courses will be taken in addition to, not in place of, the prescribed curriculum.***

Course codes for high school courses available for middle school students are noted above in the chart. **These are the only courses that middle school students are eligible to take for high school credit.**

\*Middle School students do not receive honors credit; however, it is recommended that the student take Math 1, 2, or 3 and English I at the honors-level.

If the middle school student does not want to earn high school credit for English I while they are still enrolled at the middle school level, the alternative course will be the Middle School Creative Writing course on NCVPS. This course will be the only alternative option for students to take and it does not provide high school credit, but it must be scheduled as the student's ELA course for the year.

# High School Courses Taken at the Middle School

## Frequently Asked Questions

- 1. Will the grades earned in high school courses taken in middle school appear on the high school transcript?**

Yes. The student's final grade (A-F) will be listed on the transcript under Grades 6, 7, or 8 with one unit of credit.
- 2. Will the grade earned be included in the student's high school grade point average (GPA)?**

No. Only courses taken during the high school years will be included in the student's grade point average.
- 3. Can a student repeat a course for credit at the high school level?**

Students are permitted to repeat a course to build a stronger foundation for future learning. Students wishing to do this should make a written request to their principal or principal's designee. When students choose this option, please note:

  - Students will receive a numerical grade and both grades will appear on the high school transcript.
  - If the course is repeated at the high school level, the grade earned will factor into the GPA. Only courses taken at the high school level are included in a student's GPA.
  - Students will not receive credit towards graduation for the second attempt with the course.
  - Students repeating a course for credit will take any associated End-of-Course (EOC) assessment. Those students who have already scored at Level 3, 4, or 5 on the associated EOC assessment may elect to retake the EOC or use the previous passing score as 20% of their final grade. If the student retakes the EOC, the higher of the two scores will be used in the calculation of the final grade.
- 4. Do exploratory world language classes (6<sup>th</sup> grade, 9 week) count towards earning high school credit?**

No. Exploratory or Introductory world (foreign) language classes do NOT count towards earning high school credit due to the limited amount of instructional time.
- 5. Which world language course(s) must students successfully complete in order to earn one unit of high school credit?**

Successful completion of all courses included in the Level I Curriculum series
- 6. Are students required to take a final exam for a world language course?**

Yes, a district final exam will be given after the completion of the Level I Curriculum courses. The final exam counts as 20% of the student's final grade.
- 7. Is there a placement exam for math courses for high school credit?**

No. Students who successfully complete mathematics courses may be placed in the next level of mathematics based on middle school math placement guidelines.
- 8. Are students required to take a standard exam for a math course?**

Students taking NC Math 1 must take the NC Math 1 End of Course Test, which counts as **20%** of their final grade. Students taking NC Math 3 must take the NC Math 3 End of Course Test, which counts as **20%** of their final grade. Students taking other high school math courses will take a teacher-made exam that counts as 20% of their final grade.
- 9. Is there a placement exam for ELA courses for high school credit?**

No. Students who successfully complete English Language Arts courses may be placed in the next level of English Language Arts based on middle school ELA placement guidelines.
- 10. Are students required to take a standard exam for an ELA course?**

Students taking English I must take a final exam which counts as **20%** of their final grade.

# North Carolina Virtual Public School

## NCVPS Quick Guide for Middle Schools

### Student Requirements

Students wishing to enroll in an online course must meet the following minimum requirements for consideration:

- Recommendation of the core subject/content area teacher
- Has maintained a B average in previous courses taken in the subject area (online or face-to-face) and/or has the subject area teacher's recommendation
- Possess strong reading comprehension skills
- Be confident in their ability to express thoughts and ideas in writing
- Be proficient at monitoring their own progress, keeping up with assignments, meeting deadlines, and submitting course assignments in a timely manner

### Criteria for Course Selection

- The course must be listed in the Middle School Program Planning Guide as an approved course for HS Credit
- All recommended and required prerequisites must be met
- The NCVPS Course will be taken during the school day as part of the student's regular schedule.
- Middle School Students are limited to one year-long NCVPS Course during the school year.
- Any course that requires an End-of-Course test or a North Carolina Final Exam is approved at principal's discretion.

