



Dillard Drive Magnet Middle School

Center for Global Studies and Spanish Immersion

2025-2026

Program Guide

7th Grade

Dillard Drive Magnet Middle School fosters global connections and global citizenship through relevant and meaningful curriculum, World Languages, 21st Century skills, and social and emotional learning. Together with community stakeholders, we at Dillard Drive Magnet Middle School aim for all students to feel valued, challenged, and engaged in their communities and the world. DDMMS staff will prepare students to be productive citizens and future leaders for our diverse world.

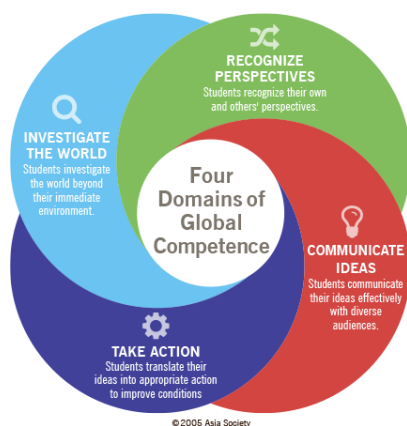
At Dillard Drive Magnet Middle School, students receive:

- Daily Spanish and French instruction for 6-8 students
- Global content integration in all subject area units
- Focus on academic content and language acquisition
- Technology integration throughout all subject areas to expose students to cultures across the world
- Emphasis on Sustainable Development Goals and Global Competencies to showcase connectedness across the world

The 4 Domains of Global Competency: At DDMMS teachers and students use the Four Domains of Global Competence as a framework for learning and instruction.

DDMMS's teachers model their integration of Global Teaching on Asia Society's 4 Domains of Global Competencies. Asia Society is an organization that helps shape a prosperous, sustainable, and secure future for us all. For more information visit:

<https://asiasociety.org/education/what-global-competence>



- **Investigate the World** - Globally-competent students are aware, curious, and interested in learning about the world and how it works.
- **Recognize Perspectives** - Globally-competent students recognize that they have a particular perspective, and that others may or may not share it.
- **Communicate Ideas** - Globally-competent students can effectively communicate, verbally and non-verbally, with diverse audiences.
- **Take Action** - Globally-competent students have the skills and knowledge to not just learn about the world, but also to make a difference in the world.



The United Nations Sustainable Development Goals: At DDMMS teachers and students use the UN's SDGs as a resource for learning and instruction centered around global topics. More information can be found at: <https://sdgs.un.org/goals>

Why Teach the United Nations Sustainable Development Goals?

Students learn about the UN SDGs for the following four reasons:

1. **Students need to learn about the world:** Learning about these initiatives helps students develop insights into critical issues around the world. Issues that are inseparable from culture.
2. **Students must be active participants in the world they live in:** In our increasingly interconnected world, we need to prepare the next generation to be global leaders who are able to lead and thrive in the global marketplace. The SDGs engage students in practical goals and problem-solving by putting issues into relatable contexts.
3. **Students grow empathy and compassion:** When students are exposed to important SDG topics such as those about poverty, hunger, and education, they begin to foster a sense of global connection and empathy for the earth as a whole.
4. **Students and teachers are inspired to take action:** Once students have an understanding of the SDGs and why they are necessary, they will be inspired to make positive changes, in big and small ways.

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

High School Level Courses at the Middle School Level:

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.

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.



Course Offerings

7th Grade

7th Grade Core Curriculum

English Language Arts – yearlong

Following the NC State Standards for English Language Arts, seventh graders develop skills in reading, writing, speaking, and listening, and language through experience with print and digital resources. Students read a wide range of text, varying in levels of sophistication and purpose. Through print and non-print text, 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 – Math 7 / Math 7 Plus / Math I

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

The eight Standards for Mathematical Practice are:

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

Math 7 - yearlong

The foci of Math 7 are outlined below by domain.

