WAKE COUNTY
PUBLIC SCHOOL SYSTEM

MIDDLE SCHOOL
PROGRAM PLANNING GUIDE
2017-2018

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.

The following pages of this planning guide detail the Middle School Program. Questions about the program can be directed to personnel at each school.

Wake County Public School System Middle Schools

Apex MS	Hilburn Academy	River Bend MS
Carnage MS	Holly Grove MS	River Oaks MS
Carroll MS	Holly Ridge MS	Rolesville MS
Centennial Campus MS	Leesville Road MS	Salem MS
Daniels MS	Ligon MS	Wake Forest MS
Davis Drive MS	Longview School	Wake Young Men's Leadership
Dillard Drive MS	Lufkin Road MS	Wake Young Women's
Durant Road MS	Martin MS	Leadership
East Cary MS	Mills Park MS	Wakefield MS
East Garner MS	Mount Vernon School	Wendell MS
East Millbrook MS	Moore Square MS	West Cary MS
East Wake MS	North Garner MS	West Lake MS
Fuquay-Varina MS	Pine Hollow MS	West Millbrook MS
Heritage MS	Reedy Creek MS	Zebulon MS

It is the policy of this school system not to discriminate in its admissions requirements, educational programs, activities, or employment policies in regard to sex, race, color, national origin, creed, or handicapping conditions.

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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 five 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 – Note: The grading scale below represents changes to Policy 5520 R&P in Spring 2015**.**
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
FF	=	failed for violation of attendance policy

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 (5530) requires grade-level proficiency in reading and mathematics in order to be promoted to the next grade level in grades 6-8. To be promoted, students must meet test proficiency standards and receive a passing grade (D or better) in:

- Language Arts,
- Mathematics,
- Social Studies or Science,
- Half of all remaining courses taken.

In addition to academic performance requirements, students must meet the requirements of the WCPSS attendance policy. Failure to meet the requirements of the attendance policy may result in failure of a class and grade retention. Such students receive a grade of "FF." North Carolina Law [1 15C-288(a)] mandates that the final decision regarding promotion or retention of students lies with the principal.

STUDENTS WITH SPECIAL NEEDS

ACADEMICALLY OR INTELLECTUALLY GIFTED (AIG)

At the middle school level, screening and placement for the Academically or Intellectually Gifted program occur as appropriate and on an individual basis. Teachers and/or parents may nominate students for the AIG Program during the first or second semester screening window. Students may be identified for services in language arts, mathematics, or in both areas.

Students in the Wake County Public School System are identified using a state-approved model that includes not only aptitude and achievement test scores, but also other indicators of giftedness such as classroom behaviors, performance, interest, and motivation. Students who meet the criteria for AIG services are identified accordingly. Students who qualify for the AIG program are served through differentiation strategies designed to provide challenges and appropriate instruction in language arts classes and/or in mathematics courses.

SPECIAL EDUCATION SERVICES

All Wake County Public School System middle schools provide services for students who require special education because of a disability. Federal and state laws govern eligibility for special education. Students who are suspected of having a disability are referred by their parents or by school personnel for screening and evaluation. Following the evaluation, a team of qualified individuals determines whether the student is eligible. A team, including the parent, develops for every eligible student an Individualized Educational Program (IEP), which identifies the student's strengths and weaknesses and sets annual goals and short-term objectives or benchmarks. The IEP also identifies the appropriate services and least restrictive placement which are required to meet the individual needs of the student.

Wake County Public School System provides services for students according to the following continuum of alternative placements:

1. Regular – 80% or more of the day with non-disabled peers
2. Resource – 40% - 79% of the day with non-disabled peers
3. Separate – 39% or less of the day with non-disabled peers
4. Separate School
5. Residential Facility
6. Home/Hospital

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.

Special Education – General Curriculum Standard Course of Study	
Course Name	**Course Code**
Independent Study	96102Y0E
Curriculum Assistance 6	96102Y06G
Curriculum Assistance 7	96102Y07G
Curriculum Assistance 8	96102Y08G
Math Connections 6	20062Y0C6
Math Connections 7	20072Y0C7
Math Connections 8	20082Y0C8
Writing 6	10262Y0W6
Writing 7	10262Y0W7
Writing 8	10262Y0W8
Reading Decoding 6	10262Y0R6
Reading Decoding 7	10262Y0R7
Reading Decoding 8	10262Y0R8
Literacy Connections 6	10562Y0C6
Literacy Connections 7	10572Y0C7
Literacy Connections 8	10582Y0C8
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
Essentials of Social Studies & Science	96102Y0U

Special Education – Extensions NC Extensions Curriculum	
Course Name	**Course Code**
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

SPECIAL EDUCATION COURSE OPTIONS

Literacy Connections
This course focuses on State Standards for students with reading levels ranging from approximately *2nd grade to beginning 4th grade* level. The students receive intensive, explicit, and systematic instruction to remediate deficit areas in vocabulary, comprehension, and writing. The use of scaffolded instruction as well as supplemental and alternate text options enable students to access standards while addressing the literacy needs documented in the IEP. This class is recommended for sixth grade only.

Literacy Essentials
The Literacy Essentials course is designed to intensively, explicitly, and systematically teach vocabulary, comprehension, and basic writing skills to the small population of students, with reading levels beginning at the first or second grade, who are unable to benefit from the Literacy Connections or ICR Language Arts class.