### Enrollment:

- Upon the recommendation of the core subject area teacher, the student will meet with a school counselor (e-Learning Advisor) to discuss online options and determine eligibility
- Students and parents must complete the NCVPS approval form, which must also be approved by the principal.
- Modifications for Special Education students must be shared with the NCVPS instructor.
- School e-Learning Advisor registers student at the following link: [NCVPS registration](#)
- School e-Learning Advisor assures that all student information in NCVPS is correct, i.e., parent's phone, e-mail address, etc.
- School e-Learning Advisor shares password and login information with the student when registered for the course. Once the course begins, the ELA must ensure the student is able to successfully log in.
- Data manager schedules NCVPS course in PowerSchool using appropriate course codes with the NCVPS Teacher as the primary teacher
- Students who were unsuccessful in a previous NCVPS course within a specific content area will not be eligible for enrollment in additional courses within the same content area.
- Summer enrollments are only available to rising 9<sup>th</sup> Graders and must have the written approval of the High School Principal. A copy of the completed summer enrollment form with the High School Principal's signature must be submitted to Central Office before the student is registered for the summer course.

### E-Learning Advisor (ELA) Responsibilities:

- Assume the responsibility of testing administration for EOCs and/or Final Exams.
- Ensure that students have been entered into PowerSchool at the beginning of the course in which they have been enrolled so that any standardized final assessment(s) can be administered as required for state and federal accountability.
- Must drop any student who is not meeting the requirements of the course prior to the 10 Day Drop Date.
- On a daily basis, log into NCVPS and view student's coursework to ensure that students are on task and completing assignments. On a biweekly basis, retrieve progress reports and address any concerns of the NCVPS Teacher with the student and parent.
- Meet with students who may be struggling and assist them with support to help ensure their success.

### **Grading:**

NCVPS will report cumulative reports every two-weeks on the student's progress and then report a final coursework grade. **These progress reports are not reported as quarterly or semester grades, they are cumulative grades.**

In each course, student grades reflect mastery of content objectives, as outlined by the North Carolina Standard Course of Study. Academic grading scale and calculation for online courses are consistent with WCPSS practices. ELAs access progress reports and final progress reports on the NCVPS registration system. The ELA provides the Data Managers the final grade to enter into PowerSchool for the student. ELA ensures that the EOC score counts as 20% of the final grade for the student and those grades are posted correctly for the student to receive HS Credit.

### **Textbooks:**

The vast majority of NCVPS courses provide online textbooks; however, there are some courses that require traditional textbooks. When possible, the school will provide district-adopted textbooks for students. The list of courses that require textbooks not available online can be found on the NCVPS website as well as suggestions for where to buy them. Schools may limit students to courses that utilize district-adopted textbooks. *Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.*

**Any deviation from the above requirements must receive prior approval by the district office. Contact Dee McGee for further information if needed.**

## Section V: Testing

At the middle school level students will participate in a number of required state tests including:

<b>Name of Assessment</b>	<b>Grade Level</b>	<b>When Administered</b>	<b>Purpose</b>
NC End-Of-Grade Tests (EOG)	3rd - 8th	See Testing Calendars	Assesses mastery of grades 3-8 reading and mathematics based on State Standards. Students must also take the Science EOG at the end of Grade 8. The EOG is administered in the last 10 days of the school year.
NC End-Of-Course Tests (EOC)	7th - 12th	See Testing Calendars	Assesses mastery of grades 7-12 courses in select content areas based on the State Standards. The EOC is administered within the last 5 days of semester long courses and the last 10 days of year-long courses.

Middle school students also participate in formative and benchmark assessments. These are much shorter assessments that help teachers and school leaders to guide instruction based on how students are progressing with the concepts in the class. These assessments will not count as grades at any middle school in the district. However, schools may make assignments for remediation and enrichment based on the outcomes of these assessments that can count as a grade in the course.