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

Math 7 Plus – yearlong

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

- Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real world and mathematical problems.
- The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; know that there are numbers that are not rational, and approximate them by rational numbers.
- Expressions and Equations: Use properties of operations to generate equivalent expressions; solve real world and mathematical problems using numerical and algebraic expressions, equations, and inequalities; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; work with radicals and integer exponents; analyze and solve linear equations and inequalities; analyze and solve pairs of simultaneous linear equations.
- Geometry: Draw, construct and describe geometrical figures and describe the relationships between them; solve real-world and mathematical problems involving angle measure, area, surface area, and volume; understand congruence and similarity using physical models, transparencies, or geometry software; solve real-world and mathematical problems involving volume of cylinders, cones and spheres; analyze angle relationships; understand and apply the Pythagorean Theorem.

- Statistics and Probability: Use random sampling to draw inferences about a population; make informal inferences to compare two populations; investigate chance processes and develop, use, and evaluate probability models; investigate patterns of association in bivariate data.
- Functions: Define, evaluate, and compare functions; use functions to model relationships between quantities.

NC Math 1 (for High School Credit) – yearlong

Prerequisites: Math 6 Plus and Passing of the Single Subject Acceleration Test (>80%)

This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1.

The final exam is the NC Math 1 End-of-Course test and it will be averaged as 20% of the overall grade for the course.

Please note: Except in extraordinary circumstances as outlined by the state, students will not be able to withdraw from NC Math 1 after the 20th day of school (10th day on a semester block).

Science – yearlong

The North Carolina 7th Grade Science standards, as outlined in the [2023 K–12 Science Standard Course of Study published by the North Carolina Department of Public Instruction](#), emphasize developing students as critical thinkers who actively engage in scientific inquiry while building a strong conceptual understanding of science. At the seventh-grade level, instruction is designed to integrate scientific and engineering practices with core ideas across physical science, life science, and Earth and space science, ensuring that students learn science by doing science rather than through rote memorization. Students are expected to ask questions, plan and carry out investigations, analyze and interpret data, construct explanations, and communicate their reasoning using evidence. The standards focus on understanding systems and interactions—such as forces and energy, cellular processes and ecosystems, and Earth's dynamic systems—and how these concepts connect to real-world phenomena. Across all units, there is a strong emphasis on problem solving, modeling, and applying scientific knowledge to explain observable events and

address authentic challenges. Collectively, the Grade 7 science standards prepare students for increasingly complex scientific thinking in later grades by fostering curiosity, analytical reasoning, and a deeper understanding of how scientific knowledge is generated and applied in everyday life.

Social Studies – yearlong

[North Carolina's 7th grade social studies course](#), focuses on helping students understand the modern world by examining global societies, systems, and interactions from approximately 1400 CE to the present. The course emphasizes how historical events, cultural beliefs, economic systems, geographic factors, and forms of government are interconnected and continue to shape contemporary global issues. Rather than memorizing isolated facts, students are expected to think critically about how and why societies change, how power and resources are distributed, and how individuals and groups respond to conflict, inequality, and cooperation over time.

A central feature of the curriculum is the inquiry-based approach, which requires students to ask compelling questions, analyze primary and secondary sources, evaluate evidence, and communicate informed conclusions. Through this process, students examine cultural values and belief systems, explore how governments and political ideas influence societies, and analyze economic decision-making and global interdependence. Geography plays a key role as students investigate human-environment interaction, migration patterns, and demographic change, while historical study highlights major turning points, global interactions, and the experiences and contributions of diverse groups, including women, indigenous peoples, and racial, ethnic, and religious communities.

Overall, the 7th grade social studies curriculum is designed to develop globally aware, informed citizens who can analyze complex issues from multiple perspectives. By integrating inquiry skills with content from history, civics, economics, geography, and behavioral sciences, the course prepares students to understand the roots of modern global challenges and to thoughtfully engage with the world around them.

Physical Education and Health – semester long

Required Core Course

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. In Grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will

encourage them to be physically active throughout life is reinforced during instruction in these grades.

Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development.

North Carolina's 7th grade health curriculum, as part of the Healthful Living Education Essential Standards for Grades 6–8, is designed to help students develop the knowledge, skills, and attitudes needed to make healthy, responsible decisions during adolescence. The curriculum emphasizes personal health, wellness, and safety while recognizing the physical, emotional, and social changes students experience during the middle school years. Instruction focuses on building lifelong habits that support overall well-being and empower students to take ownership of their health choices.