Decoding
Designed for students who exhibit specific decoding deficits as evidenced by diagnostic assessment and IEP goals, this course focuses on explicitly and systematically teaching reading skills ranging from phonemic awareness to morphological units. Students will receive specially designed instruction in alphabetic principle, specific phonic patterns, high frequency words, and an appreciation of morphemes. Fluency, vocabulary, and comprehension are also integrated into lessons. Pre-testing as well as ongoing assessments of students' performance and growth determine placement and mastery.

Math Connections
This course is designed for students at least two grade levels below who are not making sufficient progress with a single ICR math or general education math class, and who are in need of explicit and systematic specialized math instruction and concrete support of developmental math skills to access grade level math standards. A focus on assessment, progress monitoring, and targeted instruction encourages the expected student behaviors associated with gaining math skills as identified by the standards of mathematical practice. This class is recommended for sixth grade only

Math Essentials
This course focuses on explicit and systematic instruction in basic number sense and appropriate developmental math learning trajectories and is designed for the small population of students with emerging numeracy skills who are unable to access abstract concepts presented in general education math, including ICR math.

Curriculum Assistance
The Curriculum Assistance elective (CA) provides specialized instruction for students with disabilities who are enrolled in regular education classes. The four main components of CA are collaboration/communication between teacher, parent, and student, literacy and math specialized instruction/remediation, and study skills instruction. The student is taught to prioritize, organize, take notes, take tests, proofread, follow directions and use reference materials. Literacy and Math skills are taught using specially designed instruction based on 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.

Essentials of Social Studies & Science
This course is designed for the small population of students, with reading levels beginning at the *1st or 2nd grade* level, who are unable to participate successfully in the general education classes for science or social studies courses.

Behavior/Autism Support

The Behavior/Autism Support Program is designed for students with significant behavioral issues 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.

SERVICE DELIVERY OPTIONS

In-Class Resource (ICR)

ICR provides support to students receiving grade level instruction. The special education teacher and the general education teacher collaborate and co-teach to incorporate multisensory strategies into instruction and ensure that the provision of the specially designed instruction outlined in the IEP allows students who are below grade level to benefit from the class. These students also receive the modifications and accommodations in the IEP to support the learning process. The students in ICR classes who require direct specialized instruction on skills may also receive support in a decoding class, and/or curriculum assistance elective (CA). Students who need specially designed instruction to support their organization skills receive these services in ICR and may also require a CA elective, based on their level of documented need as determined by the IEP team.

ENGLISH AS A SECOND LANGUAGE

Students whose home language is not English and who are identified as LEP 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.

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

This year-long grade-specific course is designed for LEP students receiving Comprehensive level language services. Criteria for receiving this most intensive level of support include: less than 2 years in U.S. schools and ACCESS for ELLs or W-APT scores at Entering (Level 1) and Emerging (Level 2).

Students in this course can generally utilize words, phrases or chunks of language with simple grammatical constructions and/or multiple related sentences with compound grammatical constructions within both social and academic constructs.

This course is designed to move students along the continuum of academic English language acquisition beginning at their current proficiency levels.

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

This year-long grade-specific course is designed for LEP students receiving Moderate level language services. Criteria for this intermediate level of language support includes: more than 2 years in U.S. schools and ACCESS for ELLs or W-APT scores at Emerging (Level 2) and Developing (Level 3). -

Students in this course are working towards using expanded sentences to express multiple related ideas using more complex grammatical structures and specific content language within both social and academic constructs.

This course is designed to move students along the continuum of academic English language acquisition beginning at their current proficiency levels.

Advanced Language Support for ELLS (Semester or Year Long) (10382Y0A)

This mixed grade level course is designed for LEP students receiving Transitional level language services. These students are not enrolled in either ESL I or ESL II.

This course will focus on the finer details of English language, specifically the academic language and skills needed for success in the regular classroom. Instruction will include support for higher levels of English language development, and guidance for organizing and completing projects and related tasks. Maximum class size should be less than 15.

SECTION II: CORE PROGRAM DESCRIPTIONS

SIXTH GRADE CORE PROGRAM

Sixth grade students study language arts, mathematics, science, social studies, and healthful living. 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 State Standards for English Language Arts, sixth 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, they develop 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 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 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.   Sixth graders also conduct short research projects drawing on and citing several sources appropriately.

They 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 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 State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical 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 Standards for Mathematical Content in Grades 6 – 8 are 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; multiply and divide 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 and inequalities; 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 comprised of all of 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; multiply and divide 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 and inequalities; 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-life and mathematical problems involving angle and measure.
- **Statistics and Probability:** Develop understanding of statistical variability; summarize and describe distributions.

Compacted 6 Plus / 7 Plus (20092Y0COM)
Compacted 6 Plus / 7 Plus provide students a more accelerated version of the content in 6 Plus and 7 Plus. Overall, this course will include all content objectives for grade 6, grade 7 and half of the course content for grade 8. Due to the quick pace of this course, it is designed for the highly proficient and highly gifted learner. Parents and students are strongly recommended to consult with their principal, counselor and/or other appropriate school staff prior to requesting this course to gain a full understanding of its requirements and in what format it is offered.

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 usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. 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. 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 structure of Earth and how interactions of constructive and destructive forces have resulted in changes in the surface of Earth over time and the effects of the lithosphere on humans.
- 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 earthquakes, light and sound waves.
- Understand the structure, classifications and physical properties of matter.
- Understand characteristics of energy transfer and interactions of matter and energy.