## Section VI: Course Codes

<b>Sixth Grade</b>	
<b>Course Name</b>	<b>Course Code</b>
Language Arts 6	10562Y0
Math 6	20062Y0
Math 6 Plus	20092Y06
Science 6	30062Y0
Social Studies 6	40062Y0
Healthful Living 6	60462Y0
<b>Seventh Grade</b>	
<b>Course Name</b>	<b>Course Code</b>
Language Arts 7	10572Y0
Math 7	20072Y0
Math 7 Plus	20122Y07
NC Math 1 (MS/HS Credit)	21092Y0
Science 7	30072Y0
Social Studies 7	40072Y0
Healthful Living 7	60472Y0
<b>Eighth Grade</b>	
<b>Course Name</b>	<b>Course Code</b>
Language Arts 8	10582Y0
Math 8	20082Y0
NC Math 1 (MS/HS Credit)	21092Y0
NC Math 2 (MS/HS Credit)	22092Y0
NC Math 3 (MS/HS Credit)	23092Y0
Science 8	30082Y0
Social Studies 8	40082Y0
Healthful Living 8	60482Y0
<b>Electives</b>	
<b>Language Arts Electives</b>	
<b>Course Name</b>	<b>Course Code</b>
Reading Acceleration & Sup.	10262Y0B
Public Speaking & Debate	10182Y0B
Newspaper	10312Y0A
Yearbook	10312Y0H
<b>Mathematics Electives</b>	
<b>Course Name</b>	<b>Course Code</b>
Math Acceleration & Support	28002Y0A

<b>World Language Electives</b>	
<b>Course Name</b>	<b>Course Code</b>
Exploratory Language (Fr, Sp,etc)	12752Y0
French Beginning < 1 Year	11002Y0
French Beginning 1 Year	11002Y1
French I (MS for HS Credit)	11012Y0
Spanish Beginning < 1 Year	11402Y0
Spanish Beginning 1 Year	11402Y1
Spanish I (MS for HS Credit)	11412Y0
<b>Fine Arts Electives</b>	
<b>Course Name</b>	<b>Course Code</b>
Music Exploratory	52092Y0K
Beginning Chorus	52692Y01
Intermediate Chorus	52692Y0D
Advanced Chorus	52692Y0E
Beginning Band	52862Y0A
Intermediate Band	52872Y0A
Advanced Band	52882Y0A
Beginning Strings	52762Y0A
Intermediate Strings	52772Y0A
Advanced Strings	52782Y0A
Visual Arts Exploratory	54092Y0L
Drawing	54092Y0D
Painting	54092Y0P
Pottery / Sculpture	54092Y0S
Visual Composition	54092Y0M
Visual Composition II	54092Y0N
Weaving / Crafts	54092Y0C
Introduction to Theatre	53092Y0C
Dramatics	53092Y0D
Advanced Dramatics	53092Y0E
Introduction to Dance	51092Y0A
Dance I	51092Y0B
Dance II	51092Y0C
<b>ESL Courses</b>	
<b>Course Name</b>	<b>Course Code</b>
ESL I Grade 6	10382Y016
ESL I Grade 7	10382Y017
ESL I Grade 8	10382Y018
ESL II Grade 6	10382Y026
ESL II Grade 7	10382Y027
ESL II Grade 8	10382Y028
Advanced Language Support for MLs	10382Y0A

## Explanation of Course Code Digits for Middle Schools

Example: 10562Y0

The **first four digits** indicate the course. The first digit of the four digits represents the academic area as follows:

- 0** = nonspecific subject
- 1** = English/Language Arts; World Languages; Public Speaking
- 2** = Mathematics
- 3** = Science
- 4** = Social Studies
- 5** = Arts
- 6** = Health/PE
- 9** = Special Interest Topics
- Alpha** = Career and Technical Education courses

\*\*\*\*\*

The **fifth digit** indicates the academic level/grading weight given the course. It is also used to indicate Exceptional Children Extended Content.

- 2** = standard level
- 9** = Non-Reporting Course
- A** = Adapted Curriculum (Extended Content Standards Only)

\*\*\*\*\*

The **sixth digit** indicates current grade-span of the student-elementary (Z), middle (Y) or high (X)

**Note:** When a high school course is being taught at middle school for credit, the first four digits will be the high school course and a Y will be in the 6th digit to indicate that the high school course is being taken by a middle school student for high school credit.

\*\*\*\*\*

The **seventh digit** indicates various course sequence information.

Example: A world language course such as Spanish I may be taught in middle school for high school credit and taught over a two-year period in order to cover the material--Spanish I (Part A) and Spanish I (Part B). Both would be required to receive credit for the Spanish I course on the high school transcript.

The **eighth digit** is used to help differentiate course titles for multiple courses:

Example: A course being taken on North Carolina Virtual Public Schools will have a V on the end of the course number and NCVPS in the course title and it will also show a variation stating Middle School for High School Credit (MS for HS Credit). If the high school course is being taken on North Carolina Virtual Public Schools and it is at the honors level, the course will show as the high school course with MSV and (MS for HS Credit)

1<sup>st</sup> DRAFT – 11/20/24

# Notes