Throughout the course, students explore topics related to mental and emotional health, including stress management, coping strategies, self-concept, and healthy relationships. Students learn how emotions, peer pressure, and social influences affect decision-making and behavior, and they practice communication, refusal, and conflict-resolution skills to navigate real-life situations. The curriculum also addresses nutrition and physical wellness, helping students understand balanced diets, physical activity, and the impact of lifestyle choices on short- and long-term health.

A significant component of 7th grade health is substance use prevention, where students examine the risks associated with tobacco, alcohol, and other drugs, as well as the influences that contribute to substance use. Instruction also includes reproductive and sexual health education, presented in an age-appropriate manner, focusing on human development, puberty, personal responsibility, and the importance of making informed, respectful decisions. Safety and injury prevention, including personal safety and risk reduction, are also emphasized to help students recognize and respond to potentially dangerous situations.

Overall, the 7th grade health curriculum aims to equip students with practical skills, accurate information, and critical thinking abilities that support healthy choices now and in the future. By integrating personal responsibility, decision-making, and health literacy, the course supports students' physical, social, and emotional development and prepares them to navigate adolescence with confidence and awareness.

7th Grade Elective Curriculum

World Language Electives

French 1a – (French Beginning Less than 1 Year) - semester long

Students wanting to pursue 1 High School credit will take this course in the first semester of 7th grade. Students pursuing 2 High School credits must have completed this course their 6th grade year. Band or Orchestra students seeking one high school credit in French, must have taken this course in 6th grade. Band or Orchestra students seeking two high school credits in French, must have taken this course in 6th grade and have Principal and Teacher Recommendations/Approval to continue into the two-credit program their seventh and eighth grade years.

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, Middle School Program Planning Guide 2020-2021 Page 22 negative expressions, adjectives, and commands. Students who complete this course successfully should take French 1b Beginning 1 year 1102Y1.

French 1b – (French Beginning 1 Year) - semester long

Prerequisite: French 1a French Beginning Less than 1 Year

Students wanting to pursue 1 High School credit will take this course in the second semester of 7th grade. Students pursuing 2 High School credits must take this course in the first semester of 7th grade. Band or Orchestra students seeking one high school credit in French, must take this course in 7th grade. With teacher and Principal approval, Band or Orchestra students seeking two high school credits in French, will take this course in the first semester of 7th grade.

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 French 1c - French 1 (MS for HS Credit) 11012Y07.

French 1c – MS for HS Credit – semester long

Prerequisite: French 1b (French Beginning 1 Year)

Students wanting to pursue 1 High School credit will take this course in 8th grade. Students pursuing 2 High School credits must take this course in the second semester of 7th grade. Band or Orchestra students seeking one high school credit in French, will take this course in 8th grade. With teacher and Principal

approval, Band or Orchestra students seeking two high school credits in French, will take this course in the second semester of 7th grade.

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. *This course ends with an end of course exam worth 20% of the overall grade.*

While at DDMMS, Students who complete this course successfully in 7th grade may take French II in 8th grade. Please see notes above.

Spanish 1a – (Spanish Beginning Less than 1 year) - semester long

Students wanting to pursue 1 High School credit will take this course in the first semester of 7th grade. Students pursuing 2 High School credits must have completed this course their 6th grade year. Band or Orchestra students seeking one high school credit in Spanish, must have taken this course in 6th grade. Band or Orchestra students seeking two high school credits in Spanish, must have taken this course in 6th grade and have Principal and Teacher Recommendations/Approval to continue into the two-credit program their seventh and eighth grade years.

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 Spanish 1b Beginning 1 Year 11402Y17.

Spanish 1b – (Spanish Beginning 1 year) - semester long

Prerequisite: Spanish 1a (Spanish Beginning Less than 1 Year)

Students wanting to pursue 1 High School credit will take this course in the second semester of 7th grade. Students pursuing 2 High School credits must take this course in the first semester of 7th grade. Band or Orchestra students seeking one high school credit in Spanish, must take this course in 7th grade. With teacher and Principal approval, Band or Orchestra students seeking two high school credits in Spanish, will take this course in the first semester of 7th grade.

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 Spanish 1c – Spanish 1 MS for HS Credit.