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 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, they increase 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.

They 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 State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical 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 Standards for Mathematical Content in Grades 6 – 8 are 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-life and mathematical problems using numerical and algebraic expressions and equations.
- ***Geometry:*** Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- ***Statistics and Probability:*** Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

Math 7 Plus (20122Y07)
Math 7 Plus is a compacted course comprised of a portion of standards from Math 7 and a portion of standards from Math 8. The foci of the course are outlined below by domain.

- ***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-life and mathematical problems using numerical and algebraic expressions and equations; work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations.
- ***Geometry:*** Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life 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.
- ***Statistics and Probability:*** Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

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 usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. 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. 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 how the cycling of matter (water and gases) in and out of the atmosphere relates to Earth's atmosphere, weather and climate and the effects of the atmosphere on 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 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 State Standards for English Language Arts, eighth 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, 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 State Standards for Mathematics consist of two types of standards – Standards for Mathematical Practice that span K-12 and Standards for Mathematical 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 Standards for Mathematical Content in Grades 6 – 8 are 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; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.
- ***Geometry:*** Understand congruence and similarity using physical models, transparencies, or geometry software; 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)

The NC Math 1 course offered in middle school is a compacted course comprised of a portion of the Math 8 standards and all of the NC Math 1 standards. 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 that:
- **Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from this class after the 20ᵗʰ day of school (10ᵗʰ 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 each 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 the North Carolina Final Exam for NC Math 2.

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 usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. 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. 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 and the impact of humans on local systems and the effects of the hydrosphere on 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 biotechnology is used to affect living organisms.
- Understand how organisms interact with and respond to the biotic and abiotic components of their environment.
- Understand the evolution of organisms and landforms based on evidence, theories and processes that impact the Earth over time.
- Understand the composition of various substances as it relates to their ability to serve as a source of energy and building materials for growth and repair of organisms.
- 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 ENRICHMENT AND EXTENSION (10262Y0A)
Available for grades 6, 7, and 8, this course is designed for grade level or above readers. Students will have the opportunity to read from all genres to further increase their reading comprehension, vocabulary, and high order thinking skills. There will be opportunities for students to self-select reading materials, both fiction and nonfiction; set individual reading goals; engage in author and genre studies; and read collaboratively in literature circles, reader's theater, or Paideia seminar formats.

READING ACCELERATION AND SUPPORT (10262Y0B)
Available for grades 6, 7, and 8, this course is designed for students who need additional instruction and support in comprehension building, vocabulary building, and reading skills. Direct strategy instruction will occur with extended opportunities for guided reading practice with both fiction and nonfiction text. Students will have the opportunity to self-select texts and set individual reading goals. Instructional strategies will include teacher read alouds, paired reading, guided 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.

MATHEMATICS 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.

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.

MATH COUNTS (28002Y0B)

MATH COUNTS is for 7th and 8th grade students who have a special interest in mathematics and who wish to extend their problem-solving skills. Students use MATH COUNTS materials provided by the Professional Engineers of North Carolina. Activities include speed drills, power drills, and simulated competitions. The emphasis is on developing and applying analytical skills to the solutions of complex problems. Both individual and team performance are developed. Students may have the opportunity to compete in local, regional, state, and national competitions.

Math 6 Plus Support (28002Y0C)
Math 7 Plus Support (28002Y0D)
NC Math 1 Support (28002Y0E)

These elective courses are designed to support students in choosing a more rigorous course of study with their mathematics instruction. In this course, students may reinforce foundational concepts critical to demonstrating mastery in their current math course, preview new concepts before there are presented in class, and/or providing additional support. The goal of the course is to provide support for students in a more rigorous class in an effort to have them ultimately be able to sustain growth and progress with the course content and skills without the support of this class.

SCIENCE 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.

ANIMAL SCIENCE (30092Y0Z1)
Available for grades 7 - 8 only. This study of reptiles, amphibians, mammals, and birds emphasizes habitats, interdependence, domestications, diseases, and treatment. Students learn to prepare environments that simulate the natural habitats of the animals. Ecological concepts, including man's ability to manipulate environments, are highlighted. Students study zoo species and wild animals as well as livestock and pets. The effects of humans and animals upon their environments are stressed. A goal of this course is to develop responsibility for the conservation of our natural resources.

OLYMPICS OF SCIENCE AND MATH (30092Y0F)
Available for grades 7 - 8 only. This course enables students to apply science and mathematics concepts and principles in innovative situations that enhance problem-solving skills. Independent and group projects are completed under the guidelines of the National Science Olympiad. Students may have the opportunity to compete in local, regional, state, and national Science Olympiads.

THE MARINE ECOSYSTEM (30092Y0Z2)
Available for grades 7 - 8 only. In this course, students will be introduced to the study of oceanography through the examination of the structure and function of marine life with special emphasis on organism interactions and specific ecosystems such as coral reefs, estuaries, and lagoons. Students study the structure and function of marine life, compare and contrast organisms, and study ecosystems.

SOCIAL STUDIES 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.

AFRICAN-AMERICAN HISTORY (48022Y0A)
Available for grades 7 - 8 only. The history and culture of African-Americans are examined. Students will investigate the changing events, people, politics, and economics that have shaped African-American history.

AMERICAN HISTORY THEMES AND DREAMS (48022Y0B)
Available for grades 7 - 8 only. This course focuses on twentieth century themes in the American nation. Selections from the series, *A History of US* (Author Joy Hakim), will be used to energize and engage students in American History as they study the significant people, places, and events that impacted our nation in the twentieth century. A curriculum guide is available for this class. This elective is highly recommended for all students as excellent preparation for high school social studies.

TAR HEEL JUNIOR HISTORIANS AT WORK (48022Y0C)
Available for grades 7 - 8 only. This course focuses on the history of North Carolina with activities sponsored by the Tar Heel Junior Historian (THJH) programs. Opportunities are provided to research and write articles for the THJH magazine. Enrichment tours to historic sites may be offered. Close ties with the North Carolina Museum of History are maintained as students learn firsthand the history of their city, county, and state. History comes alive with research leading to imaginative projects, original performances, artifact searching, and media presentations. Resource speakers help students develop a sense of history and understand their role in the life of the community.

WE THE PEOPLE: PROJECT CITIZEN (48022Y0D)
Available for grades 7 - 8 only. Students examine the process of making local, state, and federal laws. Classes focus on the role of state and local governments in the U.S. federal system. The curriculum involves an entire class of middle grade students in a series of structured, cooperative learning activities that are guided by teachers, organization leaders, and others. The students learn to interact with their government. This course is part of a nationwide program, a project of the Center for Civic Education, funded by the US Department of Education.

WORLD LANGUAGE ELECTIVES

Middle schools may choose to offer two types of second language programs based on the needs of their students, consisting of either semester-length or year-long courses. The possible sequence of courses is:

BEGINNING FRENCH (DPI Title: French Beginning < 1 Year)   (11002Y0)

This course is an introduction to French language and culture. Major topics include classroom objects, numbers, colors, the calendar, greetings, telling time, weather expressions, common verbs, foods, the family, clothing, animals, basic prepositions, negative expressions, adjectives, and commands. Students who complete this course successfully should next take Intermediate French or French A.

INTERMEDIATE FRENCH (DPI Title: French Beginning 1 Year)   (11002Y1)
Prerequisite: Beginning French. This course continues the study of the French language and culture. Major topics include an expansion of verbs and vocabulary, family vocabulary, interrogatives, negative expressions, adjectives, contractions, possessive adjectives, common idioms, the future tense, double verb construction, imperatives, demonstrative adjectives, interrogative adjectives, and forming questions. Students who complete this course successfully should next take Advanced French, or they may move to French II at the high school level.

ADVANCED FRENCH (DPI Title: French I (MS for HS Credit) (11012Y0)
Prerequisite: Intermediate French. This course continues the study of the French language and culture, refining grammatical and vocabulary topics. Major topics include common irregular verbs, clothing and shopping vocabulary, negative expressions, emphatic pronouns, double verb constructions, the past tense, comparative and superlative forms, relative pronouns, reflexive verbs, and direct object pronouns. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take French II at the high school level.

EXPLORATORY LANGUAGE - (all languages)   (12752Y0)
This course is an introduction to language and culture. This course is intended as a link between the elementary programs or as an initial introduction to the language. This course is not included in the curriculum series for high school credit. In some situations this course is included on a "wheel" scheduling option.

BEGINNING SPANISH (DPI Title: Spanish Beginning < 1 Year) **(**11402Y0)
This course begins the study of the Spanish language and culture and is the first part in the Spanish curriculum series for high school credit. Major topics include greetings, conversation questions, telling time, classroom objects, asking for help, the parts of the body, infinitive verbs, expressing likes and dislikes, definite and indefinite articles, adjectives, subject pronouns, the present tense of –ar verbs, and the plurals of nouns and articles. Students who successfully complete this course should continue the Spanish curriculum series for high school credit by taking Intermediate Spanish.

INTERMEDIATE SPANISH (DPI Title: Spanish Beginning 1 Year) (11402Y1)
Prerequisite: Beginning Spanish. This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include foods, the present tense of –er and –ir verbs, the plurals of adjectives, the verb ser, the verb ir, question words, places, leisure activities, irregular verbs, possessive adjectives, family, celebrations, the restaurant, and

personal descriptions. Students who successfully complete this course should continue the Spanish curriculum series for high school credit by taking Advanced Spanish.

ADVANCED SPANISH (DPI Title: Spanish I MS for HS Credit) (11412Y0)
Prerequisite: Intermediate Spanish. This course continues the study of the Spanish language and culture, refining grammatical and vocabulary topics. Major topics include the rooms in a house, making comparisons, the superlative, stem changing verbs, affirmative commands, the present progressive tense, clothing, demonstrative adjectives, and the preterit of verbs. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take Spanish II at the high school level.

SPANISH I A (year-long course) (11412YA)
This course builds on the basics of Spanish as taught in the Beginning Spanish course or in the elementary program. A more formal introduction of grammar is included, as well as continued emphasis on listening, speaking, reading, writing, and culture.

SPANISH I B (year-long course) (11412YB)
Prerequisite: Spanish IA. This course enables students to strengthen and reinforce the skills acquired in the earlier levels by increased use of Spanish and further refinement of grammatical structures. Students who complete this course successfully and who pass the exit exam (worth 20% of the overall grade) may take Spanish II at the high school level.

ARTS EDUCATION 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.