Spanish 1c – Spanish 1 MS for HS Credit – semester long

Prerequisite: Spanish 1b (Spanish Beginning 1 year)

Students wanting to pursue 1 High School credit will take this course in 8th grade. Students pursuing 2 High School credits must take this course in the second semester of 7th grade. Band or Orchestra students seeking one high school credit in Spanish, will take this course in 8th grade. With teacher and Principal approval, Band or Orchestra students seeking two high school credits in Spanish, will take this course in the second semester of 7th grade.

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 *This course ends with an end of course exam worth 20% of the overall grade.*

While at DDMMS, Students who complete this course successfully in 7th grade may take Spanish II in 8th grade. Please see notes above.

Heritage Spanish I

Prerequisite(s): Ability to speak and comprehend conversational Spanish; Native Spanish speaking; Primary home language of Spanish

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Global Studies Electives

Magnet World Games – semester long

Students will actively participate in global sports (Olympic and non-Olympic) from **Europe and Africa**. This course includes the history, rules, and terminology with an emphasis in skill development, game strategies, and leadership. Students will explore sports such as cricket, martial arts, dance, yoga, croquet, bocce, futbol, hockey, badminton and many more. Students will also learn about global health trends and health problems. At each grade level, the course focus shifts to different parts of the world.

Global Leadership, Public Speaking, and Social Responsibility: Preparing for College and Beyond – year long

Prerequisite: Teacher and/or Principal Recommendation

In this transformative course, students will become global leaders while preparing for college and careers. They will support the DDMMS Food Pantry, explore the United Nations' role in addressing global challenges, with a specific focus on SDG 1, SDG2, SDG3 and SDG17, and develop skills for advocating UN Sustainable Development Goals. This course will also emphasize notetaking, time management, and organizational skills. Students will also engage in community service, public speaking, and real-world job readiness. They will develop into empowered global citizens, who will be well prepared for college and career success.

Arts Electives

Intermediate Band – yearlong

Prerequisite: Beginning Band or teacher approval

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. At Dillard Drive Magnet Middle School, the course will include a repertoire of world composers, world music, and an exploration of different cultural instruments and musical styles.

Intermediate Strings – yearlong

Prerequisite: Beginning Strings or teacher approval

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 several concert selections that are performed for an audience. Students should anticipate some after-school practices and evening performances. At Dillard Drive Magnet Middle School, the course will include a repertoire of world composers, world music, and exploration of different cultural string instruments and musical styles.

Guitar – semester long

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.

Magnet Sounds of the World – semester long

Every culture in the world has produced music. And each of those types of music has signature rhythms at their very heart. This semester long course will introduce students to instruments and rhythms and percussion instruments from around the world. Students will learn hand and stick drumming in a fun and engaging curriculum designed to get them on stage as soon as possible.

Beginning Chorus - year long

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.

Visual Arts Exploratory – semester long

This course introduces students to the elements of art through a variety of media that will include art forms from around the world: drawing, painting, printmaking, mixed media, pottery, and weaving. Application of these elements to the students' own original artwork is the major emphasis, while also being introduced to art history and critical analysis of artwork from around the world.

Visual Composition – semester long

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.

Pottery and Sculpture – semester long

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.

Career and Technical Education

Global Engineering and Design – semester long

This course will help students understand and practice the Engineering Design Process. Students will develop skills in research, communication, design, and learn how to publish/report their

results. Students will understand the importance of mathematics, accuracy, and precision while engaging in hands-on learning activities. Students will also learn about different architectural designs and technological innovations from around the world. The course will also examine the past, present, and future of technologies and society allowing students to come to an understanding of how innovation has evolved over time and how it has impacted society. Finally, at the conclusion of this course, students will understand the global interrelationship between engineering, science, technology, and our society.

Exploring Childcare & Nutrition and Wellness – semester long

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

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

Exploring Apparel and Interior Design & Social and Emotional Skills

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

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

Digital Literacy, Keyboarding and Basic Word Processing – semester long

Students learn critical digital literacy skills including how to evaluate content for accuracy, perspective, and motive. Students are helped to acknowledge the benefits of online communities and resources while guiding them to successfully navigate potential pitfalls in their digital lives. Through digital responsibility lessons, students take practical steps to protect their privacy and safety online. Students are helped to acknowledge the benefits of online communities and resources while guiding them to successfully navigate potential pitfalls in their digital lives. Through digital responsibility lessons, students take practical steps to protect their privacy and safety online. At the conclusion of this course, students will have developed a global awareness of other cultures in a digital society and explored the digital divide between the United States and other cultures.