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.

CHORUS (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.

CONCERT CHORUS (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.

<div align="center">Visual Arts</div>

VISUAL 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 art work 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 to 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

Agricultural Education

Exploring Agricultural Science 1 (18-week course pairing AU022YA and AU022YB) For scheduling you will need to use the two nine week courses below.

Exploring Environmental & Natural Resources (9-week course AU022YA)
Exploring Animal & Plant Science (9-week course AU022YB)
Grades: 6, 7
Prerequisite: None

This middle school course introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Agricultural Science 2 (18-week course pairing AU022YC and AU022YD) For scheduling you will need to use the two nine week courses below.

Exploring Food and Agricultural Products (9-week course AU022YC)
Exploring Agricultural Issues (9-week course AU022YD)
Grades: 6, 7, 8
Prerequisite: None

This middle school course introduces students to the industry of agriculture. Topics of instruction include agricultural science and technology, agricultural issues, food science, stewardship, consumer agriculture, and careers in agricultural science. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Biotechnology in Agriculture (18-week course pairing AU102YA and AU012YC) For scheduling you will need to use the two nine week courses below.

Fundamentals of Biotechnology (9-week course AU012YA)
Agricultural & Environmental Biotechnology (9-week course AU012YC)
Grades: 8
Prerequisite: None

This middle school course focuses on the agricultural and medical industry with emphasis on the relationship of science and technology that affects agriculture, medicine, and health care. Topics include career concepts in the agriculture and medical fields. English language arts, mathematics, and science are reinforced. This course contributes to the development of a career development plan. Work-based learning strategies appropriate for this course are mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Business, Finance, and Information Technology Education

Computer Skills and Applications (18-week course pairing BU102YA and BU102YD) For scheduling you will need to use the two nine week courses below.

Keyboarding and Basic Word Processing (9-week course BU102YA)
Digital Literacy (9-week course BU102YD)
Grades: 6, 7, 8
Prerequisite: None

This middle school course is composed of instructional modules designed to allow students to learn the touch method of keyboarding, digital literacy and computer knowledge, and basic word processing and document formatting skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Advanced Computer Skills and Applications (18-week course pairing (BU102YB and BU102YC) For scheduling you will need to use the two nine week courses below in the order that they appear.

Introduction to Office Productivity (9-week course pairing BU102YB)
Office Productivity Applications (9-week course pairing BU102YC)
Grades: 7, 8
Prerequisite: Computer Skills and Applications or Keyboarding and Basic Word Processing

This middle school course is composed of instructional modules designed to provide hands-on instruction using software common in the workplace. The software applications include word processing, presentation, spreadsheet, database, and desktop

publishing. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Business, Marketing, and Entrepreneurship (18-week course pairing BU202YA and BU202YC) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Business and Entrepreneurship (9-week course pairing BU202YA)
Exploring Business Activities (9-week course BU202YC)
Grades: 7, 8
Prerequisite: Advanced Computer Skills and Applications or Introduction to Office Productivity

This middle school course is designed to explore the nature of business, entrepreneurial skills, and to study related careers in fields such in financial services, information technology, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Economics, Finance and Leadership (18-week course pairing (BU202YB and BU202YD) For scheduling you will need to use the two nine week courses below.

Exploring Economics Systems (9-week course BU202YB)
Business Procedures and Leadership (9-week course BU202YD)
Grades: 7, 8
Prerequisites: None

This middle school course is designed to explore how economic systems impact business and principles of business and personal finance. Emphasis is on using the computer while studying applications in these areas, along with problem solving and thinking skills. This course contributes to the development of a career development plan. English language arts, mathematics, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Middle Grades Computer Science (18-week course BL14**)**
Grades: 6, 7, 8
Prerequisites: Keyboarding and Basic Word Processing

This course will extend the logical and computational thinking skills introduced in math courses. It will serve as an introduction to students with limited knowledge of how to apply these skills to problem solving using a computer and extend learning for those that have Computer Science experience.

Students will experience all areas of Computer Science (hardware, software, web page design, computer programming, and data analysis). This approach will allow students to align their area(s) of interest to a corresponding pathway of study at the high school level. This course will help prepare students for the following high school courses:

• Multimedia and Webpage Design
• Computer Programming I
• AP Computer Science Principles

Career Development Education

Exploring Careers (18-week course pairing CC582YA and CC582YB) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Personal Characteristics and Careers (9-week course CC582YA) This course explores personal characteristics and careers

Exploring Careers and Employment (9-week course CC582YB) This course explores careers and employment

Grades: 7, 8

Prerequisite: None.

This middle school course provides an orientation to the world of work. Emphasis is placed on self-awareness, understanding the world of work, and the career planning process. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communication, personal management, and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips and job shadowing. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Family and Consumer Sciences Education

Exploring FACS- Family Focus (18-week course pairing FC012YA and FC012YB) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Interpersonal Relationships and Childcare (9-week course FC012YA)
Exploring Nutrition and Wellness (9-week course FC012YB)

Grade: 6, 7, 8

Prerequisite: None

This 18 week middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: interpersonal relationships, nutrition and wellness, child development and education. Students are eligible to receive the American Red Cross® Babysitter certification. English language arts and mathematics are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness through authentic experiences.

Exploring FACS- Consumer Focus (18-week course pairing FC012YC and FC012YD)For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Apparel and Interior Design (9-week course FC012YC)
Understanding Personal Finance and Hospitality (9-week course FC012YD)

Grade: 6, 7, 8

Prerequisite: None

This 18 week middle school course is composed of instructional modules designed to explore basic Family and Consumer Sciences foundations and skill sets. The modules that are covered in this course are: personal finance and resource management, food service and hospitality, apparel, and interior design. Students are eligible to receive EverFi's Vault™ and the NC eFoodhandler™ certifications. English language arts and mathematics are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness through authentic experiences.

Technology, Engineering, and Design

Exploring Engineering and Design 1 (18-week course pairing TE012YC and TE012YA) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Engineering and Design 1A (DPI Title: Project Revive)(9-week course TE012YC)
This course works through a project called Revive
Exploring Engineering and Design 1B (DPI Title: Exploring Technology (9-week course TE012YA)
This course explores and defines technology
Grade: 6, 7
Prerequisite: None.

This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Exploring Engineering and Design 2 (18-week course pairing TE012YD and TE012YB) For scheduling you will need to use the two nine week courses below in the order that they appear.
Exploring Engineering and Design 2A (DPI Title: Invention and Innovation)
 (9-week course TE012YD) This course explores inventions and innovations
Exploring Engineering and Design 2B (DPI Title: Exploring Engineering and Design)
 (9-week course TE012YB) This course explores engineering and design
Grade: 6, 7, 8
Prerequisite: None.
This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This would include research on inventions and innovations.

Exploring Engineering and Design 3 (18-week course pairing TE012YE and TE012YF) For scheduling you will need to use the two nine week courses below in the order that they appear.
Exploring Engineering and Design 3A (DPI Title: Design and Creativity)
 (9-week course TE012YE) This course explores design and creativity
Exploring Engineering and Design 3B (DPI Title: Technology and Society)
 (9-week course TE012YF) This course explores technology and society
Grade: 6, 7, 8
Prerequisite: None.
This middle school course focuses on applying the design process in the invention or innovation of a new product, process, or system. Through engaging activities and hands-on projects, students focus on understanding how criteria, constraints, and processes affect designs. Emphasis is placed on brainstorming, visualizing, modeling, testing, and refining designs. Students develop skills in researching information, communicating design information, and reporting results. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This would include the design and creativity in the engineering world along with technology and how that impacts society

Exploring Technological Systems 1   (18-week course pairing TE022YB and TE022YA) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Technological Systems 1A (DPI Title: Technological Issues and Impacts)
((9-week course TE022YB) This course explores technological issues and impacts
Exploring Technological Systems 1B (DPI Title: Exploring Technological Systems)
(9-week course TE022YA) This course explores technological system
Grade: 6,7, 8
Prerequisite: None.
This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this

course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course also looks at technology issues and impacts.

Exploring Technological Systems 2 (18-week course pairing TE022YC and TE022YD) For scheduling you will need to use the two nine week courses below in the order that they appear.

Exploring Technological Systems 2A (DPI Title: Maintaining Technological Systems
(9-week course TE022YC) This course explores the maintaining technological systems
Exploring Technological Systems 2B (DPI Title: Technological Systems in the Designed World
(9-week course TE022YD) This course explores technological systems in the designed world
Grade: 6,7, 8
Prerequisite: None.
This middle school course focuses on students' understanding how technological systems work together to solve problems and capture opportunities. As technology becomes more integrated and systems become dependent upon each other, this course gives students a general background on the different types of systems, with specific concentration on the connections between these systems. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Maintaining technological systems are addressed.

*PLTW Gateway to Technology
Project Lead the Way (PLTW) Gateway to Technology (GTT) is an activities-oriented program designed to challenge and engage the natural curiosity and imagination of students. Taught in conjunction with a rigorous academic curriculum, the program is divided into six independent, nine-week courses listed below. Course code 8056 is used for all six courses.

*PLTW Automation and Robotics (TP012Y0)
Grade: 6,7, 8
Prerequisite: None.
In this middle school course, students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration, and innovation. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

*PLTW Design and Modeling (TP012Y0A)
Grade: 6,7, 8
Prerequisite: None.
In this course, students use solid modeling software, a sophisticated mathematical technique for representing solid objects, as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

* Centennial Campus Magnet Middle, Moore Square Magnet Middle, Martin Middle, Daniels Middle, Fuquay-Varina Middle, East Cary Middle and East Wake Middle Schools only.

SECTION IV: PLANNING 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. http://www.wcpss.net/cms/lib/NC01911451/Centricity/Domain/47/PPG%2015-16%20Final.pdf

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 you high school experience. You can take a free interest inventory at 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 beginning the 2013-14 school year.

Course Name	Course Code if offered on NCVPS or WCPSS Online	Course Code if offered at Middle School
English/Language Arts		
English I	10212Y0V	10212Y0
Math		
NC Math 1	21032Y0V	21032Y0
NC Math 2	22102Y0V	22012Y0
NC Math 3	23012Y0V	23012Y0
PreCalculus*	24032Y0V	24032Y0
World Language		
French I	11012Y0V	11012Y0
Spanish I	11412Y0V	11412Y0
French II	11022Y0V	11022Y0
Spanish II	11422Y0V	11422Y0
Science **These courses must be taken in addition to 6-8 Science courses.**		
Earth/Environmental Science **	35012Y0V	35012Y0
Physical Science	34012Y0V	Teacher-led course not available
Social Studies **These courses must be taken in addition to 6-8 Social Studies courses.**		
World History	43032Y0V	Teacher-led course not available

Please note that teacher-led courses taught for high school credit at the middle school level may require specific teacher certification.