Introduction to Office Productivity & Office Productivity Applications - semester long

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

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

Computer Science Discoveries II – semester long

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

Coding in Minecraft – semester long

Using the Minecraft platform, students will gain the skill of designing and developing algorithms. Students will also learn how to predict the outcome of running a series of statements; apply and understand the concept of iteration and selection. Finally, students will understand how to debug and resolve problems in algorithms. Using the Minecraft platform, students will learn how to code in block-based coding using MakeCode. They will learn how to apply and understand variable types, logic, comparison operators and iteration. Mathematics and computer science standards are reinforced.

Regular Education Academic Support Electives

Reading Acceleration and Support – yearlong

Prerequisite: teacher recommendation

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

Math Acceleration and Support – yearlong

Prerequisite: teacher recommendation

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.

Students with Special Needs – 7th Grade

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, administrators, other school staff, students, and/or parents/guardians may nominate students for the AIG Program at any time, though there is one testing window per semester to ensure all students have the same number of instructional days prior to being assessed. 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 student portfolios, 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 additional services for students with disabilities who meet state criteria for Special Education Services. Students who are suspected of having a disability are referred by their parents or by school personnel for screening and evaluation. Following the evaluation, an IEP team, to include the parents, determines whether the student is eligible. Every eligible student has an Individualized Educational Program (IEP), which identifies the student's strengths and weaknesses and sets annual goals and/or 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

7th Grade Literacy Essentials – yearlong core class

The Literacy Essentials course is designed to intensively, explicitly, and systematically teach vocabulary, comprehension, and basic writing skills to a small population of students, with reading levels significantly below grade level, and who are unable to access the general education curriculum, even with specialized support. The use of scaffolded instruction as well as supplemental and alternate texts and materials enable students to access standards while addressing the literacy needs documented within the IEP.

7th Grade Math Essentials – yearlong core class

This course focuses on explicit and systematic instruction in basic number sense and appropriate developmental math learning trajectories. It is designed for a small population of students with emerging numeracy skills who are unable to access abstract concepts presented in general education math, including ICR math. Students in this course typically require explicit and systematic specialized math instruction and concrete support of developmental math skills to access grade level math standards. 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.

7th Grade Curriculum Assistance – yearlong Elective

The Curriculum Assistance elective (CA) provides specially designed 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 focus for each student's instruction is based on their individualized needs as outlined within their IEP. Study skills instruction can be utilized to teach students how to prioritize, organize, take notes, take tests, proofread, follow directions, and use reference materials. Literacy and Math skills are taught utilizing specially designed instruction to target the goals identified within the students' IEP goals.

Behavior/Autism Support

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

7th Grade Social Skills Essentials – yearlong Elective

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.

English as a Second Language

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

7th Grade ESL I – yearlong elective

Recommended class size is a maximum of 10-12 students. This year-long grade-specific course is recommended for English Learners at the Comprehensive level of support (Entering [Level 1] and Emerging [Level 2] on the Reading and/or Writing subsets of the WIDA Screener or ACCESS test). Students in this course tend to be in Year 1 or Year 2 of schooling in the U.S., have very limited or no English language proficiency, struggle significantly to manage classroom content and require extensive scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language.

7th Grade ESL II – yearlong elective

Recommended class size is a maximum of 12-15 students. This year-long grade-specific course is recommended for English Learners at the Comprehensive/Moderate level of support (Emerging [Level 2] and Developing [Level 3] on the Reading and/or Writing subtests of the WIDA Screener or ACCESS tests). Students in this course tend to be in Year 2, Year 3, or Year 4 of schooling in the U.S., can converse with teachers and peers in English about familiar topics and some academic topics, may be able to manage grade-level content with language scaffolds and require moderate scaffolding and modifications to participate in learning activities. This course is designed to move students along the continuum of developing English as a new language.