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 (i.e. Earth Science does not replace 8ᵗʰ grade science).**

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
** Face to face teacher must be certified to teach Earth Science

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 grade will be listed in 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 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.
   - Only grades earned in high school are included in a student's high school GPA.
   - Students retaking a course that they previously passed to build a stronger foundation will receive elective credit 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 either to retake the EOC or use the previous passing EOC 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.

World Language Courses for High School Credit

1. **Do exploratory world language classes (6th grade, 9 week) count towards earning the 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.
2. **Which 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
3. **Are students required to take a final exam for the 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.

Mathematics Courses for High School Credit

1. **Is there a placement exam?**
   No. Students who successfully complete mathematics courses may be placed in the next level of mathematics based on middle school math placement guidelines.
2. **Are students required to take a standard exam for the 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 other high school math courses will take a teacher-made exam that counts as 20% of their final grade.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL

I. **Definition of Virtual Programs**
"Virtual learning" means registered students can take classes using their own computers over the Internet. Course content, assignments and demonstrations are provided on an anytime, anywhere basis. Students use email, instant messaging and online chat forums to interact with their teachers and other students. Teachers and students may talk to one another over the phone or over their computers. When students complete assignments, they can send their papers or tests to their teacher electronically. Grading and individual remarks are sent from the teacher to the student in the same way.

II. **State-Sanctioned Virtual Programs**
The North Carolina Department of Public Instruction, in partnership with North Carolina's Distance Learning System, North Carolina Virtual Public School, Local Education Agencies (LEA), and the North Carolina University

System, gives public school students the opportunity to take a wide array of online courses outside the normal school day or during the school day.

The state-sanctioned virtual (online) programs are available to students as individual school resources allow. Participation in these programs requires the completion of the Dual Enrollment Form and principal approval.

The following NCVPS information can be found at www.ncvps.org .

North Carolina Virtual Public School (NCVPS)

The North Carolina Virtual Public School, which began in June 2007, is a division of the North Carolina Department of Public Instruction that offers online courses to public school students of North Carolina, during the school day, at home, or anywhere they have computer access.

III.   Student Enrollment

Students must complete the following steps in order to enroll in online courses.

Steps to Register for Online Courses:

1. Student meets with school-based e-Learning Advisor (ELA) to discuss online options and determine eligibility.
2. Student and parent/guardian submit completed Dual Enrollment Form to his/her school counselor for principal approval.
3. Students must sign a Statement of Academic Integrity in which they promise to uphold the WCPSS Code of Conduct and promote academic integrity while taking online courses.
4. The ELA determines if the student has any modifications and shares the information with the course instructor.

Note: Please visit www.ncvps.org for a complete list of computer requirements

IV.   Criteria for Course Selection

- The course must provide opportunities not currently available to the student at their school.
- Selection of online courses must follow recommended and required prerequisites as listed in the Middle and High School Program Planning Guides.
- Students enrolled in a full, daily schedule at their school may take <u>one</u> online course. Students enrolled in a half-day schedule may take <u>two</u> online courses.
- Any course that requires an End-of-Course test is approved at principal's discretion.

V.   Considerations for Summer Study:

- Rising 9th grade students wishing to take online courses must secure high school permission through the completion of the Dual Enrollment Form signed by the high school principal.
- Any course that requires an End-of-Course test is approved at principal's discretion.
- Middle school students have limited summer opportunities based on available personnel.
- Any student enrolled in an EOC or CTE Post Assessment course is required to take the final exam at his/her base school.

V.   Student Eligibility

Students wishing to enroll in an online course must be able to:

- read on grade level as demonstrated by a passing score on the previous Reading EOG or English I EOC
- access the internet daily, browse the internet, use a clickable menu, send email, and upload and download attachments as demonstrated on the computer survey
- communicate effectively, as most courses require simultaneous discussions with the teacher and other students using web tools such as Blackboard, Moodle, etc.
- work at rigorous daily pace set by the instructor
- meet deadlines and manage course assignments

- discipline themselves to commit to 5 to 10 hours per week per course to complete work

VI.   Instructional Resources

Textbooks
While NCVPS is making strides to provide online textbooks for all courses, 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.

Note: Due to budgetary restraints schools may request that parents purchase any required textbooks that are not available online or readily available in their building.

Course Specific Materials
Other than the textbook, any additional resources (such as digital cameras, handheld devices, MIDIs, etc.) required by the instructor of the online course are the sole responsibility of the student.

SECTION V: TESTING

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

Name of Assessment	Grade Level	When Administered	Purpose
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.
NC End-Of-Course Tests (EOC) / CTE Post-assessments	7th - 12th	See Testing Calendars	Assesses mastery of grades 7-12 courses in select content areas based on the State Standards.
NC Final Exams	Varies	See Testing Calendars	For courses carrying high school credit that do not have an End of Course Test or CTE Post-assessment, the NC Final Exam assesses mastery of content knowledge for the course.

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

Sixth Grade

Course Name	Course Code
Language Arts 6	10562Y0
Math 6	20062Y0
Math 6 PLUS	20092Y06
Compacted 6 Plus/7 Plus	20092Y0COM
Science 6	30062Y0
Social Studies 6	40062Y0
Healthful Living 6	60462Y0

Seventh Grade

Course Name	Course Code
Language Arts 7	10572Y0
Math 7	20072Y0
Math 7 Plus	20122Y07
NC Math 1	21092Y0
Science 7	30072Y0
Social Studies 7	40072Y0
Healthful Living 7	60472Y0

Eighth Grade

Course Name	Course Code
Language Arts 8	10582Y0
Math 8	20082Y0
NC Math 1	21092Y0
NC Math 2	22092Y0
Science 8	30082Y0
Social Studies 8	40082Y0
Healthful Living 8	60482Y0

Electives

Language Arts Electives

Course Name	Course Code
Reading Enrichment & Ext.	10262Y0A
Reading Acceleration & Sup.	10262Y0B
Public Speaking & Debate	10182Y0B
Newspaper	10312Y0A
Yearbook	10312Y0H

Mathematics Electives

Course Name	Course Code
Math Acceleration & Support	28002Y0A
Math Counts	28002Y0B
Math 6 Plus Support	28002Y0C
Math 7 Plus Support	28002Y0D
NC Math 1 Support	28002Y0E

Science Electives

Course Name	Course Code
Animal Science	30092Y0Z1
Olympics of Science & Math	30092Y0F
The Marine Ecosystem	30092Y0Z2

Social Studies Electives

Course Name	Course Code
African American History	48022Y0A
Am. History Themes/Dreams	48022Y0B
Tar Heel Junior Historians	48022Y0C
We the People	48022Y0D

World Language Electives

Course Name	Course Code
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
Spanish A (Part A)	11412YA
Spanish B (Part B) (MS/HS Credit)	11412YB

Fine Arts Electives

Course Name	Course Code
Music Exploratory	52092Y0K
Chorus	52692Y0D
Concert 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

Career & Technical Education 18-Week Courses and Course Pairings	
Course Name	**Course Code**
Agricultural Education	
Exploring Agricultural Science 1	AU022YA AU022YB
Exploring Agricultural Science 2	AU022YC AU022YD
Exploring Biotechnology in Agriculture	AU012YA AU012YC
Business, Finance and Information Technology	
Computer Skills and Applications	BU102YA BU102YD
Advanced Computer Skills and Applications	BU102YB BU102YC
Exploring Business, Marketing and Entrepreneurship	BU202YA BU202YC
Exploring Economics, Finance, and Leadership	BU202YB BU202YD
Exploring Middle Grades Computer Science	BL142Y0
Career Development Education	
Exploring Careers	CC582YA CC582YB
Family and Consumer Sciences	
Exploring FACS-Family Focus	FC012YA FC012YB
Exploring FACS-Consumer Focus	FC012YC FC012YD
Technology Engineering and Design Education	
Exploring Engineering and Design 1	TE012YC TE012YA
Exploring Engineering and Design 2	TE012YD TE012YB
Exploring Engineering and Design 3	TE012YE TEP12YF
Exploring Technology Systems 1	TE022YB TE022YA
Exploring Technology Systems 2	TE022YC TE022YD
PLTW Automation & Robotics	TP012Y0
PLTW Design & Modeling	TP012Y0A

Career & Technical Education 9-Week Courses	
Course Name	**Course Code**
Agricultural Education	
Exploring Environmental & Natural Resources	AU022YA
Exploring Animal & Plant Science	AU022YB
Exploring Food and Agricultural Products	AU022YC
Exploring Agricultural Issues	AU022YD
Fundamentals of Biotechnology	AU012YA
Agricultural & Environmental Biotechnology	AU012YC
Introduction to Biotechnology	AU012YB
Business, Finance & Information Technology	
Keyboarding & Basic Word Processing	BU102YA
Introduction to Office Productivity	BU102YB
Office Productivity Applications	BU102YC
Exploring Business and Entrepreneurship	BU202YA
Exploring Economic Systems	BU202YB
Exploring Business Activities	BU202YC
Business Procedures and Leadership	BU202YD
Career Development Education	
Exploring Personal Characteristics & Careers	CC582YA
Exploring Careers and Employment	CC582YB
Family and Consumer Sciences	
Exploring Interpersonal Relationships & Childcare	FC012YA
Exploring Nutrition & Wellness	FC012YB
Exploring Apparel & Interior Design	FC012YC
Understand Personal Finance & Hospitality	FC012YD
Technology Education	
Project Revive	TE012YC
Exploring Technology	TE012YA
Invention and Innovation	TE012YD
Exploring Engineering & Design	TE012YB
Design and Creativity	TE012YE
Technology and Society	TE012YF
Technological Issues and Impacts	TE022YB
Exploring Technological Systems	TE022YA
Maintaining Technological Systems	TE022YC
Technological Systems in the Designed World	TE022YD
PLTW Automation and Robotics A	TP012Y0B
PLTW Automation and Robotics B	TP012Y0C
PLTW Design and Modeling A	TP012Y0D
PLTW Design and Modeling B	TP012Y0E

College Preparatory Success	
Course Name	**Course Code**
College Prep Success 6	96102Y0J6
College Prep Success 7	96102Y0J7
College Prep Success 8	96102Y0J8

ESL Courses	
Course Name	**Course Code**
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 ELLS	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

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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)

2/6/17

Notes